



Australian Government

SIT12 Tourism, Travel and Hospitality Training Package

Release: 1.0

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SIT12 Tourism, Travel and Hospitality Training Package

Modification History

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
1	18 January, 2013	Primary release - replaces SIT07 Version 3.

Imprint

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Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version 1 - check whether this is the latest version by going to Training.Gov.au (www.training.gov.au) and locating information about the Training Package. Alternatively, contact Service Skills Australia (www.serviceskills.com.au) to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

Explanation of the review date

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
1	TBA	Primary release - replaces SIT07 Tourism, Hospitality and Events Version 3 Training Package.

Summary of AQF Qualifications in SIT12 Tourism, Travel and Hospitality Training Package

Qualification Code	Qualification Title
SIT10112	Certificate I in Tourism (Australian Indigenous Culture)
SIT10212	Certificate I in Hospitality
SIT20112	Certificate II in Tourism
SIT20212	Certificate II in Hospitality
SIT20312	Certificate II in Kitchen Operations
SIT20412	Certificate II in Asian Cookery
SIT20512	Certificate II in Holiday Parks and Resorts
SIT30112	Certificate III in Tourism
SIT30512	Certificate III in Guiding
SIT30612	Certificate III in Events
SIT30712	Certificate III in Hospitality
SIT30812	Certificate III in Commercial Cookery
SIT30912	Certificate III in Asian Cookery
SIT31012	Certificate III in Catering Operations
SIT31112	Certificate III in Patisserie
SIT31212	Certificate III in Holiday Parks and Resorts
SIT31312	Certificate III in Travel
SIT40112	Certificate IV in Guiding
SIT40212	Certificate IV in Travel and Tourism
SIT40312	Certificate IV in Hospitality
SIT40412	Certificate IV in Commercial Cookery
SIT40512	Certificate IV in Asian Cookery
SIT40612	Certificate IV in Catering Operations

SIT40712	Certificate IV in Patisserie
SIT40812	Certificate IV in Holiday Parks and Resorts
SIT50112	Diploma of Travel and Tourism
SIT50212	Diploma of Events
SIT50312	Diploma of Hospitality
SIT50412	Diploma of Holiday Parks and Resorts
SIT60112	Advanced Diploma of Travel and Tourism
SIT60212	Advanced Diploma of Events
SIT60312	Advanced Diploma of Hospitality

Summary of Units of Competency in SIT12 Tourism, Travel and Hospitality Training Package and their Pre-Requisite Requirements

Unit Code	Unit Title	Prerequisite Unit/s
Accommodation Services		
SITHACS101	Clean premises and equipment	Nil
SITHACS201	Provide housekeeping services to guests	Nil
SITHACS202	Prepare rooms for guests	Nil
SITHACS203	Launder linen and guests clothes	Nil
SITHACS204	Provide porter services	Nil
SITHACS301	Provide valet service	Nil
SITHACS302	Conduct night audit	Nil
SITHACS303	Provide accommodation reception services	Nil
Administration		
SITXADM501	Prepare and present proposals	Nil
Asian Cookery		
SITHASC201	Produce dishes using basic methods of Asian cookery	SITXFSA101 Use hygienic practices for food safety
SITHASC202	Produce Asian appetisers and snacks	SITXFSA101 Use hygienic practices for food safety
SITHASC203	Produce Asian stocks and soups	SITXFSA101 Use hygienic practices for food safety
SITHASC204	Produce Asian sauces, dips and accompaniments	SITXFSA101 Use hygienic practices for food safety
SITHASC205	Produce Asian salads	SITXFSA101 Use hygienic practices for food safety
SITHASC206	Produce Asian rice and noodles	SITXFSA101 Use hygienic practices for food safety
SITHASC207	Produce curry pastes and powders	SITXFSA101 Use hygienic practices for food safety

Unit Code	Unit Title	Prerequisite Unit/s
SITHASC301	Produce Asian cooked dishes	SITXFSA101 Use hygienic practices for food safety
SITHASC302	Produce Asian desserts	SITXFSA101 Use hygienic practices for food safety
SITHASC303	Produce Japanese cooked dishes	SITXFSA101 Use hygienic practices for food safety
SITHASC304	Prepare sashimi	SITXFSA101 Use hygienic practices for food safety
SITHASC305	Produce sushi	SITXFSA101 Use hygienic practices for food safety
SITHASC306	Produce Japanese desserts	SITXFSA101 Use hygienic practices for food safety
SITHASC307	Produce dim sum	SITXFSA101 Use hygienic practices for food safety
SITHASC308	Produce Chinese roast meat and poultry dishes	SITXFSA101 Use hygienic practices for food safety
SITHASC309	Produce tandoori dishes	SITXFSA101 Use hygienic practices for food safety
SITHASC310	Produce Indian breads	SITXFSA101 Use hygienic practices for food safety
SITHASC311	Produce Indian sweetmeats	SITXFSA101 Use hygienic practices for food safety
SITHASC312	Produce Indian pickles and chutneys	SITXFSA101 Use hygienic practices for food safety
Client and Customer Service		
SITXCCS101	Provide information and assistance	Nil
SITXCCS201	Provide visitor information	Nil
SITXCCS202	Interact with customers	Nil
SITXCCS301	Provide lost and found services	Nil
SITXCCS302	Provide club reception services	Nil

Unit Code	Unit Title	Prerequisite Unit/s
SITXCCS303	Provide service to customers	Nil
SITXCCS401	Enhance the customer service experience	Nil
SITXCCS501	Manage quality customer service	Nil
Commercial Cookery and Catering		
SITHCCC101	Use food preparation equipment	SITXFSA101 Use hygienic practices for food safety
SITHCCC102	Prepare simple dishes	SITXFSA101 Use hygienic practices for food safety
SITHCCC103	Prepare sandwiches	SITXFSA101 Use hygienic practices for food safety
SITHCCC104	Package prepared foodstuffs	SITXFSA101 Use hygienic practices for food safety
SITHCCC201	Produce dishes using basic methods of cookery	SITXFSA101 Use hygienic practices for food safety
SITHCCC202	Produce appetisers and salads	SITXFSA101 Use hygienic practices for food safety
SITHCCC203	Produce stocks, sauces and soups	SITXFSA101 Use hygienic practices for food safety
SITHCCC204	Produce vegetable, fruit, egg and farinaceous dishes	SITXFSA101 Use hygienic practices for food safety
SITHCCC205	Produce cook-chill and cook-freeze foods	SITXFSA101 Use hygienic practices for food safety
SITHCCC206	Rethermalise chilled and frozen foods	SITXFSA101 Use hygienic practices for food safety
SITHCCC207	Use cookery skills effectively	SITXFSA101 Use hygienic practices for food safety
SITHCCC301	Produce poultry dishes	SITXFSA101 Use hygienic practices for food safety
SITHCCC302	Produce seafood dishes	SITXFSA101 Use hygienic practices for food safety

Unit Code	Unit Title	Prerequisite Unit/s
SITHCCC303	Produce meat dishes	SITXFSA101 Use hygienic practices for food safety
SITHCCC304	Produce and serve food for buffets	SITXFSA101 Use hygienic practices for food safety
SITHCCC305	Produce pates and terrines	SITXFSA101 Use hygienic practices for food safety
SITHCCC306	Handle and serve cheese	SITXFSA101 Use hygienic practices for food safety
SITHCCC307	Prepare food to meet special dietary requirements	SITXFSA101 Use hygienic practices for food safety
SITHCCC308	Produce cakes, pastries and breads	SITXFSA101 Use hygienic practices for food safety
SITHCCC309	Work effectively as a cook	SITXFSA101 Use hygienic practices for food safety
SITHCCC401	Produce specialised food items	SITXFSA101 Use hygienic practices for food safety
SITHCCC402	Prepare portion-controlled meat cuts	SITXFSA101 Use hygienic practices for food safety
Communication and Teamwork		
SITXCOM101	Source and present information	Nil
SITXCOM201	Show social and cultural sensitivity	Nil
SITXCOM202	Provide a briefing or scripted commentary	Nil
SITXCOM301	Address protocol requirements	Nil
SITXCOM401	Manage conflict	Nil
Computer Operations and ICT Management		
SITXICT401	Build and launch a small business website	Nil
Crisis Management		

Unit Code	Unit Title	Prerequisite Unit/s
SITXCRI401	Respond to a customer in crisis	Nil
SITXCRI601	Manage a business continuity crisis	Nil
Events		
SITXEVT301	Access information on event operations	Nil
SITXEVT302	Process and monitor event registrations	Nil
SITXEVT303	Coordinate on-site event registrations	Nil
SITXEVT304	Provide event staging support	Nil
SITXEVT401	Plan in-house events or functions	Nil
SITXEVT501	Develop conference programs	Nil
SITXEVT502	Select event venues and sites	Nil
SITXEVT503	Manage event staging components	Nil
SITXEVT504	Organise event infrastructure	Nil
SITXEVT505	Manage on-site event operations	Nil
SITXEVT601	Research event trends and practice	Nil
SITXEVT602	Develop event concepts	Nil
SITXEVT603	Determine event feasibility	Nil
SITXEVT604	Develop and implement event management plans	Nil
SITXEVT605	Develop event transport plans	Nil
SITXEVT606	Develop crowd management plans	Nil
SITXEVT607	Develop multi-venue event plans	Nil
SITXEVT608	Plan and allocate exhibition space	Nil
SITXEVT609	Recruit and manage exhibitors	Nil
Finance		

Unit Code	Unit Title	Prerequisite Unit/s
SITXFIN201	Process financial transactions	Nil
SITXFIN401	Interpret financial information	Nil
SITXFIN402	Manage finances within a budget	Nil
SITXFIN501	Prepare and monitor budgets	Nil
SITXFIN601	Manage physical assets	Nil
SITXFIN602	Manage revenue	Nil
Food and Beverage		
SITHFAB101	Clean and tidy bar areas	SITXFSA101 Use hygienic practices for food safety
SITHFAB201	Provide responsible service of alcohol	Nil
SITHFAB202	Operate a bar	SITHFAB201 Provide responsible service of alcohol SITXFSA101 Use hygienic practices for food safety
SITHFAB203	Prepare and serve non-alcoholic beverages	SITXFSA101 Use hygienic practices for food safety
SITHFAB204	Prepare and serve espresso coffee	SITXFSA101 Use hygienic practices for food safety
SITHFAB205	Provide room service	SITXFSA101 Use hygienic practices for food safety
SITHFAB206	Serve food and beverage	SITXFSA101 Use hygienic practices for food safety
SITHFAB301	Operate and monitor cellar systems	Nil
SITHFAB302	Conduct a product tasting for alcoholic beverages	SITHFAB201 Provide responsible service of alcohol
SITHFAB303	Prepare and serve cocktails	SITHFAB201 Provide responsible service of alcohol SITXFSA101 Use hygienic practices for food safety

Unit Code	Unit Title	Prerequisite Unit/s
SITHFAB304	Provide advice on beers, spirits and liqueurs	SITHFAB201 Provide responsible service of alcohol
SITHFAB305	Provide advice on Australian wines	SITHFAB201 Provide responsible service of alcohol
SITHFAB306	Provide advice on imported wines	SITHFAB201 Provide responsible service of alcohol
SITHFAB307	Provide table service of food and beverage	SITHFAB201 Provide responsible service of alcohol SITXFSA101 Use hygienic practices for food safety
SITHFAB308	Provide silver service	SITXFSA101 Use hygienic practices for food safety
SITHFAB309	Provide advice on food	Nil
SITHFAB310	Provide advice on food and beverage matching	SITHFAB201 Provide responsible service of alcohol
SITHFAB311	Provide gueridon service	SITXFSA101 Use hygienic practices for food safety
SITHFAB401	Plan and monitor espresso coffee service	Nil
SITHFAB501	Manage the sale or service of wine	SITHFAB305 Provide advice on Australian wines SITHFAB306 Provide advice on imported wines
Food Safety		
SITXFSA101	Use hygienic practices for food safety	Nil
SITXFSA201	Participate in safe food handling practices	Nil
SITXFSA202	Transport and store food	Nil
SITXFSA401	Develop and implement a food safety program	Nil
Gaming		

Unit Code	Unit Title	Prerequisite Unit/s
SITHGAM201	Provide responsible gambling services	Nil
SITHGAM202	Attend gaming machines	SITHGAM201 Provide responsible gambling services
SITHGAM203	Operate a TAB outlet	SITHGAM201 Provide responsible gambling services
SITHGAM204	Conduct Keno games	SITHGAM201 Provide responsible gambling services
SITHGAM301	Analyse and report on gaming machine data	SITHGAM201 Provide responsible gambling services
SITHGAM302	Operate table games	SITHGAM201 Provide responsible gambling services
SITHGAM303	Deal Baccarat games	SITHGAM201 Provide responsible gambling services
SITHGAM304	Conduct Big Wheel games	SITHGAM201 Provide responsible gambling services
SITHGAM305	Deal Blackjack games	SITHGAM201 Provide responsible gambling services
SITHGAM306	Deal Poker games	SITHGAM201 Provide responsible gambling services
SITHGAM307	Deal Pontoon games	SITHGAM201 Provide responsible gambling services
SITHGAM308	Conduct Rapid Roulette games	SITHGAM201 Provide responsible gambling services
SITHGAM309	Conduct Roulette games	SITHGAM201 Provide responsible gambling services
SITHGAM310	Conduct Sic Bo games	SITHGAM201 Provide responsible gambling services
SITHGAM501	Manage gaming activities	SITHGAM201 Provide responsible gambling services
Governance and Legal Compliance		
SITXGLC501	Research and comply with regulatory	Nil

Unit Code	Unit Title	Prerequisite Unit/s
	requirements	
Guiding		
SITTGDE101	Interpret aspects of local Australian Indigenous culture	Nil
SITTGDE301	Work as a guide	Nil
SITTGDE302	Provide arrival and departure assistance	Nil
SITTGDE303	Lead tour groups	Nil
SITTGDE304	Prepare and present tour commentaries or activities	Nil
SITTGDE305	Develop and maintain the general and regional knowledge required by guides	Nil
SITTGDE306	Research and share general information on Australian Indigenous cultures	Nil
SITTGDE307	Prepare specialised interpretive content on flora, fauna and landscape	Nil
SITTGDE308	Prepare specialised interpretive content on marine environments	Nil
SITTGDE309	Prepare specialised interpretive content on cultural and heritage environments	Nil
SITTGDE401	Coordinate and operate tours	Nil
SITTGDE402	Manage extended touring programs	Nil
Human Resources Management		
SITXHRM301	Coach others in job skills	Nil
SITXHRM401	Roster staff	Nil
SITXHRM402	Lead and manage people	Nil
SITXHRM501	Recruit, select and induct staff	Nil
SITXHRM502	Manage volunteers	Nil
SITXHRM503	Monitor staff performance	Nil

Unit Code	Unit Title	Prerequisite Unit/s
Inventory		
SITXINV201	Receive and store stock	Nil
SITXINV202	Maintain the quality of perishable items	SITXFSA101 Use hygienic practices for food safety
SITXINV301	Purchase goods	Nil
SITXINV401	Control stock	Nil
SITXINV601	Establish stock and purchasing and control systems	Nil
Kitchen Operations		
SITHKOP101	Clean kitchen premises and equipment	SITXFSA101 Use hygienic practices for food safety
SITHKOP302	Plan and cost basic menus	Nil
SITHKOP401	Plan and display buffets	SITXFSA101 Use hygienic practices for food safety
SITHKOP402	Develop menus for special dietary requirements	Nil
SITHKOP403	Coordinate cooking operations	SITXFSA101 Use hygienic practices for food safety
SITHKOP404	Plan catering for events or functions	Nil
SITHKOP501	Design and cost menus	Nil
SITHKOP502	Select catering systems	Nil
Languages other than English		
SITXLAN21__	Conduct basic oral communication in a language other than English	Nil
SITXLAN22__	Conduct routine oral communication in a language other than English	Nil
SITXLAN31__	Conduct oral communication in a language other than English	Nil

Unit Code	Unit Title	Prerequisite Unit/s
SITXLAN32__	Conduct complex oral communication in a language other than English	Nil
SITXLAN33__	Read and write information in a language other than English	Nil
SITXLAN34__	Read and write documents in a language other than English	Nil
Management and Leadership		
SITXMGT401	Monitor work operations	Nil
SITXMGT501	Establish and conduct business relationships	Nil
SITXMGT502	Manage projects	Nil
Marketing and Public Relations		
SITXMPR401	Coordinate production of brochures and marketing materials	Nil
SITXMPR402	Create a promotional display or stand	Nil
SITXMPR403	Plan and implement sales activities	Nil
SITXMPR404	Coordinate marketing activities	Nil
SITXMPR405	Participate in cooperative online marketing initiatives	Nil
SITXMPR501	Obtain and manage sponsorship	Nil
SITXMPR502	Develop and implement marketing strategies	Nil
Patisserie		
SITHPAT301	Produce cakes	SITXFSA101 Use hygienic practices for food safety
SITHPAT302	Produce gateaux, torten and cakes	SITXFSA101 Use hygienic practices for food safety
SITHPAT303	Produce pastries	SITXFSA101 Use hygienic practices for food safety

Unit Code	Unit Title	Prerequisite Unit/s
SITHPAT304	Prepare yeast based bakery products	SITXFSA101 Use hygienic practices for food safety
SITHPAT305	Produce petit fours	SITXFSA101 Use hygienic practices for food safety
SITHPAT306	Produce desserts	SITXFSA101 Use hygienic practices for food safety
SITHPAT401	Prepare and model marzipan	SITXFSA101 Use hygienic practices for food safety
SITHPAT402	Produce chocolate confectionery	SITXFSA101 Use hygienic practices for food safety
SITHPAT403	Model sugar based decorations	SITXFSA101 Use hygienic practices for food safety
SITHPAT404	Design and produce sweet buffet showpieces	SITXFSA101 Use hygienic practices for food safety
Planning and Product Development		
SITTPPD401	Package tourism products	Nil
SITTPPD402	Develop interpretive activities	Nil
SITTPPD403	Coordinate and operate sustainable tourism activities	Nil
SITTPPD404	Develop in-house recreational activities	Nil
SITTPPD501	Develop host community awareness of tourism	Nil
SITTPPD502	Assess tourism opportunities for local communities	Nil
SITTPPD503	Research and analyse tourism data	Nil
SITTPPD601	Develop tourism products	Nil
SITTPPD602	Develop environmentally sustainable tourism operations	Nil
SITTPPD603	Develop culturally appropriate tourism operations	Nil

Unit Code	Unit Title	Prerequisite Unit/s
SITTPPD604	Develop and implement local or regional tourism plan	Nil
Tour Operations		
SITTTOP301	Load touring equipment	Nil
SITTTOP302	Provide outdoor catering	Nil
SITTTOP401	Allocate tour or activity resources	Nil
SITTTOP402	Set up and operate a campsite	Nil
SITTTOP403	Operate tours in a remote area	Nil
Tourism Sales and Operations		
SITTTSL201	Operate an online information system	Nil
SITTTSL202	Access and interpret product information	Nil
SITTTSL301	Provide advice on international destinations	Nil
SITTTSL302	Provide advice on Australian destinations	Nil
SITTTSL303	Sell tourism products and services	Nil
SITTTSL304	Prepare quotations	Nil
SITTTSL305	Process reservations	Nil
SITTTSL306	Book supplier services	Nil
SITTTSL307	Process travel-related documentation	Nil
SITTTSL308	Use a computerised reservations or operations system	Nil
SITTTSL309	Source airfares for domestic flights	Nil
SITTTSL310	Construct normal international airfares	Nil
SITTTSL311	Construct promotional international airfares	Nil

Unit Code	Unit Title	Prerequisite Unit/s
SITTTSL312	Construct advanced international airfares	SITTTSL310 Construct normal international airfares
SITTTSL313	Administer billing and settlement plan	Nil
SITTTSL401	Maintain a product inventory	Nil
Venue and Facility Operations		
SITTVAF201	Load and unload a ride	Nil
SITTVAF301	Operate a ride location	Nil
SITTVAF302	Operate a games location	Nil
SITTVAF303	Tow and site recreational vehicles	Nil
Work Health and Safety		
SITXWHS101	Participate in safe work practices	Nil
SITXWHS301	Identify hazards, assess and control safety risks	Nil
SITXWHS401	Implement and monitor work health and safety practices	Nil
SITXWHS601	Establish and maintain a work health and safety system	Nil
Working in Industry - Hospitality		
SITHIND201	Source and use information on the hospitality industry	Nil
SITHIND202	Use hospitality skills effectively	Nil
SITHIND301	Work effectively in hospitality service	Nil
Working in Industry – Tourism		
SITTIND201	Source and use information on the tourism and travel industry	Nil
SITTIND202	Source and use information on the holiday park and resort industry	Nil

Imported Units of Competency in SIT12 Tourism, Travel and Hospitality Training Package

Unit Code	Unit Title	Training Package Origin
AHC10 Agriculture, Horticulture and Conservation and Land Management		
AHCIRG302A	Install irrigation systems	AHC10 Agriculture, Horticulture and Conservation and Land Management
AHCIRG306A	Troubleshoot irrigation systems	AHC10 Agriculture, Horticulture and Conservation and Land Management
AHCLSC202A	Construct low-profile timber or modular retaining walls	AHC10 Agriculture, Horticulture and Conservation and Land Management
AHCLSC204A	Lay paving	AHC10 Agriculture, Horticulture and Conservation and Land Management
AHCLSC301A	Set out site for construction works	AHC10 Agriculture, Horticulture and Conservation and Land Management
AHCLSC302A	Construct landscape features using concrete	AHC10 Agriculture, Horticulture and Conservation and Land Management
AHCPGD203A	Prune shrubs and small trees	AHC10 Agriculture, Horticulture and Conservation and Land Management
AHCPGD302A	Plan and maintain plant displays	AHC10 Agriculture, Horticulture and Conservation and Land Management
BSB07 Business Services		
BSBADM502B	Manage meetings	BSB07 Business Services
BSBCMM201A	Communicate in the workplace	BSB07 Business Services
BSBCMM401A	Make a presentation	BSB07 Business Services
BSBCRT101A	Apply critical thinking techniques	BSB07 Business Services
BSBCRT301A	Develop and extend critical and creative	BSB07 Business Services

Unit Code	Unit Title	Training Package Origin
	thinking skills	
BSBCRT402A	Collaborate in a creative process	BSB07 Business Services
BSBCRT501A	Originate and develop concepts	BSB07 Business Services
BSBDIV501A	Manage diversity in the workplace	BSB07 Business Services
BSBEBU401A	Review and maintain a website	BSB07 Business Services
BSBEBU501A	Investigate and design e business solutions	BSB07 Business Services
BSBEBU502A	Implement e business solutions	BSB07 Business Services
BSBFIA301A	Maintain financial records	BSB07 Business Services
BSBFIA302A	Process payroll	BSB07 Business Services
BSBFIA303A	Process accounts payable and receivable	BSB07 Business Services
BSBFIA304A	Maintain a general ledger	BSB07 Business Services
BSBFIA401A	Prepare financial reports	BSB07 Business Services
BSBFIM502A	Manage payroll	BSB07 Business Services
BSBFIM601A	Manage finances	BSB07 Business Services
BSBFRA401B	Manage compliance with franchisee obligations and legislative requirements	BSB07 Business Services
BSBFRA403B	Manage relationship with franchisor	BSB07 Business Services
BSBFRA502B	Manage a franchise operation	BSB07 Business Services
BSBHRM403A	Support performance management process	BSB07 Business Services
BSBHRM504A	Manage workforce planning	BSB07 Business Services
BSBHRM604A	Manage employee relations	BSB07 Business Services
BSBINN201A	Contribute to workplace innovation	BSB07 Business Services
BSBINN301A	Promote innovation in a team environment	BSB07 Business Services
BSBINN501A	Establish systems that support innovation	BSB07 Business Services
BSBINN502A	Build and sustain an innovative work	BSB07 Business Services

Unit Code	Unit Title	Training Package Origin
	environment	
BSBINN601B	Manage organisational change	BSB07 Business Services
BSBIPR401A	Use and respect copyright	BSB07 Business Services
BSBIPR501A	Manage intellectual property to protect and grow business	BSB07 Business Services
BSBITA401A	Design databases	BSB07 Business Services
BSBITU102A	Develop keyboard skills	BSB07 Business Services
BSBITU201A	Produce simple word processed documents	BSB07 Business Services
BSBITU202A	Create and use spreadsheets	BSB07 Business Services
BSBITU203A	Communicate electronically	BSB07 Business Services
BSBITU301A	Create and use databases	BSB07 Business Services
BSBITU302B	Create electronic presentations	BSB07 Business Services
BSBITU305A	Conduct online transactions	BSB07 Business Services
BSBITU306A	Design and produce business documents	BSB07 Business Services
BSBITU307A	Develop keyboarding speed and accuracy	BSB07 Business Services
BSBITU309A	Produce desktop published documents	BSB07 Business Services
BSBITU402A	Develop and use complex spreadsheets	BSB07 Business Services
BSBMGT405A	Provide personal leadership	BSB07 Business Services
BSBMGT515A	Manage operational plan	BSB07 Business Services
BSBMGT516C	Facilitate continuous improvement	BSB07 Business Services
BSBMGT608C	Manage innovation and continuous improvement	BSB07 Business Services
BSBMGT617A	Develop and implement a business plan	BSB07 Business Services
BSBMKG401B	Profile the market	BSB07 Business Services
BSBMKG412A	Conduct e-marketing communications	BSB07 Business Services

Unit Code	Unit Title	Training Package Origin
BSBMKG509A	Implement and monitor direct marketing activities	BSB07 Business Services
BSBMKG510B	Plan e-marketing communications	BSB07 Business Services
BSBMKG605B	Evaluate international marketing opportunities	BSB07 Business Services
BSBMKG606B	Manage international marketing programs	BSB07 Business Services
BSBMKG607B	Manage market research	BSB07 Business Services
BSBOHS606B	Develop and implement crisis management processes	BSB07 Business Services
BSBPUB401A	Develop and apply knowledge of the public relations industry	BSB07 Business Services
BSBPUB403A	Develop public relations documents	BSB07 Business Services
BSBREL401A	Establish networks	BSB07 Business Services
BSBREL402A	Build client relationships and business networks	BSB07 Business Services
BSBRES401A	Analyse and present research information	BSB07 Business Services
BSBRISK501B	Manage risk	BSB07 Business Services
BSBSMB401A	Establish legal and risk management requirements of small business	BSB07 Business Services
BSBSMB403A	Market the small business	BSB07 Business Services
BSBSMB404A	Undertake small business planning	BSB07 Business Services
BSBSUS201A	Participate in environmentally sustainable work practices	BSB07 Business Services
BSBSUS301A	Implement and monitor environmentally sustainable work practices	BSB07 Business Services
BSBSUS501A	Develop workplace policy and procedures for sustainability	BSB07 Business Services
BSBWOR202A	Organise and complete daily work activities	BSB07 Business Services

Unit Code	Unit Title	Training Package Origin
BSBWOR203B	Work effectively with others	BSB07 Business Services
BSBWOR204A	Use business technology	BSB07 Business Services
BSBWRT401A	Write complex documents	BSB07 Business Services
CHC08 Community Services		
CHCAC318B	Work effectively with older people	CHC08 Community Services
CPP07 Property Services		
CPPCLO1040A	Prepare for work in the cleaning industry	CPP07 Property Services
CPPCLO2001A	Maintain hard floor surfaces	CPP07 Property Services
CPPCLO2004A	Maintain carpeted floors	CPP07 Property Services
CPPCLO2009A	Clean glass surfaces	CPP07 Property Services
CPPCLO2010A	Clean ceiling surfaces and fittings	CPP07 Property Services
CPPCLO2017A	Clean wet areas	CPP07 Property Services
CPPCLO2019A	Sort and remove waste and recyclable materials	CPP07 Property Services
CPPCLO2035A	Maintain cleaning storage areas	CPP07 Property Services
CPPCLO3013A	Clean window coverings	CPP07 Property Services
CPPCLO3016A	Wash furniture and fittings	CPP07 Property Services
CPPDSM5021A	Implement asset maintenance strategy	CPP07 Property Services
CPPDSM5022A	Implement asset management plan	CPP07 Property Services
CPPDSM5023A	Implement facilities management plan	CPP07 Property Services
CPPDSM5027A	Provide facilities and amenities for property users	CPP07 Property Services
CPPSEC2012A	Monitor and control individual and crowd behaviour	CPP07 Property Services
CPPSEC3017A	Plan and conduct evacuation of premises	CPP07 Property Services

Unit Code	Unit Title	Training Package Origin
CPPSEC3018A	Provide for the safety of persons at risk	CPP07 Property Services
CUE03 Entertainment		
CUEAUD06B	Apply a general knowledge of vision systems to work activities	CUE03 Entertainment
CUEEVT03B	Integrate knowledge of creative and technical production into management processes	CUE03 Entertainment
CUEFOH03C	Provide seating and ticketing advice	CUE03 Entertainment
CUEFOH04C	Usher patrons	CUE03 Entertainment
CUEFOH06C	Manage venue services	CUE03 Entertainment
CUEFOH08B	Process incoming customer orders	CUE03 Entertainment
CUEFOH10B	Monitor entry to a venue	CUE03 Entertainment
CUELGT05C	Record and operate standard lightening cues	CUE03 Entertainment
CUELGT09B	Apply a general knowledge of lightening to work activities	CUE03 Entertainment
CUEPMT11B	Manage the production process	CUE03 Entertainment
CUEPRP02B	Research, obtain and prepare props	CUE03 Entertainment
CUESET05C	Apply set construction techniques	CUE03 Entertainment
CUESMT05C	Stage manage the production/ event	CUE03 Entertainment
CUESMT08B	Call the production/ event	CUE03 Entertainment
CUESMT10B	Organise and facilitate rehearsals	CUE03 Entertainment
CUESMT11B	Create, update and use production reference documents	CUE03 Entertainment
CUESOU07B	Apply a general knowledge of audio to work activities	CUE03 Entertainment
CUESTA01C	Install staging elements	CUE03 Entertainment

Unit Code	Unit Title	Training Package Origin
CUESTA05C	Apply a general knowledge of staging to work activities	CUE03 Entertainment
CUETEM03C	Establish and manage production requirements and resources	CUE03 Entertainment
CUETEM06B	Organise and monitor bump in/ bump out	CUE03 Entertainment
CUETEM07B	Tour the production	CUE03 Entertainment
CUETGE05C	Maintain physical production elements	CUE03 Entertainment
CUETGE15B	Handle physical elements safely during bump in/ bump out	CUE03 Entertainment
CUF07 Screen and Media		
CUFCMP301A	Implement copyright arrangements	CUF07 Screen and Media
CUFCMP501A	Manage and exploit copyright arrangements	CUF07 Screen and Media
CUFDIG303A	Produce and prepare photo images	CUF07 Screen and Media
CUFIND401A	Provide services on a freelance basis	CUF07 Screen and Media
CUFPPM408A	Compile production schedules	CUF07 Screen and Media
CUFWRT301A	Write content for a range of media	CUF07 Screen and Media
CUL04 Museum and Library – Information Services		
CULMS008A	Conceive, develop and realise exhibition designs	CUL04 Museum and Library – Information Services
CULMS201C	Develop and apply knowledge of the museum industry	CUL04 Museum and Library – Information Services
CUL11 Library, Information and Cultural Services		
CULCNM201A	Monitor collections for changes in condition	CUL11 Library, Information and Cultural Services
CULEVP201A	Assist with the presentation of public activities and events	CUL11 Library, Information and Cultural Services
CULEVP403A	Install and dismantle exhibition elements	CUL11 Library, Information

Unit Code	Unit Title	Training Package Origin
		and Cultural Services
CULEVP501A	Coordinate the installation and dismantling of exhibitions	CUL11 Library, Information and Cultural Services
CULEVP504A	Develop exhibition concepts	CUL11 Library, Information and Cultural Services
CULREL501A	Develop and maintain community and stakeholder relationships	CUL11 Library, Information and Cultural Services
CUS09 Music		
CUSFIM501A	Secure funding for projects	CUS09 Music
CUSMKG301A	Assist with the promotion of creative acts	CUS09 Music
CUSMKG501A	Manage the promotion of creative acts	CUS09 Music
CUV11 Visual Arts, Crafts and Design		
CUVACD302A	Produce computer-aided drawings	CUV11 Visual Arts, Crafts and Design
CUVFIM401A	Obtain revenue to support operations	CUV11 Visual Arts, Crafts and Design
CUVIND501B	Maintain and apply creative arts industry knowledge	CUV11 Visual Arts, Crafts and Design
CUVPUB501A	Develop and manage public relations strategies	CUV11 Visual Arts, Crafts and Design
FNS10 Financial Services		
FNSACC406A	Set up and operate a computerised accounting system	FNS10 Financial Services
HLT07 Health		
HLTFA302C	Provide first aid in remote situation	HLT07 Health
HLTFA311A	Apply first aid	HLT07 Health
HLTNA303D	Plan and modify meals and menus according to nutrition care plans	HLT07 Health
ICA11 Information and Communications Technology		

Unit Code	Unit Title	Training Package Origin
ICAICT104A	Use digital devices	ICA11 Information and Communications Technology
ICAWEB201A	Use social media tools for collaboration and engagement	ICA11 Information and Communications Technology
MEM05 Metal and Engineering		
MEM18001C	Use hand tools	MEM05 Metal and Engineering
MEM18002B	Use power tools/ hand held operations	MEM05 Metal and Engineering
MSS11 Sustainability		
MSS405070A	Develop and manage sustainable energy practices	MSS11 Sustainability
PUA00 Public Safety		
PUAPOLGD015 A	Employ media strategies	PUA00 Public Safety
PUAWER004B	Respond to workplace emergencies	PUA00 Public Safety
RII09 Resources and Infrastructure Industry		
RIISAM204B	Operate small plant and equipment	RII09 Resources and Infrastructure Industry
SIF08 Funeral Services		
SIFBGM001B	Provide general grounds care	SIF08 Funeral Services
SIFBGM002A	Maintain property and structures	SIF08 Funeral Services
SIFBGM006A	Evaluate building and grounds maintenance and development needs	SIF08 Funeral Services
SIFBGM007A	Coordinate building and grounds maintenance and development	SIF08 Funeral Services
SIR07 Retail Services		
SIRRRPK006A	Recommend liquor products	SIR07 Retail Services
SIRXMER201	Merchandise products	SIR07 Retail Services

Unit Code	Unit Title	Training Package Origin
SIRXRSK201	Minimise loss	SIR07 Retail Services
SIRXSLS002A	Advise on products and services	SIR07 Retail Services
SIRXSLS201	Sell products and services	SIR07 Retail Services
SIS10 Sport, Fitness and Recreation		
SISCAQU201A	Monitor pool water quality	SIS10 Sport, Fitness and Recreation
TAE10 Training and Education		
TAEDEL404A	Mentor in the workplace	TAE10 Training and Education
TLI10 Transport and Logistics		
TLIB2003A	Carry out vehicle servicing and maintenance	TLI10 Transport and Logistics
TLIC1051A	Operate a commercial vehicle	TLI10 Transport and Logistics
TLIC2025A	Operate a four wheel drive vehicle	TLI10 Transport and Logistics
TLIC3042A	Operate coach/ bus	TLI10 Transport and Logistics
TLIE1005A	Carry out basic workplace calculations	TLI10 Transport and Logistics
UEG06 Gas Industry		
UEGNSG604B	Fill gas cylinders	UEG06 Gas Industry

Summary Mapping of SIT07 V3 Tourism, Hospitality and Events Training Package to SIT12 V1 Tourism, Travel and Hospitality Training Package

Mapping of SIT12 Version 1 - Qualifications		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
SIT10107 Certificate I in Tourism (Australian Indigenous Culture)	SIT10112 Certificate I in Tourism (Australian Indigenous Culture)	E <ul style="list-style-type: none"> Intent of the qualification remains unchanged. Mainly minor updates only. Core units reduced by 1 for additional flexibility.
SIT10207 Certificate I in Hospitality	SIT10212 Certificate I in Hospitality	E <ul style="list-style-type: none"> Overall intent of the qualification remains unchanged, though qualification is now broader, covering outcomes of previous qualification SIT10307 Certificate I in Hospitality (Kitchen Operations). Total number of units reduced by 1. Core units reduced from 5 to 4 units. Content changed to more accurately reflect the limited hospitality job outcomes at Certificate I level.
SIT10307 Certificate I in Hospitality (Kitchen Operations)	Deleted	<ul style="list-style-type: none"> Outcomes covered by SIT10212 Certificate I in Hospitality.
SIT20107 Certificate II in Tourism	SIT20112 Certificate II in Tourism	E <ul style="list-style-type: none"> Intent of the qualification remains unchanged. Minor updates only.
SIT20207 Certificate II in Hospitality	SIT20212 Certificate II in Hospitality	E <ul style="list-style-type: none"> Intent of the qualification remains unchanged.

Mapping of SIT12 Version 1 - Qualifications		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		<ul style="list-style-type: none"> Total number of units reduced by 1. Elective units reduced from 6 to 5 units.
SIT20307 Certificate II in Hospitality (Kitchen Operations)	SIT20312 Certificate II in Kitchen Operations	<p>E</p> <ul style="list-style-type: none"> Intent of the qualification remains unchanged. Total number of units reduced by 3. Core units reduced from 11 to 8 units. Title of qualification simplified.
SIT20407 Certificate II in Hospitality (Asian Cookery)	SIT20412 Certificate II in Asian Cookery	<p>E</p> <ul style="list-style-type: none"> Intent of the qualification remains unchanged. Total number of units reduced by 4. Core units reduced from 11 to 8 units. Elective units reduced from 5 to 4 units. Title of qualification simplified.
SIT20509 Certificate II in Holiday Parks and Resorts	SIT20512 Certificate II in Holiday Parks and Resorts	<p>E</p> <ul style="list-style-type: none"> Intent of the qualification remains unchanged. Minor updates only.
SIT30107 Certificate III in Tourism	SIT30112 Certificate III in Tourism	<p>E</p> <ul style="list-style-type: none"> Overall intent of the qualification remains unchanged. Covers the outcomes of previous qualification SIT30407 Certificate III in Tourism (Visitor Information Services). Note the Visitor Information

Mapping of SIT12 Version 1 - Qualifications		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		<p>Services outcome was always possible in the previous version of this qualification.</p> <ul style="list-style-type: none"> Some changes to packaging rules to ensure tourism specific outcomes. Slightly more flexible with core units reduced by 1 and electives increased by 1.
SIT30212 Certificate III in Travel	SIT31312 Certificate III in Travel	<p>E</p> <ul style="list-style-type: none"> Overall intent of the qualification remains unchanged, though qualification is now broader, covering outcomes for: <ul style="list-style-type: none"> retail travel outbound wholesalers. SIT30212 Certificate III in Travel merged with SIT30307 Certificate III in Tourism (Tour Wholesaling). Numeric identifier in code changed to differentiate from SIT07 Version 3 qualification.
SIT30307 Certificate III in Tourism (Tour Wholesaling)	Deleted	<ul style="list-style-type: none"> SIT30307 Certificate III in Tourism (Tour Wholesaling) merged with SIT30212 Certificate III in Travel to create new qualification which applies to both retail travel and outbound wholesalers - SIT31212 Certificate III in Travel.
SIT30407 Certificate III in	Deleted	<ul style="list-style-type: none"> Outcomes covered in Certificate III in Tourism

Mapping of SIT12 Version 1 - Qualifications		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
Tourism (Visitor Information Services)		and Visitor Information Services highlighted as an outcome.
SIT30507 Certificate III in Tourism (Guiding)	SIT30512 Certificate III in Guiding	E <ul style="list-style-type: none"> • Intent of the qualification remains unchanged. • Name of qualification simplified. • Core units reduced by 1 - SITTIND201A moved to electives.
SIT30607 Certificate III in Events	SIT30612 Certificate III in Events	E <ul style="list-style-type: none"> • Intent of the qualification remains unchanged. • Total number of units reduced by 2. • Elective units reduced by 2. • Some units removed from core as they did not apply to all job roles. They are now in elective list.
SIT30707 Certificate III in Hospitality	SIT30712 Certificate III in Hospitality	E <ul style="list-style-type: none"> • Intent of the qualification remains unchanged. • Total number of units reduced by 1. Elective units reduced from 8 to 7 units.
SIT30807 Certificate III in Hospitality (Commercial Cookery)	SIT30812 Certificate III in Commercial Cookery	E <ul style="list-style-type: none"> • Intent of the qualification remains unchanged. • Total number of units reduced by 4. Core units reduced from 26 to 22 units. • Title of qualification simplified.

Mapping of SIT12 Version 1 - Qualifications		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		<ul style="list-style-type: none"> Less complex cross-sector units (AQF indicator 1 and 2) removed from core because those skills are subsumed by other core units. Core concentrates on kitchen skills; some soft skills made electives.
SIT30907 Certificate III in Hospitality (Asian Cookery)	SIT30912 Certificate III in Asian Cookery	<p>E</p> <ul style="list-style-type: none"> Intent of the qualification remains unchanged. Total number of units reduced by 3. Core units reduced from 24 to 20 units. Elective units increased from 4 to 5 units. Title of qualification simplified. Less complex cross-sector units (AQF indicator 1 and 2) removed from core because those skills are subsumed by other core units. Core concentrates on kitchen skills; some soft skills made electives.
SIT31007 Certificate III in Hospitality (Catering Operations)	SIT31012 Certificate III in Catering Operations	<p>E</p> <ul style="list-style-type: none"> Overall intent of the qualification remains unchanged, though movement of some cookery skills to electives now accurately reflects a range of catering outcomes. Total number of units

Mapping of SIT12 Version 1 - Qualifications		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		<p>reduced by 4. Core units reduced from 20 to 13 units. Elective units increased from 5 to 8 units.</p> <ul style="list-style-type: none"> Title of qualification simplified. Less complex cross-sector units (AQF indicator 1 and 2) removed from core because those skills are subsumed by other core units.
SIT31107 Certificate III in Hospitality (Patisserie)	SIT31112 Certificate III in Patisserie	<p>E</p> <ul style="list-style-type: none"> Intent of the qualification remains unchanged. Total number of units reduced by 2. Elective units reduced from 6 to 4 units. Title of qualification simplified. Less complex cross-sector units (AQF indicator 1 and 2) removed from core because those skills are subsumed by other core units. Less relevant commercial cookery skills removed from core with greater emphasis on specific patisserie units. Core concentrates on kitchen skills; some soft skills made electives.
SIT31209 Certificate III in Holiday Parks and Resorts	SIT31212 Certificate III in Holiday Parks and Resorts	<p>E</p> <ul style="list-style-type: none"> Intent of the qualification remains unchanged. Minor updates only.

Mapping of SIT12 Version 1 - Qualifications		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
SIT40107 Certificate IV in Tourism (Guiding)	SIT40112 Certificate IV in Guiding	E <ul style="list-style-type: none"> • Intent of the qualification remains unchanged. • Name of qualification simplified. • Now a discrete qualification representing a Certificate IV outcome. • Core units of the Certificate III are no longer included in this qualification but have become an entry requirement. • Entry requirement can be met through workplace experience or through formal study.
SIT40207 Certificate IV in Tourism	SIT40212 Certificate IV in Travel and Tourism	E <ul style="list-style-type: none"> • Intent of the qualification remains unchanged. • Name of qualification updated to include travel. • Significant changes to packaging because this is now a discrete senior operations or supervisory qualification with an entry requirement comprising the operational skills which underpin work at this level. • The entry requirement includes industry knowledge, customer service and sales or operational skills. • Entry requirement can be met through workplace

Mapping of SIT12 Version 1 - Qualifications		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		experience or through formal study. • Core units also different.
SIT40307 Certificate IV in Hospitality	SIT40312 Certificate IV in Hospitality	E • Intent of the qualification remains unchanged. • Total number of units reduced by 5. Core units reduced from 14 to 10 units. Elective units reduced from 12 to 11 units. • Less complex cross-sector units (AQF indicator 1 to 3) removed from core because those skills are subsumed by other core units.
SIT40407 Certificate IV in Hospitality (Commercial Cookery)	SIT40412 Certificate IV in Commercial Cookery	E • Intent of the qualification remains unchanged. • Total number of units reduced by 6. Core units reduced by 7. Elective units increased by 1. • Title simplified. • Less complex cross-sector units (AQF indicator 1 to 3) removed from core because those skills are subsumed by other core units.
SIT40507 Certificate IV in Hospitality (Asian Cookery)	SIT40512 Certificate IV in Asian Cookery	E • Intent of the qualification remains unchanged. • Total number of units reduced by 8. Core units reduced from 31 to 24 units. Elective units reduced from

Mapping of SIT12 Version 1 - Qualifications		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		<p>7 to 6 units.</p> <ul style="list-style-type: none"> Title of qualification simplified. Less complex cross-sector units (AQF indicator 1 to 3) removed from core because those skills are subsumed by other core units.
SIT40607 Certificate IV in Hospitality (Catering Operations)	SIT40612 Certificate IV in Catering Operations	<p>E</p> <ul style="list-style-type: none"> Overall intent of the qualification remains unchanged, though qualification now has greater focus on catering outcomes and is more strongly differentiated from commercial cookery outcome. Total number of units reduced by 15. Core units reduced from 41 to 25 units. Elective units increased from 5 to 6 units. Title of qualification simplified. Less complex cross-sector units (AQF indicator 1 to 3) removed from core because those skills are subsumed by other core units.
SIT40707 Certificate IV in Hospitality (Patisserie)	SIT40712 Certificate IV in Patisserie	<p>E</p> <ul style="list-style-type: none"> Intent of the qualification remains unchanged. Total number of units reduced by 8. Core units reduced from 34 to 27 units. Elective units reduced from

Mapping of SIT12 Version 1 - Qualifications		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		<p>6 to 5 units.</p> <ul style="list-style-type: none"> Title of qualification simplified. Less complex cross-sector units (AQF indicator 1 to 3) removed from core because those skills are subsumed by other core units.
SIT40809 Certificate IV in Holiday Parks and Resorts	SIT40812 Certificate IV in Holiday Parks and Resorts	<p>E</p> <ul style="list-style-type: none"> Intent of the qualification remains unchanged. Significant changes to packaging because this is now a discrete senior operations or supervisory qualification with an entry requirement comprising the operational skills that underpin work at this level. The entry requirement includes industry knowledge, customer service and sales/operational skills. Entry requirement can be met through workplace experience or through formal study. Core units also different.
SIT50107 Diploma of Tourism	SIT50112 Diploma of Travel and Tourism	<p>E</p> <ul style="list-style-type: none"> Intent of the qualification remains unchanged. Name of qualification updated to include travel. Significant changes to packaging because this is now a discrete management

Mapping of SIT12 Version 1 - Qualifications		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		<p>qualification with an entry requirement comprising the operational skills that underpin work at this level.</p> <ul style="list-style-type: none"> • The entry requirement includes industry knowledge, customer service and sales or operational skills. • Entry requirement can be met through workplace experience or through formal study. • Core units also different.
SIT50207 Diploma of Events	SIT50212 Diploma of Events	<p>E</p> <ul style="list-style-type: none"> • Intent of the qualification remains unchanged. • Total number of units reduced by 4. Core units reduced by 5. Elective units increased by 1. • Some units removed from core as they did not apply to all job roles. They are now in elective list. • Entry requirement removed. New policy prohibits a requirement for a whole qualification. • In lieu of an entry requirement, many of the operational units required to fulfil the Events Coordinator job outcome covered by this Diploma are available in the elective pool. Diploma requires the selection of a substantive number of

Mapping of SIT12 Version 1 - Qualifications		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		electives.
SIT50307 Diploma of Hospitality	SIT50312 Diploma of Hospitality	E <ul style="list-style-type: none"> • Intent of the qualification remains unchanged. • Total number of units reduced by 11. Core units reduced from 23 to 14 units. Elective units reduced from 16 to 14 units. • Less complex cross-sector units (AQF indicator 1 to 3) removed from core because those skills are subsumed by other core units.
SIT50409 Diploma of Holiday Parks and Resorts	SIT50412 Diploma of Holiday Parks and Resorts	E <ul style="list-style-type: none"> • Intent of the qualification remains unchanged. • Significant changes to packaging because this is now a discrete management qualification with an entry requirement comprising the operational skills that underpin work at this level. • The entry requirement includes industry knowledge, customer service and sales/operational skills. • Entry requirement can be met through workplace experience or through formal study. • Core units also different.
SIT60107 Advanced Diploma of Tourism	SIT60112 Advanced Diploma of Travel and Tourism	E <ul style="list-style-type: none"> • Intent of the qualification

Mapping of SIT12 Version 1 - Qualifications		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		<p>remains unchanged.</p> <ul style="list-style-type: none"> Name of qualification updated to include travel. Significant changes to packaging because this is now a discrete senior management qualification with an entry requirement comprising the operational and management skills that underpin work at this level. The entry requirement includes industry knowledge, customer service and sales or operational skills plus supervisory and management skills. Entry requirement can be met through workplace experience or through formal study. Core units also different.
SIT60207 Advanced Diploma of Events	SIT60212 Advanced Diploma of Events	<p>E</p> <ul style="list-style-type: none"> Intent of the qualification remains unchanged. Total number of units retained. Number of core and elective units retained. Some units removed from core as they did not apply to all job roles. They are now in elective list. Entry requirement removed. New policy prohibits a requirement for a whole qualification. In lieu of an entry

Mapping of SIT12 Version 1 - Qualifications		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		<p>requirement:</p> <ul style="list-style-type: none"> • Some of the core units within the Diploma are repeated in the Advanced Diploma core. • Some of the units in the core of Advanced Diploma subsume the skills and knowledge of core Diploma units e.g. SITXWHS601 Establish and maintain a work health and safety system overtakes SITXWHS301 Identify hazards, assess and control safety risks.
SIT60307 Advanced Diploma of Hospitality	SIT60312 Advanced Diploma of Hospitality	<p>E</p> <ul style="list-style-type: none"> • Intent of the qualification remains unchanged. • Total number of units reduced by 14. Core units reduced from 29 to 17 units. Elective units reduced from 18 to 16 units. • Less complex cross-sector units (AQF indicator 1 to 4) removed from core because those skills are subsumed by other core units.

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
Accommodation Services		
SITHACS001B Provide accommodation reception services	SITHACS303 Provide accommodation reception services	E <ul style="list-style-type: none"> Prerequisite units removed. Minor adjustments to expression of content to streamline and improve unit.
SITHACS002B Conduct night audit	SITHACS302 Conduct night audit	E <ul style="list-style-type: none"> Prerequisite unit removed. Minor adjustments to expression of content to streamline and improve unit.
SITHACS003A Provide porter services	SITHACS204 Provide porter services	E <ul style="list-style-type: none"> Minor adjustments to expression of content to streamline and improve unit. Hygiene requirements made more explicit.
SITHACS004B Provide housekeeping services to guests	SITHACS201 Provide housekeeping services to guests	E <ul style="list-style-type: none"> Minor adjustments to expression of content to streamline and improve unit.
SITHACS005B Prepare rooms for guests	SITHACS202 Prepare rooms for guests	N <ul style="list-style-type: none"> Prerequisite units removed. Minor adjustments to expression of content to streamline and improve unit. Additional hygiene content added to Performance Criteria, Required Knowledge, Range and Critical aspects for assessment. Element 4 split into two

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		elements.
SITHACS006B Clean premises and equipment	SITHACS101 Clean premises and equipment	E <ul style="list-style-type: none"> Minor adjustments to expression of content to streamline and improve unit.
SITHACS007B Launder linen and guests clothes	SITHACS203 Launder linen and guest clothes	E <ul style="list-style-type: none"> Minor adjustments to expression of content to streamline and improve unit.
SITHACS008B Provide valet service	SITHACS301 Provide valet service	E <ul style="list-style-type: none"> Minor adjustments to expression of content to streamline and improve unit. Strengthened communication aspects in Element 1. Hygiene requirements made more explicit.
Asian Cookery		
SITHASC001A Use basic Asian methods of cookery	SITHASC201 Produce dishes using basic methods of Asian cookery	E <ul style="list-style-type: none"> Title changed to better reflect the intent and content of the unit. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		aspects for assessment.
SITHASC002A Produce appetisers and snacks for Asian cuisines	SITHASC202 Produce Asian appetisers and snacks	E <ul style="list-style-type: none"> Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHASC003A Prepare stock and soups for Asian cuisines	SITHASC203 Produce Asian stocks and soups	E <ul style="list-style-type: none"> Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHASC004A Prepare sauces, dips and accompaniments for Asian cuisines	SITHASC204 Produce Asian sauces, dips and accompaniments	E <ul style="list-style-type: none"> Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria,

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		<p>Required Skills and Knowledge to better articulate content.</p> <ul style="list-style-type: none"> Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHASC005A Prepare salads for Asian cuisines	SITHASC205 Produce Asian salads	<p>E</p> <ul style="list-style-type: none"> Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHASC006A Prepare rice and noodles for Asian cuisines	SITHASC206 Produce Asian rice and noodles	<p>E</p> <ul style="list-style-type: none"> Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHASC007A Prepare meat, poultry, seafood and	SITHASC301 Produce Asian	E

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
vegetables for Asian cuisines	cooked dishes	<ul style="list-style-type: none"> Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHASC008B Prepare desserts for Asian cuisines	SITHASC302 Produce Asian desserts	<p>E</p> <ul style="list-style-type: none"> Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHASC009A Prepare curry paste and powder for Asian cuisines	SITHASC207 Produce curry pastes and powders	<p>E</p> <ul style="list-style-type: none"> Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content.

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		<ul style="list-style-type: none"> Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHASC010A Prepare satay for Asian cuisines	Deleted	<ul style="list-style-type: none"> Content is covered in SITHASC202 Produce Asian appetisers and snacks.
SITHASC011A Prepare vegetarian dishes for Asian cuisines	Deleted	<ul style="list-style-type: none"> Content is covered by SITHASC301 Produce Asian cooked dishes.
SITHASC012A Select, prepare and serve specialised Asian cuisines	Deleted	<ul style="list-style-type: none"> Content is covered by SITHCCC401 Produce specialised food items, which allows for any type of specialised application.
SITHASC013A Plan menus for Asian cuisines	Deleted	<ul style="list-style-type: none"> Two units now cover all menu and cuisine types: <ul style="list-style-type: none"> SITHKOP302 Plan and cost basic menus SITHKOP501 Design and cost menus.
SITHASC014A Design and operate an Asian kitchen	Deleted	<ul style="list-style-type: none"> This unit was not skills based but was a job description for a managing chef or owner operator and included the management of staff, work health and safety, stock, physical assets, and operation of the kitchen. Skills are covered by a number of units including: <ul style="list-style-type: none"> SITXFIN601 Manage physical assets SITXFSA401 Develop and implement a food safety program

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		<ul style="list-style-type: none"> • SITXINV601 Establish stock purchasing and control systems • SITXMGT401 Monitor work operations • SITXWHS601 Establish and maintain a work health and safety system.
SITHASC015A Prepare and produce Japanese raw fish (sashimi)	SITHASC304 Prepare sashimi	<p>E</p> <ul style="list-style-type: none"> • Title simplified. • Unit structure made consistent across all cooking units. • Re-worked elements, Performance Criteria, Required Skills and Knowledge to better articulate content. • Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHASC016A Prepare and produce Japanese simmered, grilled, deep-fried and steamed dishes	SITHASC303 Produce Japanese cooked dishes	<p>E</p> <ul style="list-style-type: none"> • Title simplified. • Unit structure made consistent across all cooking units. • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. • Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
SITHASC017A Prepare and produce Japanese one pot cookery	Deleted	<ul style="list-style-type: none"> Content is covered in SITHASC303 Produce Japanese cooked dishes.
SITHASC018A Prepare and produce Japanese rice cookery	SITHASC305 Produce sushi	<p>E</p> <ul style="list-style-type: none"> Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHASC019A Prepare and produce Japanese fruit-based desserts, cakes and sweetmeats	SITHASC306 Produce Japanese desserts	<p>E</p> <ul style="list-style-type: none"> Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHASC020A Prepare and produce Chinese dim sum	SITHASC307 Produce dim sum	<p>E</p> <ul style="list-style-type: none"> Title simplified. Unit structure made consistent across all cooking

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		units. <ul style="list-style-type: none"> • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. • Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHASC021A Prepare and cook Chinese roast meat cuts and poultry	SITHASC308 Produce Chinese roast meat and poultry dishes	E <ul style="list-style-type: none"> • Title simplified. • Unit structure made consistent across all cooking units. • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. • Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHASC022A Prepare and produce tandoori food items	SITHASC309 Produce tandoori dishes	E <ul style="list-style-type: none"> • Title simplified. • Unit structure made consistent across all cooking units. • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. • Any 'must' statements in Range moved to Required Knowledge and Critical

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		aspects for assessment.
SITHASC023A Prepare and produce Indian breads	SITHASC310 Produce Indian breads	E <ul style="list-style-type: none"> Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHASC024A Prepare and produce Indian sweetmeats	SITHASC311 Produce Indian sweetmeats	E <ul style="list-style-type: none"> Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHASC025A Prepare Indian pickles and chutneys	SITHASC312 Produce Indian pickles and chutneys	E <ul style="list-style-type: none"> Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria,

Mapping of SIT12 Version 1 – Units of Competency		
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		<p>Required Skills and Knowledge to better articulate content.</p> <ul style="list-style-type: none"> Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHASC026A Prepare and produce Indonesian crackers	Deleted	<ul style="list-style-type: none"> Content is covered in SITHASC202 Produce Asian appetisers and snacks.
SITHASC027A Prepare, cook and serve Asian food for food service	Deleted	<ul style="list-style-type: none"> Content is covered in SITHCCC207 Use cookery skills effectively.
SITHASC028A Prepare, cook and serve Asian food for menus	Deleted	<ul style="list-style-type: none"> Content is covered in SITHCCC309 Work effectively as a cook.
Commercial Cookery and Catering		
New Unit	SITHCCC101 Use food preparation equipment	<ul style="list-style-type: none"> Covers content included in: <ul style="list-style-type: none"> SITHCCC001B Organise and prepare food SITHCCC002A Present food.
New Unit	SITHCCC102 Prepare simple dishes	<ul style="list-style-type: none"> Covers content included in: <ul style="list-style-type: none"> SITHCCC001B Organise and prepare food SITHCCC002A Present food SITHCCC031A Operate a fast food outlet.
SITHCCC001B Organise and prepare food	Deleted	<ul style="list-style-type: none"> Content included in new units: <ul style="list-style-type: none"> SITHCCC101 Use food

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		<ul style="list-style-type: none"> preparation equipment SITHCCC102 Prepare simple dishes. Presentation aspects included in all product specific cookery units.
SITHCCC002A Present food	Deleted	<ul style="list-style-type: none"> Content included in new units: <ul style="list-style-type: none"> SITHCCC101 Use food preparation equipment SITHCCC102 Prepare simple dishes.
SITHCCC003B Receive and store kitchen supplies	SITXINV202 Maintain the quality of perishable supplies	<p>N</p> <ul style="list-style-type: none"> There was confused intent with, and duplication across, the two units: <ul style="list-style-type: none"> SITXINV001A Receive and store stock, and SITHCCC003B Receive and store kitchen supplies. SITXINV001A Receive and store stock covered stock control for all types of stock. This unit now only covers the particular skills and knowledge required to store perishable supplies in optimum conditions to minimise wastage and avoid food safety hazards. New title applied for clarity. Moved to Inventory competency field to better reflect the content of this unit.

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
SITHCCC004B Clean and maintain kitchen premises	SITHKOP101 Clean kitchen premises and equipment	N <ul style="list-style-type: none"> Title simplified. Unit has tighter focus on cleaning kitchens to avoid food safety issues. Some Performance Criteria removed which duplicated content of related unit SITHACS101 Clean premises and equipment. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Moved to new competency field – Kitchen Operations to better reflect the content of this unit.
SITHCCC005A Use basic methods of cookery	SITHCCC201 Produce dishes using basic methods of cookery	E <ul style="list-style-type: none"> Title changed to better reflect the intent and content of the unit. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any ‘must’ statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHCCC006A Prepare	SITHCCC202 Produce	E

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
appetisers and salads	appetisers and salads	<ul style="list-style-type: none"> Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHCCC007A Prepare sandwiches	SITHCCC103 Prepare sandwiches	<p>E</p> <ul style="list-style-type: none"> Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHCCC008A Prepare stocks, sauces and soups	SITHCCC203 Produce stocks, sauces and soups	<p>E</p> <ul style="list-style-type: none"> Title changed to better reflect the intent and content of the unit. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		<p>articulate content.</p> <ul style="list-style-type: none"> Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHCCC009A Prepare vegetables, fruit, eggs and farinaceous dishes	SITHCCC204 Produce vegetable, fruit, egg and farinaceous dishes	<p>E</p> <ul style="list-style-type: none"> Title changed to better reflect the intent and content of the unit. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment. Some adjustments made to reduce focus on eggs.
New Unit	SITHCCC205 Produce cook-chill and cook-freeze foods	<ul style="list-style-type: none"> Replaces cook-chill and cook-freeze components of: <ul style="list-style-type: none"> SITHCCC017A Organise bulk cooking operations SITHCCC032A Apply cook-chill production processes SITHCCC034A Apply cook-freeze production processes.
New Unit	SITHCCC206 Rethermalise chilled and frozen foods	<ul style="list-style-type: none"> Replaces rethermalise components of: <ul style="list-style-type: none"> SITHCCC032A Apply

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		<p>cook-chill production processes</p> <ul style="list-style-type: none"> • SITHCCC034A Apply cook-freeze production processes.
SITHCCC010A Select, prepare and cook poultry	SITHCCC301 Produce poultry dishes	<p>E</p> <ul style="list-style-type: none"> • Title simplified. • Unit structure made consistent across all cooking units. • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. • Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHCCC011A Select, prepare and cook seafood	SITHCCC302 Produce seafood dishes	<p>E</p> <ul style="list-style-type: none"> • Title simplified. • Unit structure made consistent across all cooking units. • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. • Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment. • References to purchasing and supplier negotiation removed.

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
SITHCCC012A Select, prepare and cook meat	SITHCCC303 Produce meat dishes	E <ul style="list-style-type: none"> Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment. References to purchasing and supplier negotiation removed.
SITHCCC013A Prepare hot and cold desserts	SITHPAT306 Produce desserts	N <ul style="list-style-type: none"> Created by merging three units to avoid duplication: <ul style="list-style-type: none"> SITHCCC013A Prepare hot and cold desserts SITHPAT006A Present desserts SITHPAT009A Prepare desserts to meet special dietary requirements. Move to Patisserie competency field to better reflect the specialist content of this unit.
SITHCCC014A Prepare pastries, cakes and yeast goods	SITHCCC308 Produce cakes, pastries and breads	E <ul style="list-style-type: none"> Title changed to better reflect the intent and content of the unit. Unit structure made

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		<p>consistent across all cooking units.</p> <ul style="list-style-type: none"> • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. • Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment. • Three prerequisite units removed. • SITXFSA101 Use hygienic practices for food safety retained as a prerequisite.
SITHCCC015A Plan and prepare food for buffets	SITHCCC304 Produce and serve food for buffets	<p>N</p> <ul style="list-style-type: none"> • Title changed to better reflect the intent and content of the unit. • There was confused intent with and duplication across the two units: <ul style="list-style-type: none"> • SITHCCC015A Plan and prepare food for buffets, and • SITHCCC019A Plan, prepare and display a buffet. • This unit now only covers preparing and serving food for buffets. Element 3 Prepare and produce desserts for buffets removed. • Desserts covered by range statement. • Three prerequisite units

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		removed. <ul style="list-style-type: none"> SITXFSA101 Use hygienic practices for food safety retained as prerequisite.
SITHCCC016A Develop cost-effective menus	Deleted	<ul style="list-style-type: none"> Two units cover all menu and cuisine types: <ul style="list-style-type: none"> SITHKOP302 Plan and cost basic menus SITHKOP501 Design and cost menus.
SITHCCC017A Organise bulk cooking operations	Deleted	<ul style="list-style-type: none"> Unit outcome covered by: <ul style="list-style-type: none"> SITHCCC205 Produce cook-chill and cook-freeze foods SITHKOP403 Coordinate cooking operations.
SITHCCC018A Prepare pates and terrines	SITHCCC305 Produce pates and terrines	E <ul style="list-style-type: none"> Title changed to better reflect intent and content of the unit. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHCCC019A Plan, prepare and display a buffet	SITHKOP401 Plan and display buffets	N <ul style="list-style-type: none"> Title changed to better reflect intent and content of

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		<p>the unit.</p> <ul style="list-style-type: none"> • There was confused intent with and duplication across the two units: <ul style="list-style-type: none"> • SITHCCC015A Plan and prepare food for buffets, and • SITHCCC019A Plan, prepare and display a buffet. • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. • Revised unit only covers design, planning and display of buffets. • Moved to new competency field – Kitchen Operations to better reflect the content of this unit. • Four prerequisite units removed. • SITXFSA101 Use hygienic practices for food safety retained as a prerequisite.
SITHCCC020B Prepare portion-controlled meat cuts	SITHCCC402 Prepare portion-controlled meat cuts	<p>E</p> <ul style="list-style-type: none"> • Unit structure made consistent across all cooking units. • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. • Any ‘must’ statements in Range moved to Required

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		<p>Knowledge and Critical aspects for assessment.</p> <ul style="list-style-type: none"> SITHCCC303 Produce meat dishes, removed as a prerequisite as units seem discrete in content.
SITHCCC021B Handle and serve cheese	SITHCCC306 Handle and serve cheese	<p>N</p> <ul style="list-style-type: none"> Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment. References to purchasing and supplier negotiation removed.
SITHCCC022A Prepare chocolate and chocolate confectionery	SITHPAT402 Produce chocolate confectionery	<p>E</p> <ul style="list-style-type: none"> Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment. Moved to Patisserie competency field to better reflect specialist content of this unit.

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SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
SITHCCC023B Select, prepare and serve specialised food items	SITHCCC401 Produce specialised food items	N <ul style="list-style-type: none"> Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to better articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment. Menu planning and promotional content removed as it does not necessarily apply at this level, and is covered in the following units: <ul style="list-style-type: none"> SITHKOP302 Plan and cost basic menus SITHKOP501 Design and cost menus.
SITHCCC024B Select, prepare and serve specialised cuisines	Deleted	<ul style="list-style-type: none"> Content is covered in SITHCCC401 Produce specialised food items.
SITHCCC025A Monitor catering revenue and costs	Deleted	<ul style="list-style-type: none"> This unit was not skills based but described a range of processes followed by a catering manager. It duplicates the content of a range of units required to monitor revenue and costs including: <ul style="list-style-type: none"> SITHKOP501 Design and cost menus

Mapping of SIT12 Version 1 – Units of Competency		
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		<ul style="list-style-type: none"> • SITXFIN402 Manage finances within a budget • SITXHRM401 Roster staff • SITXINV401 Control stock • SITXINV601 Establish stock purchasing and control systems • SITXMGT401 Monitor work operations.
SITHCCC026A Establish and maintain quality control of food	Deleted	<ul style="list-style-type: none"> • Monitoring of quality outcomes covered by: <ul style="list-style-type: none"> • SITHKOP403 Coordinate cooking operations.
SITHCCC027A Prepare, cook and serve food for food service	SITHCCC207 Use cookery skills effectively	<p>E</p> <ul style="list-style-type: none"> • Title changed to allow for application in broader catering contexts. • Four prerequisite units removed. • SITXFSA101 Use hygienic practices for food safety retained as a prerequisite. • ‘Service’ broadened to any production context. • Minor adjustments to expression of content to streamline and improve unit.
SITHCCC028A Prepare, cook and serve food for menus	SITHCCC309 Work effectively as a cook	<p>E</p> <ul style="list-style-type: none"> • Title changed to better reflect the intent and content of the unit. • Fourteen prerequisite units removed.

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		<ul style="list-style-type: none"> SITXFSA101 Use hygienic practices for food safety retained as a prerequisite. Minor adjustments to expression of content to streamline and improve unit.
SITHCCC029A Prepare foods according to dietary and cultural needs	SITHCCC307 Prepare food to meet special dietary requirements	<p>E</p> <ul style="list-style-type: none"> Title changed to better reflect the intent and content of the unit. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.
SITHCCC030A Package prepared foodstuffs	SITHCCC104 Package prepared foodstuffs	<p>E</p> <ul style="list-style-type: none"> Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. One prerequisite unit removed. SITXFSA101 Use hygienic practices for food safety retained as a prerequisite.
SITHCCC031A Operate a fast food outlet	Deleted	<ul style="list-style-type: none"> Bulk of content covered in new unit SITHCCC102 Prepare simple dishes. Other content duplicated in other units (e.g. customer service).
SITHCCC032A Apply cook-chill production	Deleted	<ul style="list-style-type: none"> Replaced with two units which better describe the

Mapping of SIT12 Version 1 – Units of Competency		
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processes		<p>skills required in various hospitality industry contexts:</p> <ul style="list-style-type: none"> • SITHCCC205 Produce cook-chillcook-chill and cook-freeze foods. • SITHCCC206 Rethermalise chilled and frozen foods.
SITHCCC033B Apply catering control principles	Deleted	<ul style="list-style-type: none"> • Outcomes are fully embedded in all cookery units (ASC, CCC and PAT) and stock control units especially SITXINV202 Maintain the quality of perishable supplies which concentrates on reducing waste of perishable supplies.
SITHCCC034A Apply cook-freeze production processes	Deleted	<ul style="list-style-type: none"> • Replaced with two units which better describe the skills required in various hospitality industry contexts: <ul style="list-style-type: none"> • SITHCCC205 Produce cook-chill and cook-freeze foods • SITHCCC206 Rethermalise chilled and frozen foods.
SITHCCC035A Develop menus to meet special dietary and cultural needs	SITHKOP402 Develop menus for special dietary requirements	<p>N</p> <ul style="list-style-type: none"> • Title simplified. • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. • Extra Element added to

Mapping of SIT12 Version 1 – Units of Competency		
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		<p>expand costing content.</p> <ul style="list-style-type: none"> Moved to new competency field – Kitchen Operations to better reflect the content of this unit.
SITHCCC036B Select catering systems	SITHKOP502 Select catering systems	<p>E</p> <ul style="list-style-type: none"> Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Moved to new category – Kitchen Operations to better reflect the content of this unit.
SITHCCC037C Manage facilities associated with commercial catering contracts	Deleted	<ul style="list-style-type: none"> This unit was not skills based but was a job description for a facilities manager and included the management of maintenance, stock, physical assets, contracts and environmental sustainability. Skills are covered by a number of units: <ul style="list-style-type: none"> BSBSUS501A Develop workplace policy and procedures for sustainability SIFBGM007A Coordinate building and grounds maintenance and development SITXFIN601 Manage physical assets SITXINV601 Establish stock purchasing and

Mapping of SIT12 Version 1 – Units of Competency		
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		control systems. <ul style="list-style-type: none"> SITXMGT501 Establish and conduct business relationships.
SITHCCC038B Plan catering for an event or function	SITHKOP404 Plan catering for events or functions	E <ul style="list-style-type: none"> New title (plural events and functions) for consistency across the Training Package. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Moved to new competency field – Kitchen Operations to better reflect the content of this unit.
SITHCCC039B Prepare tenders for catering contracts	SITXADM501 Prepare and present proposals	N <ul style="list-style-type: none"> Rewritten more broadly so that it can apply to any type of tender, proposal or bid. Moved to Administration competency field in cross-sector units to better reflect the content of this unit.
SITHCCC040A Design menus to meet market needs	SITHKOP501 Design and cost menus	N <ul style="list-style-type: none"> Created by merging three units to avoid duplication: <ul style="list-style-type: none"> SITHASC013A Plan menus for Asian cuisines SITHCCC016A Develop cost-effective menus SITHCCC040A Design menus to meet market needs.

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		<ul style="list-style-type: none"> • This unit covers all menu development processes. • Significant change to all facets of the unit. • Prerequisite removed.
Events		
SITXEVT001B Develop and update event industry knowledge	SITXEVT301 Access information on event operations	<p>N</p> <ul style="list-style-type: none"> • New title. • Significant change to Elements, Performance Criteria and Required knowledge. • New element 2 covers event industry products and services. • Coverage of laws and ethical issues limited to those specifically relevant to events. Other legal knowledge, e.g. work health and safety is covered in relevant units.
SITXEVT002B Provide event staging support	SITXEVT304 Provide event staging support	<p>E</p> <ul style="list-style-type: none"> • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. • Re-worked Evidence Guide to better articulate rigorous assessment requirements.
SITXEVT003B Process and monitor event registrations	SITXEVT302 Process and monitor event registrations	<p>N</p> <ul style="list-style-type: none"> • Re-worked Elements, Performance Criteria, Required Skills and

Mapping of SIT12 Version 1 – Units of Competency		
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		<p>Knowledge to more fully articulate content.</p> <ul style="list-style-type: none"> • New Element 2 covers amending and updating registrations. • Re-worked Evidence Guide to better articulate rigorous assessment requirements.
SITXEVT004B Coordinate on-site event registrations	SITXEVT303 Coordinate on-site event registrations	<p>E</p> <ul style="list-style-type: none"> • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. • Re-worked Evidence Guide to better articulate rigorous assessment requirements.
SITXEVT005B Organise in-house events or functions	SITXEVT401 Plan in-house events or functions	<p>N</p> <ul style="list-style-type: none"> • New title. • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. • Content about calculating quotations and monitoring event set up and operation duplicates content of other units and has been removed: <ul style="list-style-type: none"> • SITTTSL304 Prepare quotations and • SITXEVT505 Manage on-site event operations. • Re-worked Evidence Guide to better articulate rigorous assessment requirements.

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SITXEVT006A Research and evaluate event industry trends and practices	SITXEVT601 Research event trends and practice	E <ul style="list-style-type: none"> Simplified title. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.
SITXEVT007B Determine event feasibility	SITXEVT603 Determine event feasibility	E <ul style="list-style-type: none"> Minor changes to Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.
SITXEVT008A Plan and develop event proposals and bids	SITXADM501 Prepare and present proposals	N <ul style="list-style-type: none"> Rewritten more broadly so that it can apply to any type of tender, proposal or bid in tourism, travel and hospitality industries. Moved to Administration category in Cross-Sector units. Cross-Sector unit written to ensure it applies to event proposals.
SITXEVT009A Develop event concepts	SITXEVT602 Develop event concepts	N <ul style="list-style-type: none"> Re-written and based on BSBCRT501A Originate and develop concepts. Unit now more fully articulates the creative process of developing event concepts.
SITXEVT010B Evaluate and address event regulatory requirements	Deleted	<ul style="list-style-type: none"> Outcomes covered by Cross-Sector unit: <ul style="list-style-type: none"> SITXGLC501 Research

Mapping of SIT12 Version 1 – Units of Competency		
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		<p>and comply with regulatory requirements.</p> <ul style="list-style-type: none"> • Cross-Sector unit updated to ensure it applies to regulatory requirements for day-to-day business operations in the tourism, travel and hospitality industries and to special requirements for one-off events.
SITXEVT011A Develop crowd control plans and procedures	SITXEVT606 Develop crowd management plans	<p>E</p> <ul style="list-style-type: none"> • Simplified title. • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.
SITXEVT012A Select event venues and sites	SITXEVT502 Select event venues and sites	<p>E</p> <ul style="list-style-type: none"> • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. • Re-worked Evidence Guide to better articulate rigorous assessment requirements.
SITXEVT013A Manage event staging	SITXEVT503 Manage event staging components	<p>E</p> <ul style="list-style-type: none"> • Title changed for clarification. • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. • Re-worked Evidence Guide

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		to better articulate rigorous assessment requirements.
SITXEVT014A Develop conference programs	SITXEVT501 Develop conference programs	E <ul style="list-style-type: none"> Minor changes to Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Re-worked Evidence Guide to better articulate assessment requirements.
SITXEVT015B Manage exhibitions	SITXEVT608 Plan and allocate exhibition space SITXEVT609 Recruit and manage exhibitors	N <ul style="list-style-type: none"> Previously a large unit that described many processes for exhibition planning. Unit has been split into two. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Re-worked Evidence Guide to better articulate rigorous assessment requirements.
SITXEVT016B Organise and monitor event infrastructure	SITXEVT504 Organise event infrastructure	E <ul style="list-style-type: none"> Simplified title. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Re-worked Evidence Guide to better articulate rigorous assessment requirements.
SITXEVT017B Provide on-site event management	SITXEVT505 Manage on-site	E

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services	event operations	<ul style="list-style-type: none"> • New title. • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. • Re-worked Evidence Guide to better articulate rigorous assessment requirements.
SITXEVT018B Develop a transport strategy for an event	SITXEVT605 Develop event transport plans	<p>E</p> <ul style="list-style-type: none"> • Simplified title. • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. • Re-worked Evidence Guide to better articulate rigorous assessment requirements.
SITXEVT019A Manage multi-venue events	SITXEVT607 Develop multi-venue event plans	<p>E</p> <ul style="list-style-type: none"> • More accurate title. • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. • Re-worked Evidence Guide to better articulate rigorous assessment requirements.
New Unit	SITXEVT604 Develop and implement event management plans	New unit.
Food and Beverage		
SITHFAB001C Clean and tidy bar areas	SITHFAB101 Clean and tidy bar areas	<p>E</p> <ul style="list-style-type: none"> • Re-worked Elements,

Mapping of SIT12 Version 1 – Units of Competency		
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		Performance Criteria, Required Skills and Knowledge to more fully articulate content.
SITHFAB002C Operate a bar	SITHFAB202 Operate a bar	E <ul style="list-style-type: none"> Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Two prerequisite units removed. SITXFSA101 Use hygienic practices for food safety, and SITHFAB201 Provide responsible service of alcohol retained as prerequisites.
SITHFAB003A Serve food and beverage to customers	SITHFAB206 Serve food and beverage	E <ul style="list-style-type: none"> Title simplified. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.
SITHFAB004A Provide food and beverage service	SITHFAB307 Provide table service of food and beverage	E <ul style="list-style-type: none"> Title changed to better reflect the intent and content of the unit. Duplication of tasks covered in holistic unit SITHIND301 Work effectively in hospitality service removed. Unit refocussed to cover the technical skills required to provide food and beverage

Mapping of SIT12 Version 1 – Units of Competency		
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		<p>service.</p> <ul style="list-style-type: none"> • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. • One prerequisite unit removed. • SITXFSA101 Use hygienic practices for food safety, and SITHFAB201 Provide responsible service of alcohol retained as prerequisites.
SITHFAB005A Provide table service of alcoholic beverages	Deleted	<ul style="list-style-type: none"> • Outcome covered by: <ul style="list-style-type: none"> • SITHFAB307 Provide table service of food and beverage.
SITHFAB007A Complete retail liquor sales	Deleted	<ul style="list-style-type: none"> • This unit was not skills based but was a job description for a retail liquor sales assistant, including sales, processing financial transactions, minimising theft and merchandising. Skills are covered by a number of units: <ul style="list-style-type: none"> • SIRRRPK006A Recommend liquor products • SIRXMER201 Merchandise products • SIRXRSK201 Minimise loss • SITXFIN201 Process financial transactions • SITXINV201 Receive and store stock.

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SITHFAB008A Provide room service	SITHFAB205 Provide room service	E <ul style="list-style-type: none"> Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.
SITHFAB009A Provide responsible service of alcohol	SITHFAB201 Provide responsible service of alcohol	E
SITHFAB010C Prepare and serve non alcoholic beverages	SITHFAB203 Prepare and serve non-alcoholic beverages	E <ul style="list-style-type: none"> Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.
SITHFAB011A Develop and update food and beverage knowledge	Deleted	Outcome covered by: <ul style="list-style-type: none"> SITHFAB309 Provide advice on food SITHFAB307 Provide table service of food and beverage.
SITHFAB012B Prepare and serve espresso coffee	SITHFAB204 Prepare and serve espresso coffee	E <ul style="list-style-type: none"> Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. SITXFSA101 Use hygienic practices for food safety added as a prerequisite.
SITHFAB013A Provide specialist advice on food	SITHFAB309 Provide advice on food	E <ul style="list-style-type: none"> Title simplified. Re-worked Elements, Performance Criteria,

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		<p>Required Skills and Knowledge to more fully articulate content.</p> <ul style="list-style-type: none"> Prerequisite removed.
SITHFAB015A Prepare and serve cocktails	SITHFAB303 Prepare and serve cocktails	<p>E</p> <ul style="list-style-type: none"> Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment. One prerequisite unit removed. SITXFSA101 Use hygienic practices for food safety, and SITHFAB201 Provide responsible service of alcohol retained as prerequisites.
SITHFAB016A Plan and monitor espresso coffee service	SITHFAB401 Plan and monitor espresso coffee service	<p>E</p> <ul style="list-style-type: none"> Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Prerequisite removed.
SITHFAB017A Provide gueridon service	SITHFAB311 Provide gueridon service	<p>E</p> <ul style="list-style-type: none"> Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Three prerequisite units

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		removed. <ul style="list-style-type: none"> SITXFSA101 Use hygienic practices for food safety retained as a prerequisite.
SITHFAB018A Provide silver service	SITHFAB308 Provide silver service	E <ul style="list-style-type: none"> Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Two prerequisite units removed. SITXFSA101 Use hygienic practices for food safety retained as a prerequisite.
SITHFAB020A Apply food and beverage skills in the workplace	Deleted	<ul style="list-style-type: none"> Outcome covered by SITHIND202 Use hospitality skills effectively. Unit can apply to all types of hospitality service including accommodation services, food and beverage, gaming operations and housekeeping.
SITHFAB021A Provide and coordinate food and beverage service	Deleted	<ul style="list-style-type: none"> Outcome covered by SITHIND301 Work effectively in hospitality service. Unit can apply to all types of hospitality service including accommodation services, food and beverage, gaming operations and housekeeping.
SITHFAB222A Conduct a product tasting for alcoholic beverages	SITHFAB302 Conduct a product tasting for alcoholic beverages	E <ul style="list-style-type: none"> Re-worked Elements, Performance Criteria,

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		Required Skills and Knowledge to more fully articulate content.
SITHFAB227A Operate and monitor cellar systems	SITHFAB301 Operate and monitor cellar systems	E <ul style="list-style-type: none"> Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.
SITHFAB323A Provide advice on beers, spirits and liqueurs	SITHFAB304 Provide advice on beers, spirits and liqueurs	E <ul style="list-style-type: none"> Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. SITHFAB201 Provide responsible service of alcohol added as a prerequisite.
SITHFAB324A Provide specialised advice on food and beverage matching	SITHFAB310 Provide advice on food and beverage matching	E <ul style="list-style-type: none"> Title simplified. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Two prerequisites removed. SITHFAB201 Provide responsible service of alcohol added as a prerequisite.
SITHFAB325A Provide specialised advice on Australian wines	SITHFAB305 Provide advice on Australian wines	E <ul style="list-style-type: none"> Title simplified. Re-worked Elements, Performance Criteria,

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		<p>Required Skills and Knowledge to more fully articulate content.</p> <ul style="list-style-type: none"> • Two prerequisites removed. • SITHFAB201 Provide responsible service of alcohol retained as a prerequisite.
SITHFAB326A Provide specialised advice on imported wines	SITHFAB306 Provide advice on imported wines	<p>E</p> <ul style="list-style-type: none"> • Title simplified. • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. • Two prerequisites removed. • SITHFAB201 Provide responsible service of alcohol retained as a prerequisite.
SITHFAB428A Manage the sale or service of wine	SITHFAB501 Manage the sale or service of wine	<p>N</p> <ul style="list-style-type: none"> • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. • Two prerequisite units removed. • SITHFAB404 Provide advice on Australian wines and SITHFAB405 Provide advice on imported wines retained as prerequisites.
Gaming		
SITHGAM001A Attend	SITHGAM202 Attend gaming	E

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gaming machines	machines	<ul style="list-style-type: none"> Prerequisite unit removed. SITHGAM201 Provide responsible gambling services added as a prerequisite. Minor adjustments to expression of content to streamline and improve unit.
SITHGAM002A Operate a TAB outlet	SITHGAM203 Operate a TAB outlet	<p>E</p> <ul style="list-style-type: none"> Prerequisite unit removed. SITHGAM201 Provide responsible gambling services added as a prerequisite. Minor adjustments to expression of content to streamline and improve unit.
SITHGAM003A Conduct a Keno game	SITHGAM204 Conduct Keno games	<p>N</p> <ul style="list-style-type: none"> Title changed to reflect need for operation of multiple games. Prerequisite unit removed. SITHGAM201 Provide responsible gambling services added as a prerequisite. Minor adjustments to expression of content to streamline and improve unit.
SITHGAM004B Analyse and report on gaming machine data	SITHGAM301 Analyse and report on gaming machine data	<p>N</p> <ul style="list-style-type: none"> Prerequisite units removed. SITHGAM201 Provide responsible gambling services added as a prerequisite. Minor adjustments to

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		expression of content to streamline and improve unit.
SITHGAM005A Develop and manage gaming activities	SITHGAM501 Manage gaming activities	N <ul style="list-style-type: none"> Title changed to better reflect the intent and content of the unit. Prerequisite units removed. SITHGAM201 Provide responsible gambling services added as a prerequisite. Minor adjustments to expression of content to streamline and improve unit.
SITHGAM006A Provide responsible gambling services	SITHGAM201 Provide responsible gambling services	E <ul style="list-style-type: none"> Minor adjustments to expression of content to streamline and improve unit.
SITHGAM007A Operate table games	SITHGAM302 Operate table games	E <ul style="list-style-type: none"> Corequisite units removed. SITHGAM201 Provide responsible gambling services added as a prerequisite. Minor adjustments to expression of content to streamline and improve unit.
SITHGAM008A Deal a Baccarat game	SITHGAM303 Deal Baccarat games	N <ul style="list-style-type: none"> Title changed to reflect need for operation of multiple games. Corequisite units removed. SITHGAM201 Provide responsible gambling services added as a

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		prerequisite. <ul style="list-style-type: none"> Minor adjustments to expression of content to streamline and improve unit.
SITHGAM009A Conduct a Big Wheel game	SITHGAM304 Conduct Big Wheel games	E <ul style="list-style-type: none"> Title changed to reflect need for operation of multiple games. Corequisite units removed. SITHGAM201 Provide responsible gambling services added as a prerequisite. Minor adjustments to expression of content to streamline and improve unit.
SITHGAM010A Deal a Blackjack game	SITHGAM305 Deal Blackjack games	E <ul style="list-style-type: none"> Title changed to reflect need for operation of multiple games. Corequisite units removed. SITHGAM201 Provide responsible gambling services added as a prerequisite. Minor adjustments to expression of content to streamline and improve unit.
SITHGAM011A Deal a Poker game	SITHGAM306 Deal Poker games	N <ul style="list-style-type: none"> Title changed to reflect need for operation of multiple games. Corequisite units removed. SITHGAM201 Provide responsible gambling services added as a

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		prerequisite. <ul style="list-style-type: none"> Minor adjustments to expression of content to streamline and improve unit.
SITHGAM012A Deal a Pontoon game	SITHGAM307 Deal Pontoon games	E <ul style="list-style-type: none"> Title changed to reflect need for operation of multiple games. Corequisite units removed. SITHGAM201 Provide responsible gambling services added as a prerequisite. Minor adjustments to expression of content to streamline and improve unit.
SITHGAM013A Conduct a Rapid Roulette game	SITHGAM308 Conduct Rapid Roulette games	E <ul style="list-style-type: none"> Title changed to reflect need for operation of multiple games. Corequisite units removed. SITHGAM201 Provide responsible gambling services added as a prerequisite. Minor adjustments to expression of content to streamline and improve unit.
SITHGAM014A Conduct a Roulette game	SITHGAM309 Conduct Roulette games	E <ul style="list-style-type: none"> Title changed to reflect need for operation of multiple games. Corequisite units removed. SITHGAM201 Provide responsible gambling services added as a

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		prerequisite. <ul style="list-style-type: none"> Minor adjustments to expression of content to streamline and improve unit.
SITHGAM015A Conduct a Sic Bo game	SITHGAM310 Conduct Sic Bo games	E <ul style="list-style-type: none"> Title changed to reflect need for operation of multiple games. Corequisite units removed. SITHGAM201 Provide responsible gambling services added as a prerequisite. Minor adjustments to expression of content to streamline and improve unit.
SITHGAM016A Spruik at a games location	Deleted	<ul style="list-style-type: none"> Content covered in other gaming units, for example Element 2 in SITHGAM302 Operate table games.
Holiday Parks and Resorts – no longer a category		
SITTHPR301B Plan and organise daily work	Deleted	<ul style="list-style-type: none"> Replaced by BSBWOR202A Organise and complete daily work activities.
SITTHPR302B Plan and organise in-house recreational activities	SITTPPD404A Develop in-house recreational activities	E <ul style="list-style-type: none"> Title changed for simplicity and for greater consistency across Training Package. Move to Planning and Product Development competency field to better reflect the content of the unit. Re-worked Elements, Performance Criteria,

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		Required Skills and Knowledge to more fully articulate content.
SITTHPR303A Tow and site a recreational vehicle safely	SITTVAF303A Tow and site recreational vehicles	E <ul style="list-style-type: none"> Title simplified. Re-categorised to Venue and Facility Operations competency field to better reflect the content of the unit.
Guiding		
SITTGDE001B Work as a guide	SITTGDE301 Work as a guide	E
SITTGDE002A Provide arrival and departure assistance	SITTGDE302 Provide arrival and departure assistance	E <ul style="list-style-type: none"> Added safety and legal.
SITTGDE003A Coordinate and operate a tour	SITTGDE401 Coordinate and operate tours	E <ul style="list-style-type: none"> Title made plural for consistency with other titles.
SITTGDE004A Lead tour groups	SITTGDE303 Lead tour groups	N <ul style="list-style-type: none"> Element 3 on managing conflict removed to reduce duplication with other units.
SITTGDE005A Manage extended touring programs	SITTGDE402 Manage extended touring programs	N <ul style="list-style-type: none"> Prerequisites removed. Additional requirement in relation to legal, ethical, safety and sustainability issues.
SITTGDE006A Prepare and present tour commentaries or activities	SITTGDE304 Prepare and present tour commentaries or activities	E <ul style="list-style-type: none"> Corequisites removed.

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SITTGDE007A Develop and maintain the general and regional knowledge required by guides	SITTGDE305 Develop and maintain the general and regional knowledge required by guides	E <ul style="list-style-type: none"> Corequisites removed.
SITTGDE008A Research and share general information on Australian Indigenous cultures	SITTGDE306 Research and share general information on Australian Indigenous cultures	E
SITTGDE009A Interpret aspects of local Australian Indigenous culture	SITTGDE101 Interpret aspects of local Australian Indigenous culture	E <ul style="list-style-type: none"> Wording simplified to more accurately reflect level at which skills are applied.
SITTGDE010A Prepare specialised interpretive content on flora, fauna and landscape	SITTGDE307 Prepare specialised interpretive content on flora, fauna and landscape	E <ul style="list-style-type: none"> Corequisites removed.
SITTGDE011A Prepare specialised interpretive content on marine environments	SITTGDE308 Prepare specialised interpretive content on marine environments	E <ul style="list-style-type: none"> Corequisites removed.
SITTGDE012A Prepare specialised interpretive content on cultural and heritage environments	SITTGDE309 Prepare specialised interpretive content on cultural and heritage environments	E <ul style="list-style-type: none"> Corequisites removed.
Kitchen Operations		
New Unit	SITHKOP101 Clean kitchen premises and equipment	<ul style="list-style-type: none"> Replaces SITHCCC004B Clean and maintain kitchen premises. Unit renamed and moved to new competency field - Kitchen Operations to better reflect the intent and content of the unit.

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		<ul style="list-style-type: none"> • Unit has tighter focus on cleaning kitchens to avoid food safety issues. • Some Performance Criteria removed which duplicated content of related unit SITHACS101 Clean premises and equipment. • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.
New Unit	SITHKOP302 Plan and cost basic menus	<ul style="list-style-type: none"> • Covers planning and costing components previously in: <ul style="list-style-type: none"> • SITHASC013A Plan menus for Asian cuisines • SITHCCC016A Develop cost-effective menus • SITHCCC023B Select, prepare and serve specialised food items. • Two units now cover all menu and cuisine types: <ul style="list-style-type: none"> • SITHKOP302 Plan and cost basic menus • SITHKOP501 Design and cost menus.

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New Unit	SITHKOP401 Plan and display buffets	<ul style="list-style-type: none"> • Replaces SITHCCC019A Plan, prepare and display a buffet. • Unit renamed and moved to new competency field - Kitchen Operations to better reflect the intent and content of the unit. • There was confused intent with and duplication across the two units: <ul style="list-style-type: none"> • SITHCCC015A Plan and prepare food for buffets • SITHCCC019A Plan, prepare and display a buffet. • Unit only covers design, planning and display of buffets. • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. • Three prerequisite units removed. • SITXFSA101 Use hygienic practices for food safety retained as a prerequisite.
New Unit	SITHKOP402 Develop menus for special dietary requirements	<ul style="list-style-type: none"> • Replaces SITHCCC035A Develop menus to meet special dietary and cultural needs. • Unit renamed and moved to new competency field - Kitchen Operations to better reflect the intent and content

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		<ul style="list-style-type: none"> of the unit. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Additional Element to expand costing content.
New Unit	SITHKOP403 Coordinate cooking operations	<ul style="list-style-type: none"> Unit covers important function for catering managers and sous chefs and includes content previously covered in: <ul style="list-style-type: none"> SITHCCC017A Organise bulk cooking operations SITHCCC026A Establish and maintain quality control of food SITHPAT012A Plan patisserie operations.
New Unit	SITHKOP404 Plan catering for events or functions	<ul style="list-style-type: none"> Replaces SITHCCC038B Plan catering for an event or function. Unit renamed and moved to new competency field - Kitchen Operations to better reflect the intent and content of the unit. New title (plural events and functions) for consistency across the Training Package. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.

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New Unit	SITHKOP501 Design and cost menus	<ul style="list-style-type: none"> Created by merging three units to avoid duplication: <ul style="list-style-type: none"> SITHASC013A Plan menus for Asian cuisine SITHCCC016A Develop cost-effective menus SITHCCC040A Design menus to meet market needs. This unit covers all menu development processes. Significant change to all facets of the unit. Unit moved to new competency field - Kitchen Operations to better reflect the intent and content of the unit. Prerequisite removed.
New Unit	SITHKOP502 Select catering systems	<ul style="list-style-type: none"> Replaces SITHCCC036B Select catering systems. Unit moved to new competency field - Kitchen Operations. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.
Patisserie		
SITHPAT001A Prepare and produce pastries	SITHPAT303 Produce pastries	<p>E</p> <ul style="list-style-type: none"> Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements,

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		Performance Criteria, Required Skills and Knowledge to more fully articulate content. <ul style="list-style-type: none"> Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHPAT002A Prepare and produce cakes	SITHPAT301 Produce cakes	E <ul style="list-style-type: none"> Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHPAT003A Prepare and produce yeast goods	SITHPAT304 Produce yeast based bakery products	N <ul style="list-style-type: none"> Created by merging two units with duplicated and confused intent: <ul style="list-style-type: none"> SITHPAT003A Prepare and produce yeast goods SITHPAT004A Prepare bakery products for patisseries.
SITHPAT004A Prepare bakery products for patisseries	Deleted	<ul style="list-style-type: none"> Unit outcome covered by SITHPAT304 Produce yeast based bakery products.
SITHPAT005A Prepare and present gateaux, torten	SITHPAT302 Produce	E

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
and cakes	gateaux, torten and cakes	<ul style="list-style-type: none"> Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHPAT006A Present desserts	Deleted	<ul style="list-style-type: none"> Unit outcome covered by SITHPAT306 Produce desserts.
SITHPAT007A Prepare and display petits fours	SITHPAT305 Produce petits fours	<p>E</p> <ul style="list-style-type: none"> Title simplified. Unit structure made consistent across all cooking units. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment. Three prerequisite units removed. SITXFSA101 Use hygienic practices for food safety retained as a prerequisite.
New Unit	SITHPAT306 Produce desserts	<ul style="list-style-type: none"> Created by merging three units to avoid duplication:

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		<ul style="list-style-type: none"> • SITHCCC013A Prepare hot and cold desserts • SITHPAT006A Present desserts • SITHPAT009A Prepare desserts to meet special dietary requirements.
SITHPAT008A Prepare and model marzipan	SITHPAT401 Prepare and model marzipan	<p>E</p> <ul style="list-style-type: none"> • Title simplified. • Unit structure made consistent across all cooking units. • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. • Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHPAT009A Prepare desserts to meet special dietary requirements	Deleted	<ul style="list-style-type: none"> • Unit outcome covered by SITHPAT306 Produce desserts.
New Unit	SITHPAT402 Produce chocolate confectionery	<ul style="list-style-type: none"> • Replaces SITHCCC022A Prepare chocolate and chocolate confectionery. • Title simplified. • Unit structure made consistent across all cooking units. • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. • Any 'must' statements in

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		<p>Range moved to Required Knowledge and Critical aspects for assessment.</p> <ul style="list-style-type: none"> Moved to Patisserie competency field to better reflect the specialist content of this unit.
SITHPAT010A Prepare and display sugar work	SITHPAT403 Model sugar based decorations	<p>N</p> <ul style="list-style-type: none"> Title simplified. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Content about producing displays (centrepieces or showpieces) duplicates content of SITHPAT404 Design and produce sweet buffet showpieces and has been removed.
SITHPAT011A Plan, prepare and display sweet buffet showpieces	SITHPAT404 Design and produce sweet buffet showpieces	<p>E</p> <ul style="list-style-type: none"> Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITHPAT012A Plan patisserie operations	Deleted	<ul style="list-style-type: none"> Unit was not skills based but based on numerous processes. Unit outcomes covered by a range of units: <ul style="list-style-type: none"> SITHKOP403

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		Coordinate cooking operations <ul style="list-style-type: none"> • SITHKOP501 Design and cost menus • SITXFSA401 Develop and implement a food safety program.
Planning and Product Development		
SITTPPD001B Research, assess and develop tourism products	SITTPPD601 Develop tourism products	E <ul style="list-style-type: none"> • Added innovation. • Title simplified.
SITTPPD002A Research tourism data	SITTPPD503 Research and analyse tourism data	E <ul style="list-style-type: none"> • Title changed to better reflect the intent and content of the unit. • Added content to better reflect the analysis aspects of the unit.
SITTPPD003B Source and package tourism products	SITTPPD401 Package tourism products	N <ul style="list-style-type: none"> • Prerequisites removed. • Added innovation.
SITTPPD004A Plan and implement minimal impact operations	SITTPPD403 Coordinate and operate sustainable tourism activities	E <ul style="list-style-type: none"> • Title changed to better reflect the intent and content of the unit.
SITTPPD005A Plan and develop interpretive activities	SITTPPD402 Develop interpretive activities	E <ul style="list-style-type: none"> • Title simplified.
SITTPPD006B Plan and develop ecologically sustainable tourism operations	SITTPPD602 Develop environmentally sustainable tourism operations	E <ul style="list-style-type: none"> • Title changed to better reflect the intent and content of the unit.

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		<ul style="list-style-type: none"> Added innovation. Minor changes to structure for consistency.
SITTPPD007A Plan and develop culturally appropriate tourism operations	SITTPPD603 Develop culturally appropriate tourism operations	E <ul style="list-style-type: none"> Added innovation Title simplified. Minor changes to structure for consistency.
SITTPPD008A Develop host community awareness of tourism	SITTPPD501 Develop host community awareness of tourism	E <ul style="list-style-type: none"> Added innovation and more emphasis on use of technologies. Changes made to structure of Elements and Performance Criteria and provided additional content to reflect complexity of unit.
SITTPPD009A Assess tourism opportunities for local communities	SITTPPD502 Assess tourism opportunities for local communities	E <ul style="list-style-type: none"> Added innovation and sustainability. Minor changes to structure for consistency.
SITTPPD010A Develop and implement local or regional tourism plan	SITTPPD604 Develop and implement local or regional tourism plan	E <ul style="list-style-type: none"> Split Element 1 into two elements. Changes made to structure of Elements and Performance Criteria and additional content added to reflect complexity of unit and make more consistent with other units.
	SITTPPD404 Develop in-house recreational activities	<ul style="list-style-type: none"> Title changed from SITTHPR302B Plan and organise in-house

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		<p>recreational activities for simplicity and for greater consistency across Training Package.</p> <ul style="list-style-type: none"> • Re-categorised to Planning and Product Development to better reflect the content of the unit. • Changes made to word content of Performance Criteria and Required Knowledge for clarity.
Tour Operations		
SITTTOP001A Allocate tour resources	SITTTOP401 Allocate tour or activity resources	E <ul style="list-style-type: none"> • Title simplified.
SITTTOP002A Load touring equipment and conduct pre-departure checks	SITTTOP301 Load touring equipment	E <ul style="list-style-type: none"> • Integrated Element 1 into Element 2. • Strengthened legal and safety. • Title simplified.
SITTTOP003B Operate and maintain a 4WD tour vehicle	Deleted	<ul style="list-style-type: none"> • Replaced with TLIC2025A Operate a four wheel drive vehicle.
SITTTOP004B Set up and operate a camp site	SITTTOP402 Set up and operate a camp site	E
SITTTOP005A Provide camp site catering	SITTTOP302 Provide outdoor catering	E <ul style="list-style-type: none"> • Titled changed to better reflect intent and content, not just camp site catering.
SITTTOP006B Operate tours in a remote area	SITTTOP403 Operate tours in a remote area	E

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
Tourism Sales and Operations		
SITTTSL001A Operate an online information system	SITTTSL201 Operate an online information system	E
SITTTSL002A Access and interpret product information	SITTTSL202 Access and interpret product information	E
SITTTSL003A Source and provide international destination information and advice	SITTTSL301 Provide advice on international destinations	E <ul style="list-style-type: none"> Title simplified. Some Performance Criteria reordered for logical sequencing.
SITTTSL004A Source and provide Australian destination information and advice	SITTTSL302 Provide advice on Australian destinations	E <ul style="list-style-type: none"> Title simplified. Some Performance Criteria reordered for logical sequencing.
SITTTSL005A Sell tourism products and services	SITTTSL303 Sell tourism products and services	E <ul style="list-style-type: none"> Prerequisite removed. Some Performance Criteria reordered for logical sequencing. Added Required Knowledge of needs of cultural groups. Clearer indication of legal knowledge required by different industry sectors.
SITTTSL006B Prepare quotations	SITTTSL304 Prepare quotations	E <ul style="list-style-type: none"> Prerequisite removed.
SITTTSL007B Receive and process reservations	SITTTSL305 Process reservations	E <ul style="list-style-type: none"> Title simplified.
SITTTSL008B Book and	SITTTSL306 Book supplier	E

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
coordinate supplier services	services	<ul style="list-style-type: none"> Title simplified. Prerequisite removed.
SITTTSL009B Process travel-related documentation	SITTTSL307 Process travel-related documentation	E <ul style="list-style-type: none"> Prerequisite removed.
SITTTSL010B Control reservations or operations using a computerised system	SITTTSL308 Use a computerised reservations or operations system	N <ul style="list-style-type: none"> Title simplified. Some Performance Criteria reordered for logical sequencing. Added Required Knowledge of different types of computerised reservations and operations systems.
SITTTSL011A Maintain a product inventory	SITTTSL401 Maintain a product inventory	E <ul style="list-style-type: none"> Prerequisite removed.
SITTTSL012B Construct domestic airfares	SITTTSL309 Source airfares for domestic flights	N <ul style="list-style-type: none"> Title changed to better reflect the intent and content of the unit. Significant changes to Elements, Performance Criteria and Required Knowledge to refocus the unit from calculating airfares to quoting on set fares. Unit now better describes current industry practice. International Air Transport Association (IATA) references amended for accuracy.
SITTTSL013B Construct normal international	SITTTSL310 Construct	N

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
airfares	normal international airfares	<ul style="list-style-type: none"> • Changes to Elements and Performance Criteria to better describe the tasks involved and to Required Knowledge for clarity of requirements. • International Air Transport Association (IATA) references amended for accuracy. • Requirements for checks when calculating airfares updated. • Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITTTSL014B Construct promotional international airfares	SITTTSL311 Construct promotional international airfares	<p>N</p> <ul style="list-style-type: none"> • Changes to Elements and Performance Criteria to better describe the tasks involved and to Required Knowledge for clarity of requirements. • International Air Transport Association (IATA) references amended for accuracy. • Requirements for checks when calculating airfares updated. • Any 'must' statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITTTSL015B Construct advanced international	SITTTSL312 Construct advanced international airfares	<p>N</p> <ul style="list-style-type: none"> • Changes to Elements and

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
airfares		<p>Performance Criteria to better describe the tasks involved and to Required Knowledge for clarity of requirements.</p> <ul style="list-style-type: none"> • International Air Transport Association (IATA) references amended for accuracy. • Requirements for checks when calculating airfares updated. • Any ‘must’ statements in Range moved to Required Knowledge and Critical aspects for assessment.
SITTTSL016B Administer billing and settlement plan	SITTTSL313 Administer billing and settlement plan	<p>N</p> <ul style="list-style-type: none"> • Changes to Elements and Performance Criteria to better describe the tasks involved and to Required Knowledge for clarity of requirements. • International Air Transport Association (IATA) references amended for accuracy.
Venue and Facility Operations		
SITTVAF001A Provide venue information and assistance	SITXCCS101 Provide information and assistance	<p>E</p> <ul style="list-style-type: none"> • Broadened from venue context to capture any service environment and re-categorised to Customer and Client Service.
SITTVAF002A Provide a briefing or scripted	SITXCOM202 Provide a briefing or scripted	<p>E</p> <ul style="list-style-type: none"> • Added sustainability.

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
commentary	commentary	<ul style="list-style-type: none"> Re-categorised to Communication.
SITTVAF003A Operate a ride location	SITTVAF301 Operate a ride location	E <ul style="list-style-type: none"> Added sustainability.
SITTVAF004A Load and unload a ride	SITTVAF201 Load and unload a ride	E
SITTVAF005B Operate a games location	SITTVAF302 Operate a games location	E
	SITTVAF303 Tow and site recreational vehicles	<ul style="list-style-type: none"> Title simplified from SITTHPR303A Tow and site a recreational vehicle safely. Re-categorised to Venue and Facility Operations to better reflect the content of the unit.

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
Working in Industry		
SITHIND001B Develop and update hospitality industry knowledge	SITHIND201 Source and use information on the hospitality industry	N <ul style="list-style-type: none"> Title updated to better reflect the intent and content of the unit. Significant change to Elements, Performance Criteria and Required Knowledge. Coverage of laws and ethical issues limited to those specifically relevant to the hospitality industry. Other legal knowledge, e.g. work health and safety is found in relevant units.
SITHIND002A Apply hospitality skills in the workplace	SITHIND202 Use hospitality skills effectively	E <ul style="list-style-type: none"> Title updated to better reflect the intent and content of the unit. Unit broadened and can apply to all types of hospitality service including accommodation services, food and beverage, gaming operations and housekeeping.
SITHIND003A Provide and coordinate hospitality service	SITHIND301 Work effectively in hospitality service	E <ul style="list-style-type: none"> Title updated to better reflect the intent and content of the unit. Unit broadened and can apply to all types of hospitality service including accommodation services, food and beverage, gaming

Mapping of SIT12 Version 1 – Units of Competency		
SIT07 Version 3 Code and title	SIT12 Version 1 Code and title	Comment in relation to previous version E = equivalent N = not equivalent
		operations and housekeeping.
SITTIND202B Develop and update caravan industry knowledge	SITTIND202 Source and use information on the holiday park and resort industry	N <ul style="list-style-type: none"> Title updated to better reflect the intent and content of the unit. Significant change to Elements, Performance Criteria and Required Knowledge. Coverage of laws and ethical issues limited to those specifically relevant to the holiday park and resort industry. Other legal knowledge e.g. work health and safety is found in relevant units.
Working in Industry - Tourism		
SITTIND001B Develop and update tourism industry knowledge	SITTIND201 Source and use information on the tourism and travel industry	N <ul style="list-style-type: none"> Title changed to better reflect the intent and content of the unit. Significant changes to Elements, Performance Criteria and Required Knowledge. Coverage of laws and ethical issues limited to those specifically relevant to the tourism industry. Other legal knowledge, e.g. work health and safety is found in relevant units.

Cross-Sector Units of Competency Mapping of SIT12 Version 1		
SIT07 Version 3 Code and Title	SIT12 Version 1 Code and Title	Comment in relation to previous version E = equivalent N = not equivalent
Administration		
SITXADM001A Perform office procedures	Deleted	<ul style="list-style-type: none"> Replaced by BSBCMM201A Communicate in the workplace. Re-categorised to Communication.
SITXADM002A Source and present information	SITXCOM101 Source and present information	<p>E</p> <ul style="list-style-type: none"> Re-categorised to Communication.
SITXADM003A Write business documents	Deleted	<ul style="list-style-type: none"> Replaced by BSBWRT401A Write complex documents. Re-categorised to Communication.
SITXADM004A Plan and manage meetings	Deleted	<ul style="list-style-type: none"> Replaced by BSBADM502B Manage meetings.
New Unit	SITXADM501 Prepare and present proposals	<ul style="list-style-type: none"> New unit.
Client and Customer Service		
	SITXCCS101 Provide information and assistance	<p>E</p> <ul style="list-style-type: none"> Replaces SITTVAF001A Provide venue information and assistance. Title changed to better reflect the intent and content of the unit. Re-categorised to Customer and Client Service. Broadened from venue context to capture any service environment.

Cross-Sector Units of Competency Mapping of SIT12 Version 1		
SIT07 Version 3 Code and Title	SIT12 Version 1 Code and Title	Comment in relation to previous version E = equivalent N = not equivalent
SITXCCS001B Provide visitor information	SITXCCS201 Provide visitor information	E <ul style="list-style-type: none"> Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.
New Unit	SITXCCS202 Interact with customers	<ul style="list-style-type: none"> New unit.
	SITXCCS303 Provide service to customers	N <ul style="list-style-type: none"> SITXCOM001A Work with colleagues and customers updated and re-categorised to Client and Customer Service.

Cross-Sector Units of Competency Mapping of SIT12 Version 1		
SIT07 Version 3 Code and Title	SIT12 Version 1 Code and Title	Comment in relation to previous version E = equivalent N = not equivalent
SITXCCS002A Provide quality customer service	SITXCCS401 Enhance the customer service experience	N <ul style="list-style-type: none"> • Titled changed to better reflect the intent and content of the unit and its fit within a suite of hierarchical customer service units. • Significant change to Elements and Performance Criteria to better focus the unit.
SITXCCS003A Manage quality customer service	SITXCCS501 Manage quality customer service	N <ul style="list-style-type: none"> • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. • Additional Performance Criteria and Required knowledge.
SITXCCS004A Provide club reception services	SITXCCS302 Provide club reception services	E
SITXCCS305A Provide lost and found facility	SITXCCS301 Provide lost and found services	E <ul style="list-style-type: none"> • Title changed to better reflect the intent and content of the unit. • Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.
Communication and Teamwork		
	SITXCOM101 Source and present information	E <ul style="list-style-type: none"> • Replaces SITXADM002A Source and present

Cross-Sector Units of Competency Mapping of SIT12 Version 1		
SIT07 Version 3 Code and Title	SIT12 Version 1 Code and Title	Comment in relation to previous version E = equivalent N = not equivalent
		information. <ul style="list-style-type: none"> Re-categorised to Communication and Teamwork.
SITXCOM001A Work with colleagues and customers	SITXCCS303 Provide service to customers	N <ul style="list-style-type: none"> Titled changed to better reflect the intent and content of the unit. Updated and re-categorised to Client and Customer Service.
SITXCOM002A Work in a socially diverse environment	SITXCOM201 Show social and cultural sensitivity	N <ul style="list-style-type: none"> Titled changed to better reflect the intent and content of the unit and for simplicity. Some Performance Criteria reordered for logical sequencing. Additional Performance Criteria and Required knowledge covering anti-discrimination. Equal employment opportunity deleted – not relevant to this unit.
	SITXCOM202 Provide a briefing or scripted commentary	E <ul style="list-style-type: none"> Replaces SITTVAF002A Provide a briefing or scripted commentary. Re-categorised to Communication. Added sustainability.

Cross-Sector Units of Competency Mapping of SIT12 Version 1		
SIT07 Version 3 Code and Title	SIT12 Version 1 Code and Title	Comment in relation to previous version E = equivalent N = not equivalent
SITXCOM003A Deal with conflict situations	SITXCOM401 Manage conflict	E <ul style="list-style-type: none"> Title changed to better reflect the complexity of the unit. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.
SITXCOM004A Communicate on the telephone	Deleted	<ul style="list-style-type: none"> Replaced by BSBCMM201A Communicate in the workplace.
SITXCOM005A Make presentations	Deleted	<ul style="list-style-type: none"> Replaced by BSBCMM401A Make a presentation.
SITXCOM006A Address protocol requirements	SITXCOM301 Address protocol requirements	E <ul style="list-style-type: none"> Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.
Computer Operations and ICT Management		
SITXICT001A Build and launch a website for a small business	SITXICT401 Build and launch a small business website	E <ul style="list-style-type: none"> Title simplified.
Crisis Management		
New Unit	SITXCRI401 Respond to a customer in crisis	<ul style="list-style-type: none"> New unit.
New Unit	SITXCRI601 Manage a business continuity crisis	<ul style="list-style-type: none"> New unit.

Cross-Sector Units of Competency Mapping of SIT12 Version 1		
SIT07 Version 3 Code and Title	SIT12 Version 1 Code and Title	Comment in relation to previous version E = equivalent N = not equivalent
Environmental Sustainability		
SITXENV001A Participate in environmentally sustainable work practices	Deleted	<ul style="list-style-type: none"> Replaced by BSBSUS201A Participate in environmentally sustainable work practices.
SITXENV002A Implement and monitor environmentally sustainable work practices	Deleted	<ul style="list-style-type: none"> Replaced by BSBSUS301A Implement and monitor environmentally sustainable work practices.
SITXENV003A Develop workplace policy and procedures for sustainability	Deleted	<ul style="list-style-type: none"> Replaced by BSBSUS501A Develop workplace policy and procedures for sustainability.
Finance		
SITXFIN001A Process financial transactions	SITXFIN201 Process financial transactions	E
SITXFIN002A Maintain financial records	Deleted	<ul style="list-style-type: none"> Replaced by BSBFIA301A Maintain financial records.
SITXFIN003A Interpret financial information	SITXFIN401 Interpret financial information	N <ul style="list-style-type: none"> Significant changes to Elements, Performance Criteria and Required Knowledge to refocus the unit.
SITXFIN004A Manage finances within a budget	SITXFIN402 Manage finances within a budget	E
SITXFIN005A Prepare and monitor budgets	SITXFIN501 Prepare and monitor budgets	E
SITXFIN006A Obtain and	SITXMPR501 Obtain and	E

Cross-Sector Units of Competency Mapping of SIT12 Version 1		
SIT07 Version 3 Code and Title	SIT12 Version 1 Code and Title	Comment in relation to previous version E = equivalent N = not equivalent
manage sponsorship	manage sponsorship	<ul style="list-style-type: none"> Recoded and re-categorised to Marketing and Public Relations for a better fit.
SITXFIN007A Manage physical assets	SITXFIN601 Manage physical assets	<p>E</p> <ul style="list-style-type: none"> Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.
SITXFIN008A Manage financial operations	Deleted	<ul style="list-style-type: none"> Replaced by BSBFIM601A Manage finances.
New Unit	SITXFIN602 Manage revenue	<ul style="list-style-type: none"> New unit
Food Safety		
	SITXFSA101 Use hygienic practices for food safety	<p>E</p> <ul style="list-style-type: none"> Replaces SITXOHS002A Follow workplace hygiene procedures. Updated and re-categorised to Food Safety.

Cross-Sector Units of Competency Mapping of SIT12 Version 1		
SIT07 Version 3 Code and Title	SIT12 Version 1 Code and Title	Comment in relation to previous version E = equivalent N = not equivalent
SITXFSA001A Implement food safety procedures	SITXFSA201 Participate in safe food handling practices	E <ul style="list-style-type: none"> Prerequisite removed. Minor adjustments to expression of content to streamline and improve unit. Change to title for greater consistency across Training Package. Wording adjusted to better reflect regulatory requirements.
SITXFSA002A Develop and implement a food safety program	SITXFSA401 Develop and implement a food safety program	E <ul style="list-style-type: none"> Prerequisite removed. Minor adjustments to expression of content to streamline and improve unit. Wording adjusted to better reflect regulatory requirements.
SITXFSA003A Transport and store food in a safe and hygienic manner	SITXFSA202 Transport and store food	E <ul style="list-style-type: none"> Title simplified. Prerequisite removed. Minor adjustments to expression of content to streamline and improve unit. Wording adjusted to better reflect regulatory requirements.
Governance and Legal Compliance		
SITXGLC001A Develop and update legal knowledge required for	SITXGLC501 Research and comply with regulatory	E <ul style="list-style-type: none"> Titled changed to better

Cross-Sector Units of Competency Mapping of SIT12 Version 1		
SIT07 Version 3 Code and Title	SIT12 Version 1 Code and Title	Comment in relation to previous version E = equivalent N = not equivalent
business compliance	requirements	reflect the intent and content of the unit <ul style="list-style-type: none"> Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.
Human Resources Management		
SITXHRM001A Coach others in job skills	SITXHRM301 Coach others in job skills	N <ul style="list-style-type: none"> Significant changes to Elements, Performance Criteria and Required Knowledge to refocus the unit. Additional Performance Criteria and Required Knowledge covering coaching in organisational procedures.
SITXHRM002A Recruit, select and induct staff	SITXHRM501 Recruit, select and induct staff	N <ul style="list-style-type: none"> Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Additional Performance Criteria requiring evaluation of applicants for customer service attitude and experience and adherence to equal employment opportunity principles and law. Anti-discrimination deleted - not relevant to this unit.
SITXHRM003A Roster	SITXHRM401 Roster staff	N

Cross-Sector Units of Competency Mapping of SIT12 Version 1		
SIT07 Version 3 Code and Title	SIT12 Version 1 Code and Title	Comment in relation to previous version E = equivalent N = not equivalent
staff		<ul style="list-style-type: none"> Significant changes to Performance Criteria and Required Knowledge. Technology skills and knowledge added.
SITXHRM004A Manage volunteers	SITXHRM502 Manage volunteers	E
SITXHRM005A Lead and manage people	SITXHRM402 Lead and manage people	E <ul style="list-style-type: none"> Re-worked Required Skills and Knowledge to more fully articulate content.
SITXHRM006A Monitor staff performance	SITXHRM503 Monitor staff performance	E
SITXHRM007A Manage workplace diversity	Deleted	<ul style="list-style-type: none"> Replaced by BSBDIV501A Manage diversity in the workplace.
SITXHRM008A Manage workplace relations	Deleted	<ul style="list-style-type: none"> Replaced by BSBHRM604A Manage employee relations.
SITXHRM009A Provide mentoring support to business colleagues	Deleted	<ul style="list-style-type: none"> Replaced by TAEDEL404A Mentor in the workplace.
Inventory		
SITXINV001A Receive and store stock	SITXINV201 Receive and store stock	N <ul style="list-style-type: none"> Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Technology skills and knowledge added.
	SITXINV202 Maintain the quality of perishable supplies	N <ul style="list-style-type: none"> Replaces SITHCCC003B

Cross-Sector Units of Competency Mapping of SIT12 Version 1		
SIT07 Version 3 Code and Title	SIT12 Version 1 Code and Title	Comment in relation to previous version E = equivalent N = not equivalent
		<p>Receive and store kitchen supplies.</p> <ul style="list-style-type: none"> Unit renamed for clarity and re-categorised to Inventory. There was confused intent with, and duplication across, the two units: <ul style="list-style-type: none"> SITXINV201 Receive and store stock. SITHCCC003B Receive and store kitchen supplies. The unit Receive and store stock covers stock control for all types of stock. This unit now only covers the particular skills and knowledge required to store perishable supplies in optimum conditions to minimise wastage and avoid food safety hazards.
New Unit	SITXINV301 Purchase goods	<ul style="list-style-type: none"> New unit.
SITXINV002A Control and order stock	SITXINV401 Control stock	<p>N</p> <ul style="list-style-type: none"> Title simplified. Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content. Technology skills and knowledge added. Prerequisites removed.
SITXINV003A Manage and purchase stock	SITXINV601 Establish stock purchasing and control systems	<p>N</p> <ul style="list-style-type: none"> Change to title for greater consistency across Training

Cross-Sector Units of Competency Mapping of SIT12 Version 1		
SIT07 Version 3 Code and Title	SIT12 Version 1 Code and Title	Comment in relation to previous version E = equivalent N = not equivalent
		Package and to better reflect the intent of the unit. <ul style="list-style-type: none"> • Changes made to structure and word content of Elements and Performance Criteria for clarity. • Technology skills and knowledge added.
Languages other than English		
SITXLAN1__A Conduct basic workplace oral communication in a language other than English	SITXLAN21__ Conduct basic oral communication in a language other than English	E <ul style="list-style-type: none"> • Minor adjustments to expression of content to streamline and improve unit.
SITXLAN2__A Conduct routine workplace oral communication in a language other than English	SITXLAN22__ Conduct routine oral communication in a language other than English	E <ul style="list-style-type: none"> • Minor adjustments to expression of content to streamline and improve unit.
SITXLAN3__A Conduct workplace oral communication in a language other than English	SITXLAN31__ Conduct oral communication in a language other than English	E <ul style="list-style-type: none"> • Minor adjustments to expression of content to streamline and improve unit.
SITXLAN4__A Conduct complex workplace oral communication in a language other than English	SITXLAN32__ Conduct complex oral communication in a language other than English	E <ul style="list-style-type: none"> • Minor adjustments to expression of content to streamline and improve unit.
SITXLAN5__A Read and write workplace information in a language other than English	SITXLAN33__ Read and write information in a language other than English	E <ul style="list-style-type: none"> • Minor adjustments to expression of content to streamline and improve unit.

Cross-Sector Units of Competency Mapping of SIT12 Version 1		
SIT07 Version 3 Code and Title	SIT12 Version 1 Code and Title	Comment in relation to previous version E = equivalent N = not equivalent
SITXLAN6__A Read and write workplace documents in a language other than English	SITXLAN34__ Read and write documents in a language other than English	E <ul style="list-style-type: none"> Minor adjustments to expression of content to streamline and improve unit.
Management and Leadership		
SITXMGT001A Monitor work operations	SITXMGT401 Monitor work operations	E <ul style="list-style-type: none"> Minor adjustments to expression of content to streamline and improve unit. Added sustainability and innovation plus extra focus on supervising others.
SITXMGT002A Develop and implement operational plans	Deleted	<ul style="list-style-type: none"> Replaced by BSBMGT515A Manage operational plan.
SITXMGT003A Manage projects	SITXMGT502 Manage projects	E <ul style="list-style-type: none"> Re-worked Elements, Performance Criteria, Required Skills and Knowledge to more fully articulate content.
SITXMGT004A Develop and implement a business plan	Deleted	<ul style="list-style-type: none"> Replaced by BSBMGT617A Develop and implement a business plan.
SITXMGT005A Manage business risk	Deleted	<ul style="list-style-type: none"> Replaced by BSBRSK501B Manage risk.
SITXMGT006A Establish and conduct business relationships	SITXMGT501 Establish and conduct business relationships	E <ul style="list-style-type: none"> Minor adjustments to expression of content to

Cross-Sector Units of Competency Mapping of SIT12 Version 1		
SIT07 Version 3 Code and Title	SIT12 Version 1 Code and Title	Comment in relation to previous version E = equivalent N = not equivalent
		streamline and improve unit.
Marketing and Public Relations		
SITXMPR001A Coordinate production of brochures and marketing materials	SITXMPR401 Coordinate production of brochures and marketing materials	E <ul style="list-style-type: none"> Minor adjustments to expression of content to streamline and improve unit. Added trade practices to Required knowledge. Added sustainability. More emphasis on physical and virtual.
SITXMPR002A Create a promotional display or stand	SITXMPR402 Create a promotional display or stand	N <ul style="list-style-type: none"> Minor adjustments to expression of content to streamline and improve unit. Added elements and principles of design.
SITXMPR003A Plan and implement sales activities	SITXMPR403 Plan and implement sales activities	E <ul style="list-style-type: none"> Minor adjustments to expression of content to streamline and improve unit. Added innovation, legal, ethical and sustainability to Performance Criteria. Added more on new technologies and media.
SITXMPR004A Coordinate marketing activities	SITXMPR404 Coordinate marketing activities	E <ul style="list-style-type: none"> Minor adjustments to expression of content to streamline and improve

Cross-Sector Units of Competency Mapping of SIT12 Version 1		
SIT07 Version 3 Code and Title	SIT12 Version 1 Code and Title	Comment in relation to previous version E = equivalent N = not equivalent
		unit. <ul style="list-style-type: none"> • Added innovation, legal, ethical and sustainability. • Added more on new technologies and media.
	SITXMPR501 Obtain and manage sponsorship	E <ul style="list-style-type: none"> • Replaces SITXFIN006A Obtain and manage sponsorship. • Re-categorised to Marketing and Public Relations.

Cross-Sector Units of Competency Mapping of SIT12 Version 1		
SIT07 Version 3 Code and Title	SIT12 Version 1 Code and Title	Comment in relation to previous version E = equivalent N = not equivalent
SITXMPR005A Develop and manage marketing strategies	SITXMPR502 Develop and implement marketing strategies	E <ul style="list-style-type: none"> • Titled changed to better reflect the intent and content of the unit. • Minor adjustments to expression of content to streamline and improve unit. • Added innovation and sustainability.
SITXMPR006A Participate in cooperative online marketing initiatives for the tourism industry	SITXMPR405 Participate in cooperative online marketing initiatives	E <ul style="list-style-type: none"> • Minor adjustments to expression of content to streamline and improve unit.
Quality and Innovation		
SITXQUA001A Contribute to workplace improvements	Deleted	<ul style="list-style-type: none"> • Replaced by BSBINN201A Contribute to workplace innovation.
SITXQUA002A Originate and develop a concept	Deleted	<ul style="list-style-type: none"> • Replaced by BSBCRT501A Originate and develop concepts.
Work Health and Safety		
SITXOHS001B Follow health, safety and security procedures	SITXWHS101 Participate in safe work practices	E <ul style="list-style-type: none"> • Title changed to better reflect the intent and content of the unit. • Re-worked Required Skills and Knowledge to more fully articulate content.
SITXOHS002A Follow workplace hygiene procedures	SITXFSA101 Use hygienic practices for food safety	E <ul style="list-style-type: none"> • Title changed to better reflect the content and intent

Cross-Sector Units of Competency Mapping of SIT12 Version 1		
SIT07 Version 3 Code and Title	SIT12 Version 1 Code and Title	Comment in relation to previous version E = equivalent N = not equivalent
		<p>of the unit.</p> <ul style="list-style-type: none"> • Re-worked Required Skills and Knowledge to more fully articulate content. • Recoded and re-categorised to Food Safety for a better fit.
SITXOHS003B Identify hazards, and assess and control safety risks	SITXWHS301 Identify hazards, assess and control safety risks	E <ul style="list-style-type: none"> • Minor name change.
SITXOHS004B Implement and monitor workplace health, safety and security practices	SITXWHS401 Implement and monitor work health and safety practices	E <ul style="list-style-type: none"> • Title simplified and changed to reflect legislative change from Occupational Health and Safety to Work Health and Safety. • Re-worked Required Skills and Knowledge to more fully articulate content.
SITXOHS005A Establish and maintain an OHS system	SITXWHS601 Establish and maintain a work health and safety system	E <ul style="list-style-type: none"> • Title simplified and changed to reflect legislative change from Occupational Health and Safety to Work Health and Safety. • Re-worked Required Skills and Knowledge to more fully articulate content.

Overview

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Skills Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework 2010 (AQTF 2010), and Training Packages endorsed by the National Quality Council (NQC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

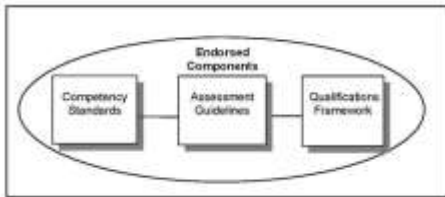
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2010.

Training Package Components

Training Packages are made up of mandatory components endorsed by the NQC, and optional support materials.

Training Package Endorsed Components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.



Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF 2010. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

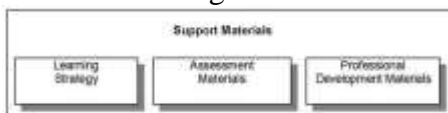
Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the 'packaging rules'. The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

Training Package, Qualification and Unit of Competency Codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, **and with the code always before the title.**

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example XYZ08. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example XYZ10108. Qualification codes are developed as follows:

- the first three letters identify the Training Package;
- the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are **not** used);
- the next two numbers identify the position in the sequence of the qualification at that level; and
- the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of Competency Codes

Within each Training Package, each unit of competency has a unique code. Unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package. Unit codes are developed as follows:

- a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in SITXEVT019;
- the first three characters signify the Training Package – SIT12 Tourism, Travel and Hospitality Training Package - in the above example and up to eight characters relating to an industry sector, function or skill area follow;
- where changes are made that alter the outcome, a new code is assigned and the title is changed.

Training Package, Qualification and Unit of competency Titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package Titles

The title of each endorsed Training Package is unique and relates the Training Package's broad industry coverage.

Qualification Titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- firstly, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma or Advanced Diploma
- this is followed by the words 'in' for Certificates I to IV and 'of' for Diploma and Advanced Diploma
- then the industry descriptor follows, for example Telecommunications
- if applicable, the occupational or functional stream follows in brackets, for example (Computer Systems).

For example:

- SIT10112 Certificate I in Tourism (Australian Indigenous Culture)
- SIT40412 Certificate IV in Commercial Cookery.

Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

- SITHACS101 Clean premises and equipment
- BSBADM502B Manage meetings.

Introduction to the SIT12 Tourism, Travel and Hospitality Training Package

Overview of the Development of Tourism, Travel and Hospitality Training Package

Version 1

The SIT12 Tourism, Travel and Hospitality Training Package represents the review, redevelopment, rationalisation and integration of the previous SIT07 Tourism, Hospitality and Events Training Package.

This review, resulting in the development of SIT12, has been funded by the Department of Education, Employment and Workplace Relations (DEEWR) and managed by Service Skills Australia. The review was directed by a national industry reference group and involved input from a diverse range of employers, employer bodies, employees, unions, public and private RTOs, state training authorities and key government regulators of the tourism, travel and hospitality industry.

The review commenced in January 2011 and was carried out in three industry-aligned phases:

- Phase 1: The Tourism Review includes the tourism qualifications and units
- Phase 2: The Hospitality Review includes the hospitality qualifications and units
- Phase 3: The Events Review includes the events qualifications and units.

The cross-sector units, which apply to all three sectors, were reviewed in each of the three phases.

The primary purpose of the review was to ensure the SIT12 Tourism, Travel and Hospitality Training Package is relevant and responsive to the current and emerging skilling requirements of industry.

The following key changes have been incorporated into the Training Package. In the majority of cases, the change reflects changes in the industry. Changes have also been a result of policy changes, e.g. changes in the Training Packages Development policy.

Changes impacting the overall Training Package:

- The Training Package name has been updated to include the Tourism, Travel and Hospitality Training Package:
 - The Tourism and Hospitality Industry Advisory Committee made a strategic decision to change the Training Package name so that it succinctly reflects the industries represented by the Training Package.
- Employability skills for each qualification reviewed and refined.
- Qualification packaging rules refined:
 - Less complex units are generally not replicated in the core of higher level qualifications as the higher level units subsume the skills and knowledge of the less complex units. This reduces redundancy within the core of qualifications. However, the packaging rules have sufficient flexibility to allow for inclusion of less complex units via elective selection, if required.
 - The core units represent units that are mandatory for all the job outcomes for the qualification. Elective units represent competencies that are relevant for some of the job outcomes for the qualification. Elective groupings have been used to ensure that units of competencies that affect most job outcomes can be selected, where relevant.
- Changes made in line with the Streamlining policy of VET Products for the 21st Century and the Training Package Development policy:
 - Language has been simplified, and repetitive and unnecessary information removed
 - Qualification titles simplified
 - Units rationalised and redundancy removed within the Training Package, i.e. merging or removing units where content is covered by other units within the Training Package
 - Units rationalised and redundancy removed across Training Packages, i.e. importing units where content is covered by units in other Training Packages.
 - Prerequisites retained only when competency cannot be achieved in a given unit without first gaining essential knowledge and skills from other units.
 - ‘Must’ statements were removed from the Range Statements of units. To ensure the information regarding mandatory components is retained, the ‘must’ requirements have been relocated to the Required knowledge and Critical aspects sections of the unit.
- All unit codes include an AQF level indicator to show the level at which the unit first appears in the qualifications in the Training Package. Units may be included in qualifications at varying levels, where appropriate for the job outcome.
- Assessment information strengthened:
 - Assessor vocational competency requirements in relation to industry experience and currency clarified.

- Importance of, and in some cases mandatory use of, industry realistic contexts for assessment clarified.

Cross-sector specific changes:

- Units reviewed for coverage of environmental, economic and social sustainability requirements.
- Units developed for the following competencies to address defined industry needs:
 - Crisis management:
 - Manage a business continuity crisis
 - Respond to a customer in crisis.
 - Revenue and yield management:
 - Manage revenue.
 - Coverage of units broadened to all tourism, travel and hospitality sectors:
 - Prepare and present proposals
 - Purchase goods.
 - Developed to complement the existing suite of customer service units:
 - Interact with customers.
- New cross-sector skill sets developed to address defined industry needs:
 - Business Management
 - Customer Service
 - Customer Service Management
 - Mentoring and Supervision
 - Product Development for International Markets
 - Product Sales for International Markets
 - Service for International Visitors.

Tourism and Travel specific changes:

- Improving the visibility of the Travel industry by including ‘travel’ in the title of relevant qualifications and the name of the Training Package. Inclusion of this terminology brings the Training Package in line with the international approach.
- Qualifications rationalised to ensure they meet industry’s increasing need for multi-skilled workers. Importantly, packaging rules are also flexible enough to allow for qualifications to be tailored for specialist job functions:
 - Certificate III in Travel broadened to cover the Tour Wholesaling outcome. Certificate III in Tourism (Tour Wholesaling) removed.
 - Certificate III in Tourism broadened to cover the Visitor Information Service outcome. Certificate III in Tourism (Visitor Information Services) removed.
- Entry requirements introduced for higher level travel and tourism qualifications to reflect the importance of operative skills, knowledge and experience prior to the development of management and strategic skills and knowledge. Entry requirements can be met through workplace experience or through formal study. While the entry requirements have resulted in significant changes to the packaging rules, the intent of the qualifications have not changed. Qualifications with entry requirements:
 - Certificate IV in Travel and Tourism

- Certificate IV in Holiday Parks and Resorts
- Certificate IV in Guiding
- Diploma of Travel and Tourism
- Diploma of Holiday Parks and Resorts
- Advanced Diploma of Travel and Tourism.
- New skills sets for the tourism and travel industry developed to address defined industry needs and licence and regulation requirements:
 - Airfare Construction
 - Licenced Travel Agency
 - Visitor Information Services.

Hospitality specific changes:

- Preparatory qualifications rationalised to ensure candidates have an understanding of the broad range of hospitality jobs. Preparatory qualification Certificate I in Hospitality broadened to cover Kitchen Operations. Certificate I in Hospitality (Kitchen Operations) removed.
- Cookery qualifications refined:
 - Cookery qualifications updated to ensure core concentrates on kitchen skills; some soft skills made electives.
 - Catering Operations qualifications updated to ensure focus on catering outcomes, as distinct from the commercial cookery outcome.
 - Patisserie qualifications updated to ensure focus on patisserie, as distinct from the commercial cookery outcome.
 - Consistent coverage of first aid and sustainable work practice requirements at Certificate III and above.
- Hospitality service holistic units streamlined:
 - The Use hospitality skills effectively unit broadened to apply to all types of hospitality service including accommodation services, food and beverage, gaming operations and housekeeping. Use hospitality skills effectively now covers the outcome of the Apply food and beverage skills in the workplace unit. Apply food and beverage skills in the workplace removed.
 - The Work effectively in hospitality service unit broadened to cover the outcome of the Provide and coordinate food and beverage service unit. Provide and coordinate food and beverage service removed.
- Cookery units have common titling and a common structure.
- Units developed for the following competencies to address defined industry need:
 - Basic menu costing:
- Plan and cost basic menus.
 - Units rationalised to remove duplication across units, for example:
- Coordinate cooking operations
- Prepare simple dishes
- Produce cook-chill and cook-freeze foods
- Produce desserts
- Rethermalise chilled and frozen foods
- Use food preparation equipment.

- Additional skills sets for the hospitality industry developed to address defined industry needs and licence and regulation requirements:
 - Food Advice
 - Food Handling
 - Food Safety Supervision
 - Hospitality Compliance.
- No changes to the composition to the skill sets already defined for hospitality:
 - Beverage Specialist
 - Espresso Machine Operator (previously titled Barista)
 - Essential Business Skills for a Restaurant Manager
 - Responsible Service of Alcohol
 - Sommelier.

Events specific changes:

- Entry requirement removed for Diploma of Events and Advanced Diploma of Events. Entry requirement previously defined as a Certificate III qualification in an events-related area, or equivalent experience. Training package development policy prohibits an entry requirement of a whole qualification. The flexible packaging rules of the qualifications cater for the many diverse industry pathways into the event sector.
- Additional generic management skills and knowledge included in the core of the higher level Events qualifications.
- Unit developed for the following competency:
 - Developed to address sector requirements around development of detailed event plans and monitoring plans through to event execution and evaluation
- Develop and implement event management plans.
- New skills sets for the event sector developed to address defined sector needs:
 - Event Coordination
 - Event Development.

Licensing and other regulatory arrangements for the tourism, travel and hospitality industries

The industry sectors covered by this Training Package are subject to a range of business licensing, business compliance and occupational licensing arrangements, in the areas of:

- Casino table games
- Commercial cookery
- Food safety
- Guiding
- Responsible service of alcohol
- Sale of Travel Insurance
- Travel agent licensing
- Work health safety and occupational health and safety.

Individual units of competency cover the requirements of relevant national and state or territory legislation and provide information within the unit descriptor about any special requirements for trainers, assessors, RTOs and candidates themselves. Information is further summarised within the Assessment Guidelines in this Training Package.

Overview of the tourism, travel and hospitality industries

The Service Skills Australia Environmental Scan provides an overview of current and emerging trends in tourism, travel and hospitality. A summary of the key trends relevant to workforce development and vocational education and training (VET) for this industry is presented below.

Tourism, travel and hospitality are separate industries but have such close links that they are often thought of and presented as one. The interrelationship exists because of the integrated products and services they produce, the close business-to-business relationships that exist across all three industries, the common customers they service and the sales and service staff employed, who often cross industries during their career. Many skills are common across these three service industries and this Training Package provides for both specialist and generic skills development.

Tourism is difficult to define given that it is not an ‘industry’ in the strict sense. Industries are defined by the goods and services they produce, whereas tourism is defined by whether consumption is by visitors. Tourism is measured in the ABS Tourism Satellite Account (TSA), which calculates the portions of industries that are tourism-related.

The TSA captures the activities of ‘tourism characteristic’ and ‘tourism connected’ industries. Tourism characteristic industries encompass the industries in which visitors consume 25 percent or more of its output and capture those industries that would be ‘significantly affected if tourism were to cease’. However, tourism connected industries are those in which consumption of goods by visitors is significant, but below 25 percent. This includes the education and retail industries.

Tourism related industries include travel agencies and tour operator services; accommodation; cafés, restaurants and takeaway food services; pubs, clubs, bars and taverns; casinos and other gambling services; cultural services; retail; sport and recreation; transport, and education and training.

Tourism contributes \$34 billion to Australia’s Gross Domestic Product (GDP), employs over 500,000 individuals and provides an invaluable source of income for many thousands of Australians living in remote and regional areas.

<http://www.ret.gov.au/tourism/Documents/nlts/2020/tourism-2020-strategy.pdf>

Tourism, overall, has performed modestly in recent times. In 2010–11, tourism expenditure in Australia decreased by three percent compared to 2009. However, some segments within tourism have experienced growth, albeit at varying degrees. In particular, outbound and business travel has remained buoyant. Furthermore, the continued growth in the mining and construction sectors has increased demand for business travel and hospitality in their associated regions.

International outbound travel by Australians has increased in response to the favourable exchange rate and the expansion of low-cost carrier flight services. In particular, international travel within the Asia-Pacific region has replaced domestic travel due to price competitiveness. This trend has resulted in a situation whereby tourism-dependent regions in Australia are suffering, whereas travel agencies have seen strong demand for their services.

The hospitality industry includes businesses that provide accommodation, food and drinks. It includes cafes, restaurants and takeaway food, pubs, taverns and bars, hotels, motels, caravan holiday parks and other accommodation, and hospitality clubs. The Australian Bureau of Statistics (ABS) classifies these businesses under the Australia New Zealand Standard Industrial Classification (ANZSIC) of 'Accommodation and Food Services'.

The accommodation and food sector is experiencing strong growth in both local and visitor markets. Over the 2010–11 financial year the accommodation and food sector reported a 5.4 percent increase in seasonally adjusted Industry Gross Value Added. This equated to a contribution of \$29.94 billion to Australian GDP over this period. This growth comes as a result of strong turnover in the sector; just in the cafe, restaurant and takeaway sector, total turnover in the 2010-11 financial year amounted to just over \$32 billion¹⁴. This represents an increase of 4.95 percent from the previous year. Credited as the cause of this growth is an increasingly time constrained society seeking the convenience of eating out.

Event organisation and management takes place across the full spectrum of business and community activity, often within tourism, travel and hospitality, as well as the community, cultural and sporting industries. The events sector can be broadly characterised as:

- business events—conventions, meetings, seminars and incentive travel
- sporting events
- community and local events
- food and wine festivals
- cultural and religious festivals
- arts-based events.

The primary occupation in events, events coordination and management, is classified under 'other administrative services' by ANZSIC.

The business events market is especially high yielding and is experiencing strong growth, despite subdued levels of domestic leisure travel. Business Event (BE) visitor spending in Australia was worth around \$9.7 billion in 2008. BE arrivals in total grew by 19 percent between 2009 and 2010. This is being driven by new international source markets, such as Malaysia, China and India. However, the majority of this market is made up by domestic business travellers, with 16.3 million domestic visitors compared to 820,000 international business travellers in 2010.

The tourism, travel and hospitality industries are dominated by a mix of interdependent small to medium businesses. They are complex industries with no standard way of defining the sectors they comprise. Commonly the industries identify the following sectors which are all covered by this Training Package:

- accommodation
- attractions and theme parks
- casinos
- clubs
- holiday parks and resorts, also known as caravan parks
- hotels
- information services and promotion (local, regional, state or territory, and national)
- meetings, incentives, conventions and events (MICE)
- restaurants, cafes and catering
- retail travel
- tour guiding
- tour operations
- tour wholesaling, both inbound and outbound.

This Training Package provides flexible units of competency and qualifications to meet the needs of the very diverse occupations that exist within each of these sectors. Occupations covered by SIT12 include a range of activities in the tourism, travel and hospitality industries, such as customer service and sales, operational, commercial cookery and catering, food and beverage service, accommodation service, product development, and marketing and promotion.

Introduction to the workforce

Employment in the service industries can be characterised as having a higher proportion of younger, female and part-time and casual workers. In the year to February 2011, 56.4 percent of jobs within the accommodation and food services industry were employed part-time. This represents the highest share of part-time employment compared across all industries. Furthermore, in 2009, 64.2 percent of employees were casual workers, which was also the highest proportion across all industries.

Educational Attainment

The majority of future jobs available in the service industries are at the entry level – that is, Certificates II and III. These skill levels suit the majority of employer needs, with most employees commencing with basic skills in customer service and then, for some, gaining skills and experience in specialised fields.

In the accommodation and food service sector, as at May 2010, 57.7 percent of workers were without non-school qualifications. While this suggests a greater need for formal training within the industry, it does not imply that up-skilling need always take place at the diploma or higher level.

Ageing Population

A significant effect of the ageing population is the intensification of competition for workers as the working age population diminishes. The working age population is projected to decline from 67 percent in 2004 to between 57–59 percent in 2051. For tourism, travel and hospitality, the changing profile and size of the working age population will have particularly noticeable effects. This is because these industries traditionally employ a very large number of young people. In 2010, 45 percent of employees in the accommodation and food sector were between the ages of 15 and 24, despite being 16.9 percent for all industries. Furthermore, 21.8 percent of workers were aged 45 and over compared to 38.4 percent across all industries.

Within the accommodation and food sector, the reliance on a young workforce is particularly pronounced for the café, restaurant and takeaway food sectors, but less pronounced in the accommodation industry. For travel and tour arrangement services, only 11 percent of workers were aged 15 to 24, which is below the average for all industries. However, the industry is still relatively young, with 36.7 percent of workers being aged 25–34 compared to 22.2 percent for all industries.

Skill shortages and areas for growth

Figure 1 Top 10 Occupations by Accumulated Shortages in Skilled Labour (2012–2015)

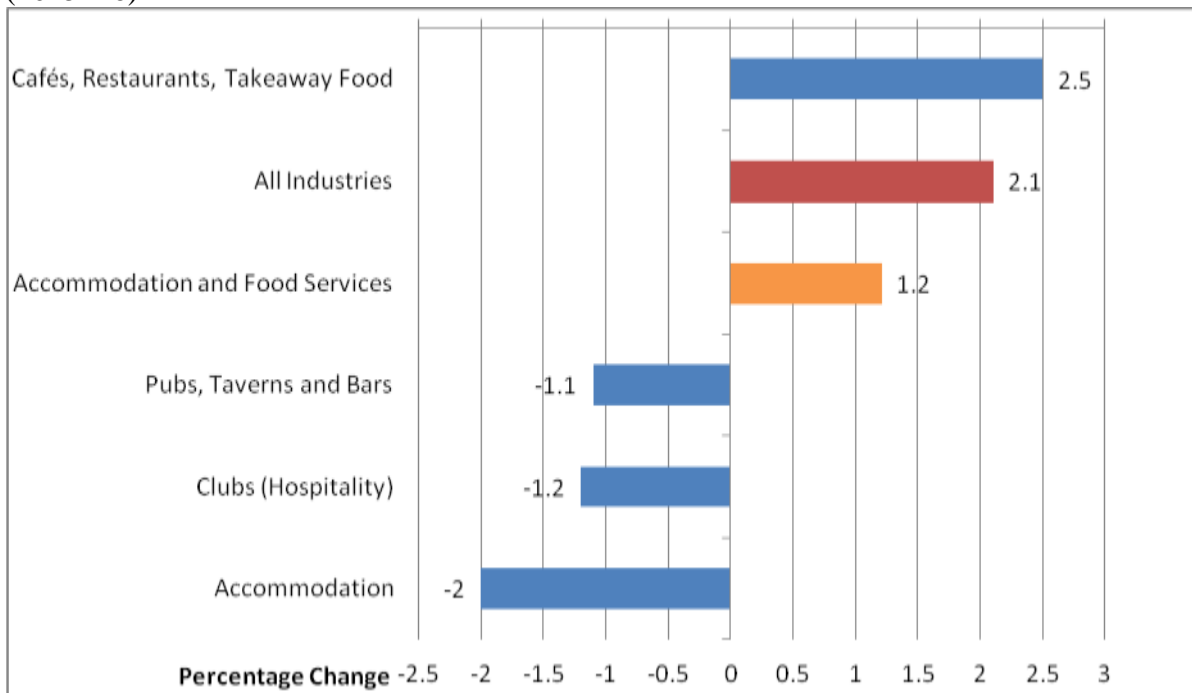
Occupation	Accumulated skilled labour demand	Supply of qualified labour matching demand	Accumulated skilled labour shortage
Chefs	3,492	1,375	2,118
Cafe and Restaurant Managers	3,114	1,162	1,952
Waiters	2,110	720	1,390
Kitchenhands	1,839	537	1,302
Tourism and Travel Agents	1,531	441	1,090
Cooks	1,658	759	899
Bar Attendants and Baristas	1,360	511	849
Hotel and Motel Managers	1,072	394	679
Automobile Drivers	1,226	548	678

Housekeepers	899	335	564
Top 10 total	18,301	6,782	11,519
Total tourism and hospitality	25,927	10,894	15,033

Source: DAE Australian Tourism Labour Force Report, Part One.

In 2015, demand for an additional 18,000 and 13,000 chef and fast food workers, respectively, is projected. While growth is the main factor driving demand for qualified chefs, both growth and attrition are affecting the demand for qualified fast food chefs. Projected employment growth is not uniform across the accommodation and food sector, as the following data from DEEWR (Figure 2) demonstrates.

Figure 2. Projected Annual Employment Growth in Accommodation and Food Services (2015–16)



Source: DEEWR Annual Employment Projections based on ABS Labour Force, Australia, Cat. No. 6291.0.55.003

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the *AQF Implementation Handbook*.

http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- Vocational Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). Issuance of Statements of Attainment must comply with the advice provided in the current *AQF Implementation Handbook* and the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Under the AQTF 2010, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

Certificate I

Characteristics of Learning Outcomes

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.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification 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

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application 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 operations 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.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification 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.

Certificate III

Characteristics of Learning Outcomes

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 specified 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 co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification 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.

Certificate IV*Characteristics of Learning Outcomes*

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature. Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

Diploma*Characteristics of Learning Outcomes*

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

Advanced Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and

within highly varied and highly specialised contexts.

- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

Qualifications and Packaging Rules

Qualification requirements

An RTO will award a qualification when the required number of units of competency, as determined by the packaging rules for the specific qualification, has been demonstrated. If a learner does not complete all of the units of competency required for a qualification he/she will receive a Statement of Attainment for the units completed.

Units of competency within each qualification have been categorised as either core or elective. The core units are essential to the qualification. Individuals must also choose the specified number of elective units required for each qualification.

Qualification code and title	Number of core units required	Number of elective units required	Total number of units required
SIT10112 Certificate I in Tourism (Australian Indigenous Culture)	2	4	6
SIT10212 Certificate I in Hospitality	4	2	6
SIT20112 Certificate II in Tourism	4	7	11
SIT20212 Certificate II in Hospitality	6	5	11
SIT20312 Certificate II in Kitchen Operations	8	5	13
SIT20412 Certificate II in Asian Cookery	8	4	12
SIT20512 Certificate II in Holiday Parks and Resorts	4	7	11
SIT30112 Certificate III in Tourism	4	11	15
SIT30512 Certificate III in Guiding	9	4	13

Qualification code and title	Number of core units required	Number of elective units required	Total number of units required
SIT30612 Certificate III in Events	5	8	13
SIT30712 Certificate III in Hospitality	8	7	15
SIT30812 Certificate III in Commercial Cookery	22	3	25
SIT30912 Certificate III in Asian Cookery	20	5	25
SIT31012 Certificate III in Catering Operations	13	8	21
SIT31112 Certificate III in Patisserie	18	4	22
SIT31212 Certificate III in Holiday Parks and Resorts	7	12	19
SIT31312 Certificate III in Travel	14	3	17
SIT40112 Certificate IV in Guiding	3	6	9
SIT40212 Certificate IV in Travel and Tourism	5	5	10
SIT40312 Certificate IV in Hospitality	10	11	21
SIT40412 Certificate IV in Commercial Cookery	27	6	33
SIT40512 Certificate IV in Asian Cookery	24	6	30
SIT40612 Certificate IV in Catering Operations	13	10	23
SIT40712 Certificate IV in Patisserie	27	5	32
SIT40812 Certificate IV in Holiday Parks and Resorts	6	4	10
SIT50112 Diploma of Travel and Tourism	10	7	17
SIT50212 Diploma of Events	9	11	20
SIT50312 Diploma of Hospitality	14	14	28
SIT50412 Diploma of Holiday Parks and Resorts	10	7	17
SIT60112 Advanced Diploma of Travel and Tourism	7	5	12
SIT60212 Advanced Diploma of Events	16	8	24

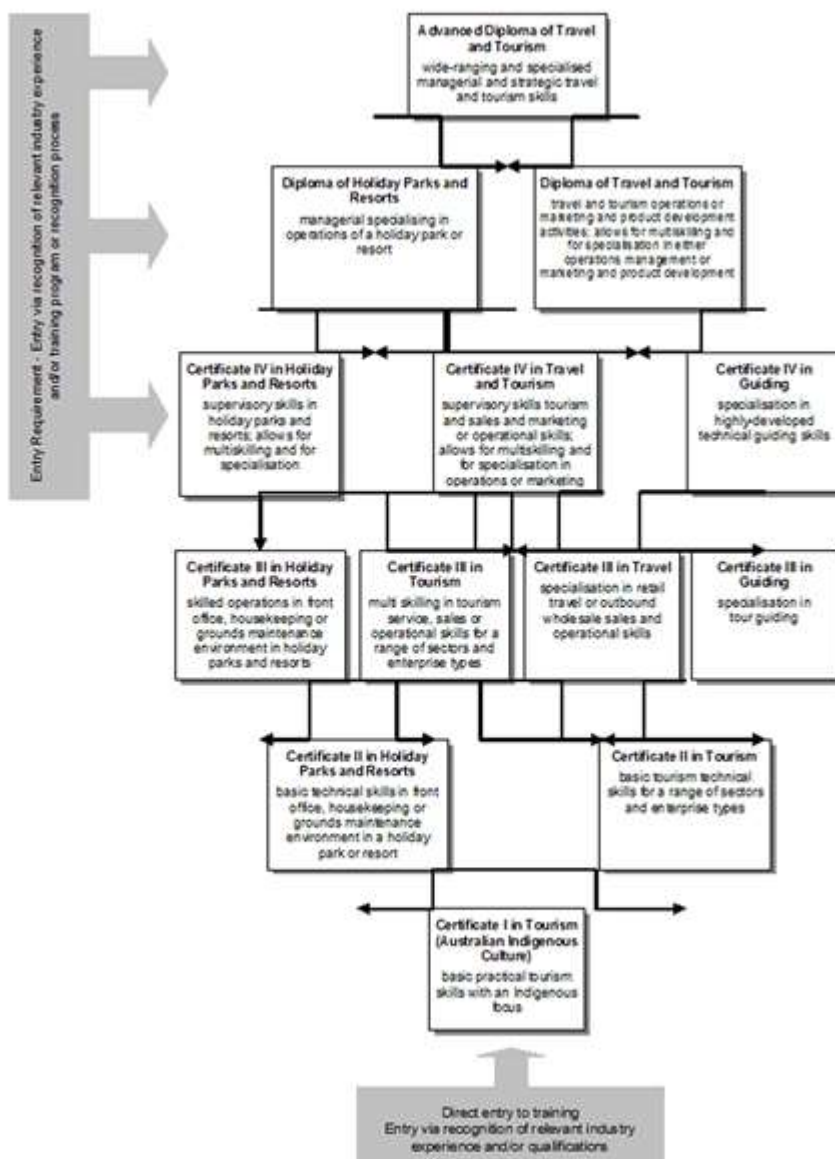
Qualification code and title	Number of core units required	Number of elective units required	Total number of units required
SIT60312 Advanced Diploma of Hospitality	17	16	33

Qualification Pathways

The following pathways charts are provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact Service Skills Australia (www.serviceskills.com.au).

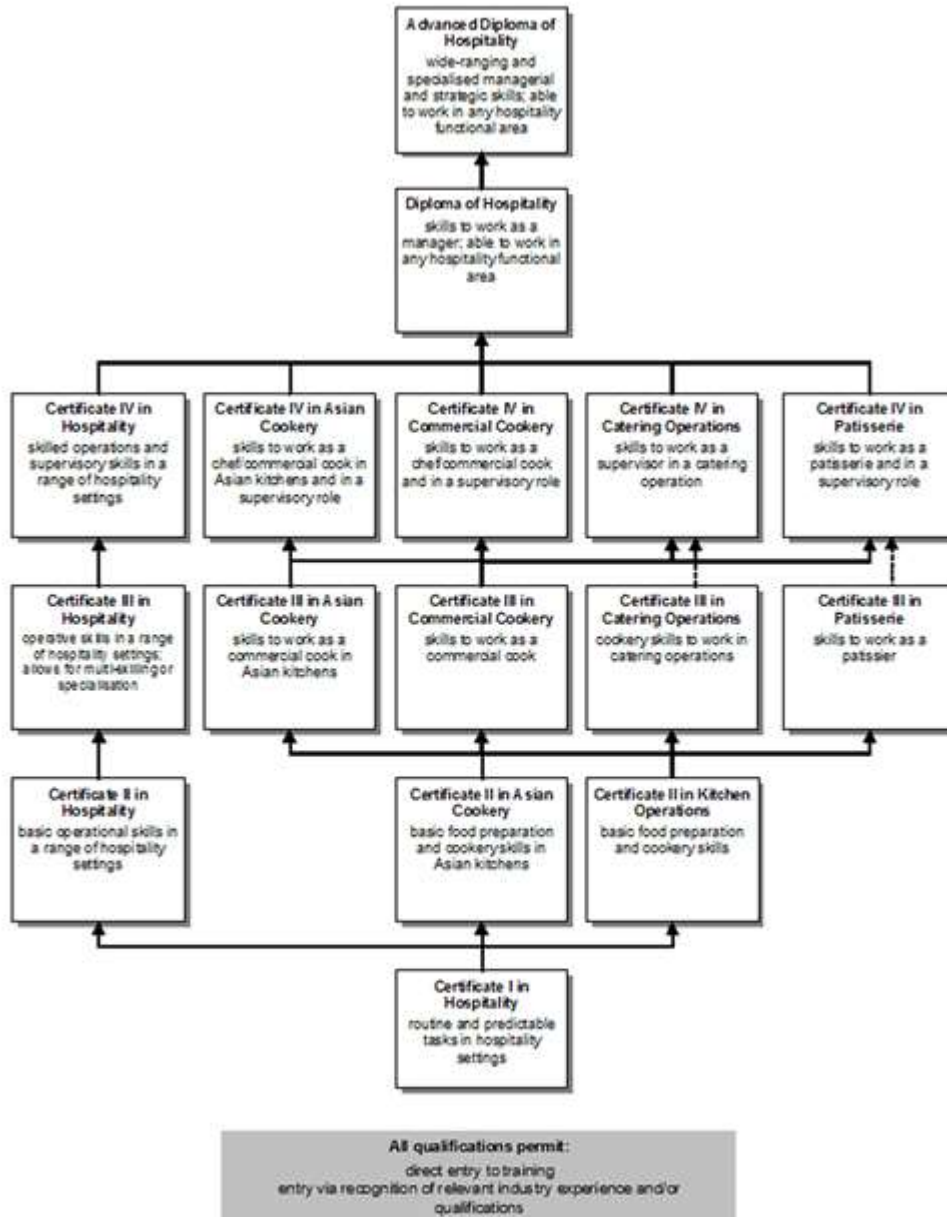
Tourism and Travel

The following summary chart provides examples of common qualification pathways within the sector, but it is recognised that typical career paths are not always linear. The tourism, travel and holiday parks and resorts 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 through a training program or recognition process. They enable credit transfer between qualifications, including from related industry areas.



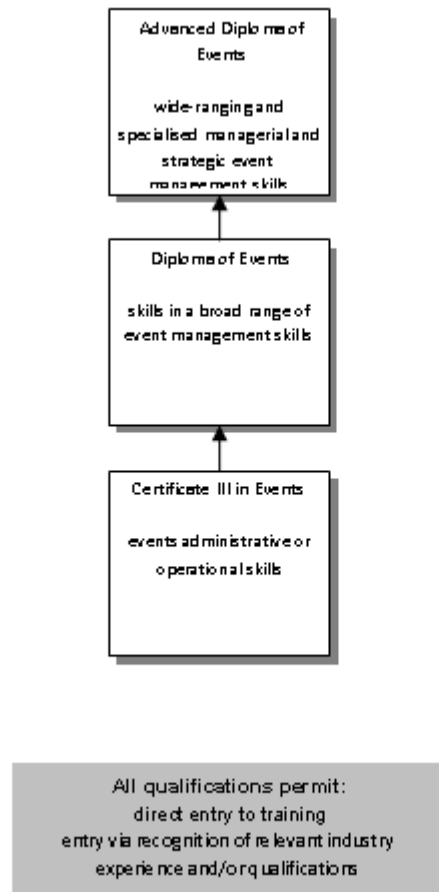
Hospitality

The following summary chart provides examples of common qualification pathways within the sector, but it is recognised that typical career paths are not always linear. The hospitality 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 credit transfer between qualifications.



Events

The following summary chart provides examples of common qualification pathways within the sector, 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 direct entry at all qualification levels, and enable credit transfer between qualifications.



Skill Sets

Definition

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

Wording on Statements of Attainment

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording ‘these competencies meet *[insert skill set title or identified industry area]* need’ on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2010 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment. http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

Skill Sets in this Training Package

This section provides information on Skill Sets within this Training Package, with the following important disclaimer: Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Where this section is blank, nationally recognised Skill Sets have yet to be identified in this industry.

The Skill Sets have been developed by industry to meet skill needs for:

- a range of specialist job functions
- business management
- certification or licensing in the tourism, travel or hospitality industries
- customer service
- mentoring and supervision
- servicing the international market.

These Skill Sets consist of logical clusters of units which are commonly practised together. They are based on units from SIT12 Tourism, Travel and Hospitality Training Package and some include units from other Training Packages.

Cross Sector Skill Sets:

- Business Management
- Customer Service
- Customer Service Management
- Mentoring and Supervision
- Product Development for International Markets
- Product Sales for International Markets
- Service for International Visitors

Tourism and Travel Skill Sets:

- Airfare Construction
- Licenced Travel Agency
- Visitor Information Services

Hospitality Skill Sets:

- Beverage Advice
- Espresso Machine Operation
- Essential Business Skills for a Restaurant Manager
- Food Advice
- Food Handling
- Food Safety Supervision
- Hospitality Compliance
- Responsible Service of Alcohol
- Sommelier

Events Skill Sets:

- Event Coordination
- Event Development

Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the *Australian Quality Training Framework (AQTF) Essential Standards for Initial and Continuing Registration*. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing and registration requirements; and assessment pathways.

Quality assessment underpins the credibility of the vocational education and training sector. The Assessment Guidelines of a Training Package are an important tool in supporting quality assessment.

Assessment within the National Skills Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

Assessment must be carried out in accordance with the:

- benchmarks for assessment
- specific industry requirements
- principles of assessment
- rules of evidence
- assessment requirements set out in the AQTF

Benchmarks for Assessment

The endorsed units of competency in this Training Package are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Industry Requirements

Assessment in the Tourism, Travel and Hospitality industries

To ensure valid and reliable assessment for units of competency within this Training Package, a range of requirements must be met. The following table is a summary of these requirements. Further detail for individual units of competency is available within the evidence guide of each unit.

Context of and specific resources for assessment	<p>The tourism, travel and hospitality industries have determined the assessment requirements for:</p> <ul style="list-style-type: none"> • environments – where the unit must be assessed • equipment – what large and small equipment must be used • workplace documentation – what types of workplace
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	<p>resources and documents must be available</p> <ul style="list-style-type: none"> interaction with customers, team members and other people – who must be involved. <p>Contextualised requirements are often prescribed in the ‘Context of and specific resources’ section for each unit of competency. It is not, however, always possible to provide extensive lists of large and small equipment at unit level. Many units will include this or a similar statement:</p> <ul style="list-style-type: none"> an operational industry environment with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines. <p>The tables in this section of the Assessment Guidelines provide details of the mandated resource requirements for this training package. Industry acknowledges that not all businesses will have the complete range of specified resources. In this case RTOs should partner with industry businesses to provide access.</p>
<p>Simulated assessment environments and activities</p>	<p>Industry highly values graduates who are ready to work in their businesses because they have been exposed to industry conditions.</p> <p>The tourism, travel and hospitality industries strongly encourage practical assessment of skills and knowledge in the workplace and on-the-job mentoring and coaching.</p> <p>However, assessment in the workplace is not always possible. It may also be the case that the assessment can be conducted in the workplace environment but cannot happen on-the-job (as part of the normal operation of the business) so that a simulated activity is undertaken, e.g. providing quotations for tourism products that are not currently on order.</p> <p>Wherever a simulated assessment is conducted it is vital that the assessment environment is as industry realistic as possible. It is essential that assessment is conducted using suitable resources and equipment and under industry-relevant conditions as close to a real work situation as possible. This involves:</p> <ul style="list-style-type: none"> appropriate environments as prescribed in the ‘Context of and specific resources for assessment’ section within each unit of competency adequate numbers of up-to-date equipment and technology

	<p>that is currently used within industry and would be generally available in a modern tourism, hospitality or events business</p> <ul style="list-style-type: none"> • workplace documents which are currently used in industry and would generally be available in a modern tourism, hospitality or events business including items such as policies, procedures, product manuals, plans, reports and regulatory information • a diverse, comprehensive and commercially realistic product range of food and beverage ingredients, and touring and event supplies • sufficient customer traffic that accurately reflects the complexity of the role and allows candidates to deal with multiple tourism, hospitality or events sales, service or operational tasks simultaneously • working with multiple and varied team members, supervisors, managers and customers, including difficult ones • speed, timing and productivity for tasks typical of a commercial operation • dealing with multiple and varied problems and prioritising competing tasks in given timeframes • interruptions to work typical of the workplace • integration of multiple competencies which a candidate would naturally complete simultaneously as part of their job function.
<p>Integrated (holistic) assessment</p>	<p>Within each qualification there are units of competency describing individual skills which do not exist in isolation. In the workplace, people always combine the skills described in different units to do their jobs.</p> <p>Holistic assessment brings together a number of units of competency, relevant to the industry sector, workplace and job role, that reflect actual workplace practices. The assessor should design integrated assessment activities to collect evidence for a number of units together. Industry sees this realistic approach as essential for both delivery and assessment.</p> <p>All units, in the ‘Guidance information for assessment’ section, recommend a range of related units which can be grouped together for a logical integrated assessment. However, any units that relate to a job function can be combined to ensure an efficient and effective assessment process. The combination must be identified by the assessor to support the needs of industry businesses and job functions.</p>

	<p>Additionally, elements, performance criteria and employability skills should be drawn together in an integrated manner.</p>
<p>Prerequisite requirements at unit of competency level</p>	<p>A prerequisite requirement, for a unit of competency, means that it is necessary to develop a primary skill and the required knowledge before progressing to another.</p> <p>Prerequisites are not nominated to assist in a logical sequence of training but only exist where it is absolutely necessary for a person to have a skill and hold a certain body of knowledge before they can perform other workplace tasks.</p> <p>Prerequisites have been kept to a minimum in this package because:</p> <ul style="list-style-type: none"> • there are only a few tourism, travel and hospitality skills that must be achieved before higher order skills can be developed • the tourism, travel and hospitality industries do not wish to create unnecessary barriers to the sequencing of training and assessment. <p>The existence of a prerequisite does not necessarily mean that training or assessment has to be fully completed before starting on the secondary unit. An integrated approach to delivery and assessment of the prerequisite and secondary unit is possible. However, to satisfy formal requirements the prerequisite unit must be signed off prior to the secondary unit. It may also be the case that some state and territory regulators will not allow enrolment in the secondary unit prior to completion of its prerequisite.</p>
<p>Evidence required for demonstration of consistent performance</p>	<p>For valid and reliable assessment, evidence should be gathered:</p> <ul style="list-style-type: none"> • using a range of methods • on multiple occasions • over a period of time • covering a diversity of products and circumstances. <p>This ensures that evidence is collected of a candidate's consistent performance and ability to respond to different situations and product requirements.</p> <p>When using direct observation in the workplace as a method,</p>

	managers, supervisors, mentors or coaches can work in partnership with any off-site assessor.
Numbers of assessments	<p>Nominating specific numbers of assessments can create barriers if too many are mandated. Alternatively, a specified number may not be enough for a particular candidate to demonstrate competency.</p> <p>Industry's preference is to indicate, more broadly, that multiple assessments are essential to collect evidence of consistency of performance. In other words, a single assessment would not be reliable. This allows for assessors' professional judgment on how many assessments are appropriate.</p> <p>The terminology, of multiple assessments, within the 'Critical Aspects' unit statement, is supported by references to using a range of methods, conducting assessments over a period of time and covering a diversity of products and circumstances. When these requirements are met, multiple assessments will be a natural outcome.</p>
Involvement of the candidate	The individual being assessed needs to be part of the planning, conduct and review of the assessment process and needs to be aware that the collection of evidence is ongoing.
Assessment methods	All units identify assessment methods appropriate to the individual unit of competency. This may include observation of workplace tasks, review of written or oral questions to assess knowledge, review of completed workplace documents and the use of projects and role-plays.
Holistic units for Hospitality	<p>Some units in the Tourism, Travel and Hospitality Training Package describe the integration of individual technical skills that make up a job role. These "holistic units" require demonstration of integrated skills on multiple occasions during service periods (shifts). Breakfast, lunch, dinner and special function are examples of service periods.</p> <p>They are designed to assess the candidate's ability to:</p> <ul style="list-style-type: none"> perform consistently over a period of time deal with multiple sales, service or operational tasks simultaneously. <p>Skills would best be achieved and assessed in a real work</p>

	<p>environment through an Australian Apprenticeship pathway, or a significant period of work placement in industry. However, they can be achieved and assessed in a hospitality industry environment operated within a training organisation that services customers such as a training kitchen, restaurant or bar.</p> <p>An integrated approach to assessing these units with other technical units required for a qualification is possible and expected.</p> <p>For commercial cookery, Asian cookery, patisserie and catering operations these units are:</p> <ul style="list-style-type: none"> • SITHCCC207 Use cookery skills effectively • SITHCCC309 Work effectively as a cook. <p>For all other areas of the hospitality industry including food and beverage, accommodation services, gaming operations and housekeeping there are two units:</p> <ul style="list-style-type: none"> • SITHIND202 Use hospitality skills effectively • SITHIND301 Work effectively in hospitality service.
<p>Work placement for Tourism and Events</p>	<p>Mandated work placement and the use of holistic units for the tourism, travel and events sectors is not a preferred option for those industry sectors. Because of the lack of tourism and events apprenticeships and long term work placements, both registered training organisations and candidates would be disadvantaged by their inability to achieve such a mandated requirement.</p> <p>The tourism and events sectors are supportive of on-the-job training and assessment and work is underway to support employers to offer and administer work placements. This will encourage the integration of a range of individual technical skills within an industry environment and ultimately lead to a better trained workforce.</p>

Employability skills in the industry context

Employability skills are integral to effective performance in the workplace. They are explicitly embedded in each unit and should be assessed holistically with other skills and knowledge that make up the unit.

The complexity of these skills, for example communication, varies between job roles and work processes. The breadth and depth of the full set of employability skills are summarised for each qualification and should be assessed accordingly.

Assessment environment, equipment and resources

Context of and specific resources for assessment

The tourism, travel and hospitality industries have determined the assessment requirements for:

- environments – where the unit must be assessed
- equipment – what large and small equipment must be used
- workplace documentation – what types of workplace resources and documents must be available
- interaction with customers, team members and other people – who must be involved.

Contextualised requirements are often prescribed in the ‘Context of and specific resources’ section for each unit of competency. It is not, however, always possible to provide extensive lists of large and small equipment at unit level. Many units will include this or a similar statement:

an operational industry environment with the fixtures, large and small equipment and ***workplace documentation*** defined in the Assessment Guidelines.

The tables in this section of the Assessment Guidelines provide details of the mandated resource requirements for this training package. Industry acknowledges that not all businesses will have the complete range of specified resources. In this case RTOs should partner with industry businesses to provide access.

Environments and Equipment

The following environments are referred to in the ‘Context of and specific resources’ section of particular units:

- accommodation
- front office
- events
- office environment (for tourism, travel and events)
- operational commercial bar
- operational commercial cellar
- operational commercial kitchen; mainstream and Asian
- operational food preparation area
- operational pastry kitchen
- operational restaurant or food and beverage outlet
- touring environment.

The tables are divided into those environments and describe generic equipment required for all units within a competency field e.g. for an operational pastry kitchen for units coded PAT. This is divided into:

- fixtures and large equipment
- small and electronic equipment
- stock
- cleaning equipment and materials
- workplace documentation.

The tables then describe specialist equipment required for particular units of competency e.g. *specific equipment for producing chocolate confectionery*.

It is assumed that the same piece of equipment will be accessed by multiple candidates at different assessment times. Per-person equipment ratios are specified for assessment purposes.

Workplace Documentation

To avoid duplication of generic workplace documents such as policies and procedures, a general list is provided at the end of the environmental tables.

Customers

People working in the tourism, travel and hospitality industries have daily contact with customers which can be face-to-face, via the telephone or electronic communication. All people working in the service industries must be able to interact with business to business or direct customers. The industry sets high standards for quality customer service and this is reflected throughout the units of competency.

Units describe situations, like these examples below, where service industry personnel are required to:

- provide professional and personalised customer service experiences to meet and exceed the expectations of a variety of customers
- communicate with a diverse range of customers to provide a total quality service experience
- resolve difficult customer service situations and complaints
- demonstrate professional service industry behaviour and accepted service standards
- complete service within commercial time constraints and designated response times so that all customers are served effectively.

It is vital, and therefore a requirement of many units, that people in a training and assessment environment have access to customers with whom they can interact.

Customers in Real Industry Workplaces

Wherever assessments are conducted in the workplace, customers must participate in the selling and or delivery of the product or service. They would, by nature, be paying for the product or service provided by a commercial business.

Customers in Simulated Industry Environments

Most units allow for simulated situations including the involvement of customers.

For this training package a customer being served in a simulated industry environment such as a training bar or restaurant is defined as follows:

A customer is a person or organisation who utilises a product or service and expects the product and service to be of equivalent standard to that provided in a commercial business. They may be paying for the product or service or be invited to participate as a guest.

Customers must participate in the sale and or delivery of the product or service. There must be sufficient customer traffic that accurately reflects the complexity of the role and allows candidates to deal with multiple tourism, hospitality or events sales, service or operational tasks simultaneously.

Assessors are required to use professional judgement based on their industry experience to make determinations on how best to involve customers.

Some examples of how customers can be involved:

- In a training restaurant, a customer can be a person who either pays for, or is invited to consume, a meal prepared, cooked and served by trainees.
- Event participant customers can be invitees to student, college or external events coordinated and staged by the trainees.
- Passengers can be paying or invited guests on a day or extended tour coordinated, delivered and guided by trainees with other students (not necessarily from the tourism faculty) as their customers.
- Practice retail travel agencies can be set up with trainee travel consultants providing information on destinations to other students, even if money is not transacted for an actual sale.
- Colleges can divide students into wholesale and retail groups with retailers acting as business to business customers.

<p>Accommodation environment.</p> <p>For units coded ACS which are applicable to housekeeping services.</p>	<p><i>Fixtures and Large Equipment:</i></p> <ul style="list-style-type: none"> • air conditioner or ceiling fan • chairs • desks • dressing tables • glassware • lamps and light fittings • refrigerators • shower, bath or spa • soft furnishings • stocked mini bar or refrigerator • telephone • television and VCR (or DVD) • toilet • towels and bathrobes • vanity unit and hand basin • various guest rooms with different sized beds e.g. twin, king-size, double, queen-size, family, suite, roll away • wall mirrors • wardrobe and coat hangers.
	<p><i>Small Equipment:</i></p> <ul style="list-style-type: none"> • bed linen and pillows

	<ul style="list-style-type: none">• compendium, stationery and pens• door signage and door stoppers• electric kettles and jugs• fire extinguishers• tableware:<ul style="list-style-type: none">• glasses• crockery• cutlery• guest literature and information:<ul style="list-style-type: none">• directory of services• local tourist information• magazines and newspapers• maps• menus• mini bar list• promotional material• satisfaction surveys• television and movie guides• hair dryers• iron and ironing board• laundry bags and lists• promotional and guest material, including brochures• radio or alarm clock• tea and coffee making facilities<ul style="list-style-type: none">• bathroom supplies:• toilet rolls• tissues• various toiletries such as soap, hand lotion, shampoo and shower cap <p>waste paper bin and liners.</p>
	<p><i>Cleaning Equipment:</i></p> <ul style="list-style-type: none">• electrically operated equipment:<ul style="list-style-type: none">• polishers• scrubbers• vacuum cleaners• garbage receptacles• manual equipment:<ul style="list-style-type: none">• brushes• buckets

	<ul style="list-style-type: none"> • dusters • mops • pans • toilet brushes • range of cloths: <ul style="list-style-type: none"> • dry • dusting • lint-free • polishing • wet.
	<p><i>Laundering Equipment:</i></p> <ul style="list-style-type: none"> • dryers • hangers • heat sealing equipment and roll plastic • irons • sorting baskets and shelves • steam presses • washers.
	<p><i>Cleaning Agents and Chemicals:</i></p> <ul style="list-style-type: none"> • acid based products • agents for specialised surfaces: <ul style="list-style-type: none"> • glass • wood • cream cleansers • deodorisers • disinfectants • laundry detergent • multi-surface cleaners • sanitisers • spot cleaning agents • pesticides.
	<p><i>Protective Clothing:</i></p> <ul style="list-style-type: none"> • aprons • breathing apparatus • gloves • goggles and masks • headwear • jackets • overalls

	<ul style="list-style-type: none"> waterproof clothing and footwear.
<p>Front office environment.</p> <p>For units coded ACS which are applicable to front office and porter services.</p>	<p><i>Fixtures, Large and Electronic Equipment:</i></p> <ul style="list-style-type: none"> brochure display racks and product displays cashiering facilities such as credit card and Electronic Funds Transfer at Point of Sale (EFTPOS) facilities computers, monitors, keyboards, mouse and mouse pads facsimile machine or computer-based equivalent filing or storage cabinets industry-current front office reservations, accounting and reporting system photocopier printers and scanners, printer ink or toner reception desk or sales counter storage for computer data – hard disc, CDs and memory sticks telephone lines and equipment, including answering machine or voicemail.
	<p><i>Small Equipment:</i></p> <ul style="list-style-type: none"> computer software and applications, including: <ul style="list-style-type: none"> computer operating system email internet word processing spreadsheets databases electronic presentation, such as PowerPoint specialist software, such as for computerised reservations accounting and bookkeeping luggage and luggage moving equipment.
	<p><i>Workplace Documentation:</i></p> <ul style="list-style-type: none"> arrival and departure lists housekeeping and cleaning schedules lost and found information luggage schedules bag drops and pick-ups occupancy reports.
	<p><i>Specific equipment for Holiday Parks and Resorts:</i></p> <p>Holiday parks and resorts are essentially a type of accommodation establishment. The requirements detailed above would be equally applicable to this sector.</p>

	Towing of vehicles, grounds, pool and other maintenance would need to take place in a holiday park or resort or in an environment that closely simulates it.
Events units coded EVT.	<p><i>Key Assessment Requirement - Actual Events</i></p> <p>The units require the assessor to collect evidence of a candidate's ability to plan for and operate actual events.</p> <p><i>The meaning of Events for this Training Package</i></p> <p>Events may be created for the specific purpose of skills assessment, but must be of sufficient complexity to allow the candidate to demonstrate a fully-developed range of skills. This means events involving:</p> <ul style="list-style-type: none"> • comprehensive event plans • dedicated event budgets • formal communications plans • multiple operational components • an event operations team • a wide range of stakeholders. <p>Events must have commercial, community or business relevance. Small personal events are not appropriate as a means of assessing a candidate's skills.</p> <hr/> <p><i>Event Staging Environment</i></p> <p>The assessment environment is prescribed in the 'Context of and specific resources' section for each unit of competency. For the majority of units, assessment must ensure use of venues and sites where events are operated; these can be:</p> <ul style="list-style-type: none"> • real event venues and sites • event venues and sites operated within a training organisation such as auditoria, exhibition areas, conference rooms, restaurants and sporting facilities and where real events are staged by the training organisation. <hr/> <p><i>Office Environment</i></p> <p>The planning and sale of events largely takes place in an office environment which must be replicated for training and assessment purposes. The equipment requirements for an office environment are found under a separate heading in this document.</p> <hr/> <p><i>Equipment</i></p> <ul style="list-style-type: none"> • calculators, computers, printers and general word processing, presentation, spreadsheet and accounting

	<p>software programs currently used by the events industry to administer event management</p> <ul style="list-style-type: none"> • specific computerised systems and software programs currently used by the events industry to: <ul style="list-style-type: none"> • plan events and issue event orders • prepare budgets, quotations and proposal costings • process event registrations and coordinate on-site registrations • book supplier services • develop event and exhibition layouts and floor plans • develop operational documents for the staging of events. • event staging elements including: <ul style="list-style-type: none"> • catering • client displays and livery • exhibitor or sponsor stands • furniture for different room layouts • on-site registration area and desk • technical equipment and services: • audio-visual • sound and lighting • venue styling <ul style="list-style-type: none"> • two-way radio communications system.
	<p><i>Workplace Documentation</i></p> <p>Event coordinators and managers use documents and information in the workplace and RTOs must, therefore, have these available when preparing students for a job role in events.</p> <p>These documents can apply to many different events units. Contextualised requirements are prescribed in the ‘Context of and specific resources’ section for each unit of competency.</p> <ul style="list-style-type: none"> • tender briefs and specifications for events • financial and operational data used to prepare tenders for event products and services • event tenders, proposals or bids • event budgets • event orders • supplier contracts • comprehensive event plans: <ul style="list-style-type: none"> • overarching concept plans • communication plans • marketing plans

	<ul style="list-style-type: none"> • operations plans used to manage the delivery of events • risk management plans • event programs, schedules, inclusions and costs • running sheets • operating procedures used to manage event planning and delivery • event briefings • current event venue or site information: <ul style="list-style-type: none"> • product information within sales kits, brochures, product manuals, supplier information kits or information databases • site specifications, operational and capacity information • technical production and staging specifications • event documentation issued to customers including booking conditions, confirmation letters, contracts, invoices • attendee documents: <ul style="list-style-type: none"> • kits • lanyards • lists • name badge or identification documents • receipts • service vouchers • tickets • reports used to manage event attendance: <ul style="list-style-type: none"> • attendance reports • registration reports.
<p>Office environment.</p> <p>For units coded EVT, PPD and TSL.</p>	<p>In the majority of cases, the planning and sale of travel and touring arrangements takes place in an office environment which must be replicated for training and assessment purposes. The office environment is equally applicable to event coordination. Some selling units allow for in-the-field selling by people including mobile retailers, tour guides and event personnel operating at an event venue.</p> <p>Travel and tourism office environments are diverse and include:</p> <ul style="list-style-type: none"> • retail shopfronts • reservation call centres • operational offices with multiple workstations • reception, front office and back office areas • board and meeting rooms. <p><i>Fixtures, Large and Electronic Equipment:</i></p> <ul style="list-style-type: none"> • access to the internet and email

	<ul style="list-style-type: none"> • brochure display racks and product displays • computers, monitors, keyboards, mouse and mouse pads • desk and chair • facsimile machine or computer-based equivalent • filing or storage cabinets • photocopier • printers and scanners, printer ink or toner • storage for computer data – hard disc, CDs and memory sticks • telephone lines and equipment, including answering machine or voicemail • generic computer software and applications, including: <ul style="list-style-type: none"> • computer operating system • databases • electronic presentation, such as PowerPoint • financial and bookkeeping • spreadsheets • word processing • specific computerised systems and software programs currently used by tourism, travel and hospitality industry operators to: <ul style="list-style-type: none"> • administer travel documents • coordinate on-site event registrations • control the administration of the billing and settlement plan • control product inventory • control the reservations function for the supply of their product or service • facilitate airfare calculations • plan events and issue event orders • prepare quotations • process reservations • process event registrations • store tourism related and product information • Computerised Reservations or Operations Systems (CRS) currently used in the tourism industry to administer booking and operational functions such as booking supplier services and maintaining accounting records.
<p>Operational Commercial Bar.</p>	<p><i>Fixtures and Large Equipment:</i></p> <ul style="list-style-type: none"> • bar service area • cashiering facilities, such as electric cash register, credit card

<p>For units coded FAB which are applicable to beverage service.</p>	<p>and Electronic Funds Transfer at Point of Sale (EFTPOS) facilities</p> <ul style="list-style-type: none"> • coffee and tea-making equipment • commercial grade workbenches • glass washer • ice: <ul style="list-style-type: none"> • crusher • make • shaver • grinder • post-mix dispensing system • refrigerator • reticulated beer dispensing system • storage area for glassware and drinks.
	<p><i>Small Equipment:</i></p> <ul style="list-style-type: none"> • bar towels • coasters • coffee and tea serviceware • cutting board • garnish containers • ice buckets • jugs • juicers • powder shakers e.g. chocolate, cinnamon • pourers: <ul style="list-style-type: none"> • speed • optic • inverted optic • nip measures • utensils including: <ul style="list-style-type: none"> • small knives • tongs • spoons including bar spoons, teaspoons • range of glassware, including: <ul style="list-style-type: none"> • highball glasses • liqueur and liqueur coffee glasses • old fashioned glasses • beer glasses • red wine, white wine, champagne flute, brandy, sherry and port

	<ul style="list-style-type: none"> • water • spirit measures • service trays and liners • straws, swizzle sticks, coasters, napkins, toothpicks • waiter's friend.
	<p><i>Stock:</i></p> <ul style="list-style-type: none"> • garnishes • ice • wide commercial range of: <ul style="list-style-type: none"> • bottled mixes • bottled and canned beers • liqueurs • wines • basic spirits e.g. rum, gin, brandy, scotch, vodka • wide commercial range of non-alcoholic beverages: <ul style="list-style-type: none"> • tea • coffee • carbonated drinks • juices.
	<p><i>Cleaning Materials and Equipment:</i></p> <ul style="list-style-type: none"> • brooms, brushes and dustpans • buckets • cleaning cloths • commercial cleaning and sanitising agents and chemicals for cleaning commercial bars, public areas and equipment • dishwashers • mops.
	<p><i>Workplace Documentation:</i></p> <ul style="list-style-type: none"> • bar menus • brochures • cleaning schedules • cocktail bar menus • price lists • Material Safety Data Sheets (MSDS) for cleaning agents and chemicals • promotional materials • traditional recipes, preparation methods and presentation standards for cocktails • wine lists.

	<p><i>Specific equipment for preparing cocktails and mocktails:</i></p> <ul style="list-style-type: none"> • blender • Boston Glass (mixing glass) • cocktail shakers • glass chillers • Hawthorn glasses and strainer • muddler • standard and specialised cocktail glassware • vitimiser • zester.
<p>Operational Commercial Cellar.</p>	<p><i>Fixtures and Large Equipment:</i></p> <ul style="list-style-type: none"> • beverage system parts: <ul style="list-style-type: none"> • beer lines • beer pumps • beer taps • connectors • couplers • FOB detectors • transfer leads • manifolds • cool room • gas systems: <ul style="list-style-type: none"> • alarms • beverage gases • gas cylinders • gas regulators • isolating gas board • keg area • liquor storage area • post-mix dispensing system • refrigeration system • reticulated beer dispensing system: <ul style="list-style-type: none"> • two complete beer lines (from keg to beer tap) • approved cleaning keg or dosing unit.
	<p><i>Small Equipment:</i></p> <ul style="list-style-type: none"> • safety goggles and gloves.
	<p><i>Cleaning Agents and Chemicals:</i></p> <ul style="list-style-type: none"> • ‘Corrosive 8’ detergents

	<ul style="list-style-type: none"> • general cleaning agents • low PH detergents • one-part detergent solutions • specialised-part cleaning agents • two-part detergent solutions. <p>Workplace Documentation:</p> <ul style="list-style-type: none"> • AS5034-2005 Installation and use of inert gases for beverage dispensing, and associated standards • AS3780-1994 The Storage and handling of corrosive substances • Australia New Zealand Food Standards Code or plain English documents issued by national, state or territory government regulators • Material Safety Data Sheets (MSDS) for hazardous substances used in cellars • current commercial policies and procedures used for the operation of cellars.
<p>Operational Commercial Kitchen.</p> <p>Generic equipment for all units coded ASC and CCC. Applicable to some units coded KOP and INV.</p>	<p>Fixtures and Large Equipment:</p> <ul style="list-style-type: none"> • bain marie or hot box • commercial: <ul style="list-style-type: none"> • blenders and food mills • mixers (including cake mixer with attachments) • commercial dishwasher • commercial grade work benches (1.5 m/person) • commercial ovens with timer and trays (1 per 2 persons): <ul style="list-style-type: none"> • convention • deck • microwave • commercial refrigeration facilities: <ul style="list-style-type: none"> • cool room • freezer • fridge • computers, printers and stock control software systems currently used by the hospitality industry • electronic equipment used for stock control • deep-fryer • designated: <ul style="list-style-type: none"> • delivery area • storage areas for dry goods and perishables • double sink • gas, electric or induction stove tops (2 burners per 1 person)

	<ul style="list-style-type: none">• hot plate, grill or griddle• marble bench or slab• lifting and transporting equipment, such as trolleys• recording systems, such as colour-coded food labels• salamander or other form of griller (one per 4 persons)• storage facilities:<ul style="list-style-type: none">• containers for hot and cold food• shelving• trays• slicing machine• steamers.
	<p><i>Small Equipment:</i></p> <ul style="list-style-type: none">• baking sheets and trays• beaters• bowl choppers• cake tins with:<ul style="list-style-type: none">• fixed base in a range of shapes• loose bottom• cutting, chopping and slicing implements• chopping boards• graters and peelers• juicers• knife sharpening equipment:<ul style="list-style-type: none">• sharpening steels and stones• knives and cleavers:<ul style="list-style-type: none">• butcher and boning knives• butter spreading knives• bread knives• carving knives• large serrated cake knives• filleting knives• utility knives• larding needles• measurers:<ul style="list-style-type: none">• metric calibrated measuring jugs• measuring spoons• portion control scoops and markers• meat:<ul style="list-style-type: none">• bats• cleavers

	<ul style="list-style-type: none"> • hooks • thermometers • mincers • saws • mortar and pestle • moulds and forms • mouli • piping bags and attachments • poachers • range of cutters including fruit and nut cutters and bowl cutters and choppers • range of pans and pots for small and large production including: <ul style="list-style-type: none"> • tilting fry pans • bratt pan • stainless steel, cast iron, iron and non-stick fry pans • stock pots • range of serviceware • range of small utensils, including flour and rum sieves, strainers, scrapers, spatulas, pastry brush, fruit corers • salad spinner • scoops and skimmers • scales (1 gram increments) and scales for weighing large quantities • sets of stainless steel bowls • silicon mats • steamers • spoons: <ul style="list-style-type: none"> • large plain and slotted metal spoons • ladles in a variety of sizes • serving spoons • wooden spoons • temperature probes • thermometers • tongs and serving utensils • whisks, including fine and coarse stainless steel wire.
	<p>Stock:</p> <ul style="list-style-type: none"> • a diverse and comprehensive range of perishable food supplies. for commercial cookery or catering operations including these main food groups: <ul style="list-style-type: none"> • beverages

	<ul style="list-style-type: none">• dairy products• dry goods• food• frozen goods• fruit• meat• poultry• seafood• vegetables.
	<p><i>Cleaning Materials and Equipment:</i></p> <ul style="list-style-type: none">• brooms, brushes and dustpans• buckets• cleaning cloths• commercial cleaning and sanitising agents and chemicals for cleaning commercial kitchens, equipment and food storage areas• garbage bins and bags• hand towel dispenser• separate hand basin and liquid soap dispenser for hand washing• sponges, brushes and scourers• tea towels• mops.
	<p><i>Workplace Documentation:</i></p> <ul style="list-style-type: none">• commercial cleaning schedules• current commercial stock control procedures and documentation for the ordering, monitoring and maintenance of stock• food preparation lists• Material Safety Data Sheets (MSDS) for cleaning agents and chemicals• menus• mis en place plans• ordering and docketing paperwork• safety procedures for chemical accidents• standard recipes• recipes for special dietary requirements• temperature recording charts• work flow schedules.

	<p><i>Specific equipment for Asian cookery:</i></p> <p>Equipment and resources should be as for an operational commercial kitchen, plus additional equipment for specific Asian cuisines. Burners, grills, ovens and salamanders may be substituted with the relevant equivalents for the particular cuisine.</p> <p><i>Fixtures and Large Equipment:</i></p> <ul style="list-style-type: none">• barbecues• charcoal grills• open spit smoke ovens• roasting drums• tandoori ovens• turbo and gas woks <p><i>Small Equipment:</i></p> <ul style="list-style-type: none">• cast iron pan (tava)• cutting, chopping and slicing implements for specific Asian cuisines, such as cleavers and knives• electric rice cookers and steamers• serviceware, including platters, dishes, bowls, skewers, glassware, cutlery, chopsticks, and ladles for specific Asian cuisines• skewers• stone grinders• sushi mat• utensils such as woks, pans, pots, skimmers, scoops and whisks. <p><i>Specific equipment for producing portion controlled meat cuts:</i></p> <ul style="list-style-type: none">• butcher's block• cleavers• butcher and boning knives• equipment for pickling, smoking and sausage making• hand saw• meat mallet or hammer• mesh or nylon cut-resistant gloves• mincers• packaging material• pickling vats• sausage casing machines• saws• slicing machines
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	<ul style="list-style-type: none"> • smokers • vacuum machine. <p><i>Specific equipment for producing cook-chill and cook freeze foods:</i></p> <ul style="list-style-type: none"> • fixed and hand-held cooking equipment • blast chiller • blast freezer • chilling equipment • ice slurry tumbler • pasteurising equipment • pH tester • suitable refrigerated storage area • thermocouple chilling equipment • packaging material • vacuum sealing equipment.
<p>Operational food preparation area for some units coded CCC. These are:</p> <ul style="list-style-type: none"> • Produce sandwiches • Handle and serve cheese. 	<p><i>Fixtures and Large Equipment:</i></p> <ul style="list-style-type: none"> • burner • commercial grade work benches (1.5 m/person) • griller • refrigeration unit with shelving • sink • slicing machine • storage facilities. <p><i>Small Equipment:</i></p> <ul style="list-style-type: none"> • assorted pots and pans • can opener • containers for hot and cold storage • cutting boards • food handler's gloves • knives: <ul style="list-style-type: none"> • butter spreading • bread • carving • cheese • ordering/docketing system • packaging materials • platters, boards and trolley for presentation where required • receptacles for presentation and display purposes • sandwich cutting templates and guides • sharpening steel and assorted cook's knives, including utility

	<p>and bread</p> <ul style="list-style-type: none"> • small utensils, including fruit corers, vegetable peelers and graters • tongs and serving utensils. <p><i>Cleaning Materials and Equipment:</i></p> <ul style="list-style-type: none"> • detergents • garbage bins and bags • hand towel dispenser • separate hand basin and liquid soap dispenser for hand washing • sponges, brushes and scourers • tea towels.
<p>Operational Pastry Kitchen.</p> <p>Generic equipment for all units coded PAT.</p>	<p><i>Fixtures and Large Equipment:</i></p> <ul style="list-style-type: none"> • commercial grade work benches (1.5 m/person) • commercial cake mixer, including attachments: dough hook, bishop's hat and whisk • commercial refrigeration and freezer unit with shelving • gas or electric stove tops • industrial strength food processor, such as robot coupe • marble bench or slab • ovens with timer and trays: <ul style="list-style-type: none"> • convection • deck • microwave • pastry/dough break • proofer • shelving • sinks with hot and cold water. <p><i>Small Equipment:</i></p> <ul style="list-style-type: none"> • acetate plastic sheets, baking sheets/paper, parchment paper and silicon paper • beaters • blenders • bowl cutters • cake bases, stands and platforms • cake tins with: <ul style="list-style-type: none"> • fixed base in a range of shapes • loose bottom • cake moulds • cake wheels

	<ul style="list-style-type: none">• chopping boards• deep fryer• fluted and plain flan rings and cutter• graters• juicers• knives, including large serrated cake knives• ladles in a variety of sizes• measurers:<ul style="list-style-type: none">• metric calibrated measuring jugs• mixers• pastry brushes• pastry cutters and shapes• piping bags and attachments• portion control scoops and markers• range of cutters including fruit and nut cutters• range of presentation equipment, including cake boards, cake boxes, cake stands including multi-tier and clear cover, dollies, mirrors, platters and refrigerated cake display cases or towers• range of serviceware• range of small utensils, including flour and rum sieves, strainers and spatulas• range of saucepans and pots for small and large production• saccharometer• salamander• scales (1 gram increments)• silicon mats• serving tongs and trowels• sets of stainless steel bowls• spoons:<ul style="list-style-type: none">• wooden spoons• large plain and slotted metal spoons• storage containers and trays• whisks• wire cooling racks.
	<p><i>Cleaning Materials and Equipment:</i></p> <ul style="list-style-type: none">• detergents• garbage bins and bags• hand towel dispenser• separate hand basin and liquid soap dispenser for hand washing• sponges, brushes and scourers

	<ul style="list-style-type: none"> • tea towels. <p><i>Workplace Documentation:</i></p> <ul style="list-style-type: none"> • food preparation lists • standard recipes • recipes for special dietary requirements • designs for sugar based decorations for cakes and desserts • sweet buffet showpiece designs. <p><i>Specific equipment for producing gateaux, torten and cakes:</i></p> <ul style="list-style-type: none"> • chocolate thermometer • icing and decorating equipment: <ul style="list-style-type: none"> • crimpers • decorative combs • fine icing sugar sieves • fine piping tubes • matfer-type stencils • presentation equipment: <ul style="list-style-type: none"> • cake boards for individual and large gateaux • cake boxes • cake stands including multi-tier • doilies • gateaux serving tongs and trowels • mirrors • refrigerated cake display cases or towers • specialist cake tins, rings and moulds: <ul style="list-style-type: none"> • croquembouche mould • D-shape cake log forms • form cake rings for individual petit gateaux • novelty cake tins and forms. <p><i>Specific equipment for producing desserts:</i></p> <ul style="list-style-type: none"> • acetate plastic sheets • decorating equipment: <ul style="list-style-type: none"> • blow torch • chocolate spray gun • fine icing sugar sieves • fine piping tubes • icing and cocoa powder dusters • matfer-type stencils • silk screens
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	<ul style="list-style-type: none"> • templates • dessert serviceware: <ul style="list-style-type: none"> • dessert plates • dishes • glasses • bowl • coupes • cutlery • fine and heavy gauge whisks and strainers • fine icing sugar sieves • gratin dishes • ice makers • ice-cream machines • individual novelty mousse cake tins and forms • moulds and dishes: <ul style="list-style-type: none"> • tartlet • bombe • charlotte • darioles • pans: <ul style="list-style-type: none"> • crepe • omelette • blini • ramekins • scoops • skewers: <ul style="list-style-type: none"> • metal • bamboo • soufflé cups • steamer: <ul style="list-style-type: none"> • combi oven • sand-alone steamer • Chinese steamer • sweets trolley or dessert buffet table • vitamisers.
	<p><i>Specific equipment for producing petit fours:</i></p> <ul style="list-style-type: none"> • chocolate thermometer • dipping forks • icing and decorating equipment: <ul style="list-style-type: none"> • chocolate spray gun

	<ul style="list-style-type: none"> • crimpers • decorative combs • fine icing sugar sieves • fine paint brushes • fine piping tubes • matfer-type stencils • silk screens • petit four cutters • petit four dipping racks • petit four moulds • petit four paper cases.
	<p><i>Specific equipment for modelling marzipan:</i></p> <ul style="list-style-type: none"> • chocolate thermometer • icing and decorating equipment: <ul style="list-style-type: none"> • aerosol and airbrush • chocolate spray gun • fine paint brushes • marzipan modelling tools and moulds: <ul style="list-style-type: none"> • crimpers • dipping forks • fine icing sugar sieves • fine piping tubes • leaf, flower and petal cutters • novelty moulds • piping tubes • textured boards • textured rolling pins • marzipan refiner.
	<p><i>Specific equipment for producing chocolate confectionery:</i></p> <ul style="list-style-type: none"> • brushes • couverture chocolate moulds • double bain marie • scourers • specialty scrapers • sponges • warming area.
	<p><i>Specific equipment for modelling sugar based decorations:</i></p> <ul style="list-style-type: none"> • airtight sugar display cases • assorted rings, moulds, metal bars for poured and moulded

	<ul style="list-style-type: none"> sugar work • basket weave boards (round and oval shaped) complete with metal rods • blow torch • blowpipes • disposable gloves for pulling and shaping sugar • hair drier with cold air setting • hand pump for blowing sugar • heat resistant plasticine • heating lamp with red or white light • metal strapping • modelling tools • patterns • rubber mats • saccharometer • scissors • shears • silicon paper and mats • sugar boilers • small cooling fan • sugar thermometers.
	<p><i>Specific equipment for producing sweet buffet showpieces:</i></p> <ul style="list-style-type: none"> • air brush kit complete with alcohol-based colours • airtight display cases, domes and containers • aluminium rolling pin • calcium carbonate, pure alcohol, tartaric acid (stored in bottle with eye dropper lid) and quick lime • doilies • fine icing sugar sieves • fine paint brushes • fine piping tubes • firm wire and pliers • hair drier with cold air setting • heat-resistant plasticine • large and small scissors • marzipan modelling tools • moulds: <ul style="list-style-type: none"> • metal or silicon leaf moulds • novelty shapes • plastic and metal egg moulds • silicon rubber novelty moulds and shapes

	<ul style="list-style-type: none"> • multi-tier, platters and mirrors, cake boards, socles and decorative cloths • nougat lacquer and sugar colours, water-based, paste colours, powdered colours or alcohol colours • polystyrene boxes and satay sticks, or tooth picks • round and oval-shaped basket weave boards complete with metal rods • silicon paper and mats • small very fine strainers • specific equipment for pastillage: <ul style="list-style-type: none"> • cutters • dried starch • moulds • sandpaper • scalpels • stencils • wood saw • specific equipment for preparing chocolate showpieces: <ul style="list-style-type: none"> • chocolate carving tools • chocolate spray gun kit • chocolate thermometer • dipping forks • gold leaf • pasta machine for modelling chocolate • plastic acetate sheets • wooden boards • spirit burners with wicks and methylated spirits • textured rolling pin.
<p>Operational Restaurant or Food and Beverage Outlet.</p> <p>Generic equipment for those units coded FAB which are applicable to food and beverage service.</p>	<p><i>Fixtures and Large Equipment:</i></p> <ul style="list-style-type: none"> • 2 sideboards or crockery and cutlery storage area • coffee and tea making facilities • computerised ordering system • minimum of 15 chairs • minimum of 5 tables • point-of-sale system, including credit card and Electronic Funds Transfer at Point of Sale (EFTPOS) facilities • restaurant service desk. <p><i>Small Equipment:</i></p> <ul style="list-style-type: none"> • bread baskets • butter dishes

	<ul style="list-style-type: none"> • condiments and accompaniments • cruets and pepper mills • cutlery including main and entrée knives and forks, soup and dessert spoons, teaspoons, side knives and serving utensils • food serveware, including side plates, main plates, dessert bowls, coupes, entrée plates and soup bowls • linen/table dressing including: <ul style="list-style-type: none"> • tablecloths • overlays • placemats • napkins/serviettes • milk and sugar containers • service trays, platters and doilies • standard range of glassware for the service of non-alcoholic beverages such as: <ul style="list-style-type: none"> • coffee • soft drinks • juices • water • tea • tea and coffee making facilities • tea and coffee pots • tea and coffee serveware such as: <ul style="list-style-type: none"> • cups • saucers • mugs • glasses • water jugs.
	<p><i>Stock:</i></p> <ul style="list-style-type: none"> • ice • wide commercial range of non-alcoholic beverages: <ul style="list-style-type: none"> • tea • coffee • carbonated drinks • juices.
	<p><i>Cleaning Materials and Equipment:</i></p> <ul style="list-style-type: none"> • brooms, brushes and dustpans • buckets • cleaning cloths • commercial cleaning and sanitising agents and chemicals for

	<p>cleaning public areas of commercial restaurants and service equipment</p> <ul style="list-style-type: none"> • dishwashers • mops.
	<p><i>Workplace Documentation:</i></p> <ul style="list-style-type: none"> • docket books • menus: <ul style="list-style-type: none"> • beverage • food • promotional materials.
	<p><i>Specific equipment for preparing non-alcoholic beverages:</i></p> <ul style="list-style-type: none"> • coffee: <ul style="list-style-type: none"> • percolators and urns • drip filter systems • plungers • blenders • fridges • juicers • milkshake machines • tea strainer • teapots <p><i>Workplace Documentation:</i></p> <ul style="list-style-type: none"> • standard recipes for non-alcoholic drinks currently used by the hospitality industry.
	<p><i>Specific equipment for the service of alcoholic beverages:</i></p> <ul style="list-style-type: none"> • ice buckets, wine stands • service cloths for wine service • standard range of glassware for the service of: <ul style="list-style-type: none"> • beer • cocktails • spirits • wine • waiter's cloths • waiter's friend • waiter's station • wine baskets • wide commercial range of: <ul style="list-style-type: none"> • bottled and canned beers • wines

	<ul style="list-style-type: none">• wine lists.
	<p><i>Specific equipment for preparing espresso coffee:</i></p> <ul style="list-style-type: none">• a workstation with industry-current commercial grade espresso machine and coffee grinders• bins for used coffee grounds• blind or blank filter• cleaning brushes• coffee grinders• colour coded cleaning cloths• flat edge implement such as a spatula for levelling off dosed filter basket• measuring equipment:<ul style="list-style-type: none">• stopwatch or timer• thermometer• milk foaming jugs• napkins• powder shakers e.g. chocolate, cinnamon• service trays• spoons• stirrers• storage bins• straws• take-away cardboard trays• tamp mats• tampers• serviceware for different types of coffee beverages:<ul style="list-style-type: none">• cups• saucers• mugs• glasses• take away coffee cups and lids <p><i>Stock:</i></p> <ul style="list-style-type: none">• a commercial range of coffee beans, ground coffee, other ingredients and accompaniments <p><i>Workplace Documentation:</i></p> <ul style="list-style-type: none">• commercial beverage menus and standard recipes for coffee beverages currently used by the hospitality industry• Material Safety Data Sheets (MSDS) for cleaning chemicals or plain English workplace documents or diagrams that interpret the content of MSDS• organisational and industry standards for presenting for

	<p>espresso coffee beverages</p> <ul style="list-style-type: none"> • cleaning and maintenance procedures for espresso coffee machines and grinders. <p><i>Specific equipment for providing room service:</i></p> <ul style="list-style-type: none"> • cutlery • glassware • serviceware including plates, cups, bowls • serving tray and lid • toasters • trolleys • warming equipment such as: <ul style="list-style-type: none"> • heated plates • hot serving utensils. <p><i>Specific equipment for providing silver service:</i></p> <ul style="list-style-type: none"> • candles and matches or lighter • carafes for decanting wine • floral arrangements or bud vases • heated plates and hot serving utensils • service cloths for wine service • serving utensils • table crumber • waiter's friend • white cotton gloves • wine baskets. <p><i>Specific equipment for providing gueridon service:</i></p> <ul style="list-style-type: none"> • bowls • burner • carving boards • cutlery • fuel • gueridon cooking and serving utensils • gueridon trolleys • lighter • linen • service crockery • towels for hand cleaning.
<p>Touring environment.</p> <p>For units coded GDE,</p>	<p>Touring environments are immensely diverse and can be for any style of tour involving groups or individuals; walking, adventure, special interest, educational, nature-based or ecotour or extended touring program.</p>

<p>PPD and TOP.</p>	<p><i>A commercially realistic touring environment could include:</i></p> <ul style="list-style-type: none"> • attractions, such as theme parks, zoos and wildlife reserves or parks • camp sites • cultural sites and locations • destinations and places of general interest within the destinations • destinations or locations for which culturally or environmentally sustainable tourism operations can be established • environments suitable for camping • local or regional areas • national parks • operational depots for tour operators where pre-departure checks take place • remote areas where bush craft and survival techniques are used • sites, such as natural, cultural and heritage sites and centres, museums, art galleries, industrial sites and national parks • on board any form of transportation, including coaches, vehicles, vessels and aircraft • tourist precincts • transportation terminals for air, cruise, rail or coach travel. <p>Due to the diversity of circumstances involved, equipment is not specified here. Unit specific equipment is identified within individual units.</p> <p><i>Touring Equipment would need to be selected according to the industry context and could include:</i></p> <ul style="list-style-type: none"> • camping equipment suited to local industry conditions and food supplies used in the operation of a camping tour • communications equipment used to contact an operational depot • microphones for a guide’s use • transportation, communications, navigation and other equipment used on remote tours • transportation such as a chartered coach or cruise vessel.
<p>Workplace Documentation</p> <p>For many units across all competency fields.</p>	<p>People use documents and information in the workplace and RTOs must, therefore, have these available when preparing students for a job role.</p> <p>Contextualised requirements are prescribed in the ‘Context of and specific resources’ section for each unit of competency.</p> <p>A general list follows. These documents can apply to many</p>

	different units.
	<i>Commercial information:</i> <ul style="list-style-type: none">• preferred supplier arrangements• purchase specifications• sources of negotiated cost of supply e.g. tariffs and price lists• supplier contracts.

	<p><i>Customer information:</i></p> <ul style="list-style-type: none"> • confirmation letters • customer files • customer profiles • customer reservation and operational data • customer service data bases • quotations. <p><i>Financial documents:</i></p> <ul style="list-style-type: none"> • current actual or training facsimile IATA BSP documentation including the Agency Billing Analysis Report • credit notes • customer and supplier invoices • end of service period or day reconciliations • financial reports • sales returns. <p><i>Plans and reports:</i></p> <ul style="list-style-type: none"> • Billing and Settlement Plan (BSP) • inventory • marketing • mis en place plans • product development • purchasing • sales • work health and safety. <p><i>Policies and procedures to which people in the workplace must adhere:</i></p> <ul style="list-style-type: none"> • anti-discrimination • commission and mark-up rates and procedures • commercial cleaning procedures and schedules • confidentiality of client information • customer care, complaints and dispute resolution • environmental management • equal employment opportunity • food safety • hazard identification and risk assessment template documents • incident reporting • internal and external communication • public liability and duty of care
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	<ul style="list-style-type: none"> • recycling and waste management • risk management • safety procedures for chemical accidents • staff handbooks • standard operating procedures • stock control • work health and safety • work flow schedules • workplace operations manuals.
	<p><i>Product information:</i></p> <ul style="list-style-type: none"> • chemical hazard charts • current airline, consolidator and IATA documentation or computer data such as schedules, tariffs and bulletins outlining rules, conditions and regulations • electronic information sources and information databases • food preparation lists • information databases • manufacturer safety data sheets • manufacturer's instructions • Material Safety Data Sheets (MSDS) • menus for restaurants • price lists • product and service manuals • product sales kits • recipes • reference books • sales brochures • supplier information kits • timetables • tour schedules.
	<p><i>Regulatory information:</i></p> <ul style="list-style-type: none"> • business management manuals issued by industry associations or commercial publishers • codes of practice and standards issued by government regulators or industry groups • current plain English regulatory documents distributed by the state, territory, commonwealth or local government regulator covering: <ul style="list-style-type: none"> • consumer protection • food safety • intellectual property

	<ul style="list-style-type: none"> • responsible conduct of gaming • responsible service of alcohol • work health and safety • industrial awards • legislation of which senior managers must have knowledge.
	<p><i>Research and general information:</i></p> <ul style="list-style-type: none"> • industry association membership information and codes of conduct • industry publications, journals, trade magazines • information about employer and employee bodies • information and data on current industry market trends • job descriptions • published research reports • selection criteria for recruitment.
	<p><i>Travel documentation:</i></p> <ul style="list-style-type: none"> • air, cruise or other tickets • itineraries • operational itineraries and briefings for delivery crew e.g. Guides • rooming and passenger lists • visa and passport forms • vouchers.

Assessment of imported units of competency

SIT12 Tourism, Travel and Hospitality Training Package includes a number of units of competency imported from other endorsed Training Packages. These units must be assessed according to the relevant requirements of the parent training package. For guidance on assessment of imported units of competency, check the Assessment Guidelines of the originating Training Package by referring to a hard copy, or accessing Training.gov at www.training.gov.au

Principles of Assessment

All assessments carried out by RTOs are required to demonstrate compliance with the principles of assessment:

- validity
- reliability
- flexibility
- fairness
- sufficiency

These principles must be addressed in the:

- design, establishment and management of the assessment system for this Training Package

- development of assessment tools, and
- the conduct of assessment.

Validity

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

- (a) assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance
- (b) assessment of knowledge and skills must be integrated with their practical application
- (c) judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency

Reliability

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Reliability requires the assessor to have the required competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Flexibility

To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

Fairness

Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Sufficiency

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough *appropriate* evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency. Sufficiency is also one of the rules of evidence.

Rules of Evidence

The rules of evidence guide the collection of evidence that address the principles of validity and reliability, guiding the collection of evidence to ensure that it is valid, sufficient, current and authentic.

Valid

Valid evidence must relate directly to the requirements of the unit of competency. In ensuring evidence is valid, assessors must ensure that the evidence collected supports demonstration of the outcomes and performance requirements of the unit of competency together with the knowledge and skills necessary for competent performance. Valid evidence must encapsulate the breadth and depth of the unit of competency, which will necessitate using a number of different assessment methods.

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Current

In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

Assessment Requirements of the Australian Quality Training Framework

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2010 *Essential Standards for Registration*.

The AQTF 2010 *Essential Standards for Initial and Continuing Registration* can be downloaded from <www.training.com.au>.

The following points summarise the assessment requirements.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering Body in accordance with the AQTF. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*, Standard 1.

Assessor Competency Requirements

Each person involved in training and assessment must be competent for the functions they perform. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*, Standard 1 for assessor (and trainer) competency requirements. See also the AQTF 2010 *Users' Guide to the Essential Standards for Registration* – Appendix 2.

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Assessment Strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Issuing AQF qualifications and Statement of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current *AQF Implementation Handbook* and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s). See the AQTF and the edition of the *AQF Implementation Handbook*—available on the AQF Council website <www.aqf.edu.au>

Licensing/Registration Requirements

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

Licensing and registration requirements that apply to specific industries, and vocational education and training, vary between each State and Territory, and can regularly change. The developers of this Training Package consider that the licensing/registration requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of this Training Package and the Department cannot guarantee that the list is definitive or accurate at the time of reading; the information in this section is provided in good faith on that basis. Contact the relevant State or Territory Department(s) to check if the licensing/registration requirements described below still apply, and to check if there are any others with which you must comply. For further information contact www.serviceskills.com.au.

Requirements for Assessors

In order to conduct assessment for statutory licensing or other industry registration requirements, assessors must meet the requirements outlined in the following chart, in addition to the AQTF requirements.

LICENCE/ REGISTRATION	JURISDICTION	REQUIREMENTS
Food Safety	State and territory food safety authorities	<p>Some state and territory food safety authorities have specific requirements for assessors. Those delivering assessment services for the units:</p> <ul style="list-style-type: none"> • SITXFSA101 Use hygienic practices for food safety • SITXFSA201 Participate in safe food handling practices <p>must consult with the relevant state or territory food safety authority to determine accreditation arrangements for courses, trainers and assessors.</p>
Responsible Service of Alcohol	State and territory liquor licensing authorities	<p>Some state and territory liquor licensing authorities have specific requirements for assessors. Those delivering assessment services for the unit SITHFAB201 Provide responsible service of alcohol must consult with the relevant state or territory liquor licensing authority to determine accreditation arrangements for courses, trainers and assessors.</p>
Administration of the Billing and Settlement Plan (BSP).	International Air Transport Association (IATA)	<p>Assessment in the unit SITTTSL313 Administer billing and settlement plan must ensure the use of an assessor currently accredited by IATA for BSP. A partnership arrangement is appropriate. Those delivering assessment services for this unit must consult with IATA to determine accreditation arrangements for trainers and assessors.</p>
Certification to Guide within Kakadu and Uluru National Parks, NT.		<p>Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru National Parks in the Northern Territory. This training is based on the following units:</p> <ul style="list-style-type: none"> • SITTGDE101 Interpret aspects of local Australian Indigenous culture • SITTGDE306 Research and share general information on Australian Indigenous cultures.

		Those delivering assessment services for this certification must consult with Parks Australia to determine accreditation arrangements for trainers and assessors.
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The AQTF 2010 specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF 2010 Essential Standards for Registration – (2010) follows:

1.4 Training and assessment are conducted by trainers and assessors who:

- a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and
- b) have the relevant vocational competencies at least to the level being delivered or assessed, and
- c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
- d) *continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.*

Vocational competency requirements for tourism, travel and hospitality industry assessors
As described above, to satisfy the requirements of the AQTF, assessors must have mandatory units of competency in assessment plus the relevant vocational competencies they are assessing.

For the tourism, travel and hospitality industries assessors, or at least one person in the assessment team, must satisfy two vocational competency requirements for AQTF compliance:

- a) Have employment experience in the specific units of competency they are assessing. This industry experience must be relevant to the job role/s for which performance is being assessed. Supervisory and or managerial experience and a qualification in the industry field would be of benefit.
- b) Have comprehensive current knowledge of the industry, current industry practices and the job role for which performance is being assessed. This current knowledge may be developed and demonstrated through:
 - a. recent and relevant work experience in a commercial environment
 - b. participation in relevant industry professional development activities
 - c. conduct of relevant industry projects and research activities
 - d. involvement in professional industry networks and memberships
 - e. participation in assessment and or training activities conducted in the workplace.

Currency of vocational competence is crucial to the success of assessment outcomes for the tourism, travel and hospitality industries so that assessments reflect up to date workplace practice. It ensures that those involved in assessment processes have current industry knowledge, expertise in current operational practice and knowledge of what workplace equipment, software packages and workplace documents are currently used.

Certificates III and IV in Commercial Cookery

Assessors for the Certificate III or IV qualification in Commercial Cookery must hold a commercial cookery qualification and have post-qualification work experience in a commercial kitchen.

Alternative ways of meeting the requirement to use qualified assessors

OPTIONS	Assessors, technical experts and workplace supervisors (includes mandated requirements and recommended attributes)
<p>Single assessor</p> <p>An individual assessor conducts the assessment</p>	<p>An assessor is required to:</p> <ul style="list-style-type: none"> • hold formal recognition of the assessment competencies, as determined by the National Skills Standards Council or its successors, for AQTF compliance • have employment experience in the specific units of competency they are assessing and, where possible, hold formal recognition • have industry experience relevant to the job role/s for which performance is being assessed • for the Certificate III or IV qualification in Commercial Cookery, hold a commercial cookery qualification and have post-qualification work experience in a commercial kitchen • have comprehensive current knowledge of the industry, current industry practices and the job role against which performance is being assessed.
<ul style="list-style-type: none"> • Partnership arrangement <p>An assessor works with a technical expert to conduct the assessment</p>	<p>An assessor is required to:</p> <ul style="list-style-type: none"> • hold formal recognition of the assessment competencies, as determined by the National Skills Standards Council or its successors, for AQTF compliance • communicate and liaise with the technical expert throughout the assessment process. <p>A technical expert must be a person who has who has the relevant vocational competencies and is required to:</p> <ul style="list-style-type: none"> • have employment experience in the specific units of competency they are assessing and, where possible, hold formal recognition <p>have industry experience relevant to the job role/s for which performance is being assessed</p> <ul style="list-style-type: none"> • for the Certificate III or IV qualification in Commercial Cookery, hold a commercial cookery qualification and have post-qualification work experience in a commercial kitchen • have comprehensive current knowledge of the industry, current industry practices and the job role against which performance is being assessed. • communicate and liaise with the assessor throughout the assessment

<p>Assessment team/panel</p> <p>A team working together to conduct the assessment</p>	<p>process.</p> <ul style="list-style-type: none"> • Members of an assessment team or panel that combines expertise in assessment and vocational competence, work together to collect evidence and make judgements about competency. The members of the team are required to collectively: <ul style="list-style-type: none"> • hold formal recognition of the assessment competencies, as determined by the National Skills Standards Council or its successors, for AQTF compliance • have employment experience in the specific units of competency they are assessing and, where possible, hold formal recognition • have industry experience relevant to the job role/s for which performance is being assessed • for the Certificate III or IV qualification in Commercial Cookery, hold a commercial cookery qualification and have post-qualification work experience in a commercial kitchen • have comprehensive current knowledge of the industry, current industry practices and the job role against which performance is being assessed • communicate and liaise with all members of the assessment team throughout the assessment process.
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Assessment requirements

Assessments must meet the criteria set out in the AQTF 2010 Essential Standards for Registration.

For information, the mandatory assessment requirements from Standard 1 from the AQTF 2010 Essential Standards for Registration are as follows:

"1.5 *Assessment, including Recognition of Prior Learning:*

- a) *meets the requirements of the relevant Training Package or accredited course*
- b) *is conducted in accordance with the principles of assessment and the rules of evidence*
- c) *meets workplace and, where relevant, regulatory requirements*
- d) *is systematically validated."*

Requirements for Candidates

Individuals being assessed under statutory licensing and industry registration and certification systems must comply with training and experience requirements additional to the requirements identified in this Training Package. These additional requirements may apply to the following areas:

Casino table games

The following suite of nine units applies to dealers working within licensed casinos which are regulated by state and territory gaming authorities:

- SITHGAM302 Operate table games
- SITHGAM303 Deal Baccarat games
- SITHGAM304 Conduct Big Wheel games
- SITHGAM305 Deal Blackjack games

- SITHGAM306 Deal Poker games
- SITHGAM307 Deal Pontoon games
- SITHGAM308 Conduct Rapid Roulette games
- SITHGAM309 Conduct Roulette games
- SITHGAM310 Conduct Sic Bo games.

Under some state and territory laws these are required occupational licensing units for those personnel conducting table games in licensed casinos. Candidates should seek advice from their local gaming authority and their casino employer on their requirement to complete one or more of these units.

Commercial cookery

Certificate III in Hospitality (Commercial Cookery) is recognised as the appropriate certificate for trade recognition. Some states and territories impose a mandatory period of industry experience before awarding trade recognition. Candidates should seek advice from their local department of education and training.

Food safety

In some states and territories there is a requirement for certain personnel involved in food handling to complete training and assessment in the following units:

- SITXFSA101 Use hygienic practices for food safety (previously SITXOHS002A Follow workplace hygiene procedures)
- SITXFSA201 Participate in safe food handling practices (previously SITXFSA001A Implement food safety procedures).

Candidates should seek advice from their local food safety authority on their requirement to complete these units.

Guiding

Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru National Parks in the Northern Territory. This training is based on the following units:

- SITTGDE101 Interpret aspects of local Australian Indigenous culture
- SITTGDE306 Research and share general information on Australian Indigenous cultures.

Candidates should seek advice from Parks Australia on this requirement and the availability of training.

Responsible service of alcohol

The unit SITHFAB201 Provide responsible service of alcohol incorporates the knowledge requirements, under state and territory liquor licensing law, for employees engaged in the sale or service of alcohol. Certification requirements differ across states and territories. In most cases all people involved in the sale, service and promotional service of alcohol in licensed premises must be certified in this unit. This can include the licensee and security staff.

Candidates should seek advice from their local liquor licensing authority on their requirement to complete this unit.

Sale of Travel Insurance

Tourism personnel selling travel insurance to a retail client must meet the requirements of the Financial Services Reform Act (2001). They must complete a course delivered by the insurance provider in order to interpret provisions of the insurance policy and provide purchase advice. Candidates should seek advice from providers of travel insurance policies.

Travel agent licensing

Some travel and tourism businesses, including travel agencies, tour wholesalers and tour operators, must hold a travel agent's licence. They must meet the requirements of the relevant state or territory Department or Office of Fair Trading. Training and industry experience requirements vary but are most often linked to the achievement of the following unit by the manager of the business:

- SITTTSL310 Construct normal international airfares (previously THTSOP20B Construct normal international airfares).

Candidates should seek advice from their local business licensing authority on their requirement to complete this unit.

Requirements for RTOs

Selected units of competency and qualifications in this Training Package provide the basis for a range of statutory licensing and industry registration arrangements. To satisfy these licensing and registration arrangements, RTOs must meet the additional requirements detailed in the following table.

LICENCE/ REGISTRATION	JURISDICTION	REQUIREMENTS
Food Safety	State and territory food safety authorities	Some state and territory food safety authorities have specific requirements for training organisations. Those developing training and assessment strategies for the units: <ul style="list-style-type: none"> • SITXFSA101 Use hygienic practices for food safety • SITXFSA201 Participate in safe food handling practices must consult with the relevant state or territory food safety authority to determine accreditation arrangements for courses, trainers and assessors.
Responsible Service of Alcohol	State and territory liquor licensing authorities	Some state and territory liquor licensing authorities have specific requirements for training organisations. Those developing training and assessment strategies for the unit SITHFAB201 Provide responsible service of

		alcohol must consult with the relevant state or territory liquor licensing authority to determine accreditation arrangements for courses, trainers and assessors.
Casino Table Games	State and territory gaming authorities	State and territory gaming authorities restrict the training and assessment of casino table game units to licensed casinos and partnership RTOs. Those developing training and assessment strategies for these units must consult with the relevant state or territory gaming authority to determine accreditation arrangements for their organisation, courses, trainers and assessors.
Administration of the Billing and Settlement Plan (BSP)	International Air Transport Association (IATA)	Assessment in the unit SITTTSL313 Administer billing and settlement plan must ensure the use of an assessor currently accredited by IATA for BSP. A partnership arrangement is appropriate. Those developing training and assessment strategies for this unit must consult with IATA to determine accreditation arrangements for courses, trainers and assessors.
Certification to Guide within Kakadu and Uluru National Parks, NT.		<p>Tour guides, residing anywhere in Australia, are required to undertake training and assessment prescribed by Parks Australia to guide within Kakadu and Uluru National Parks in the Northern Territory. This training is based on the following units:</p> <ul style="list-style-type: none"> • SITTGDE101 Interpret aspects of local Australian Indigenous culture • SITTGDE306 Research and share general information on Australian Indigenous cultures. <p>Those developing training and assessment strategies for this certification must consult with Parks Australia to determine accreditation arrangements for courses, trainers and assessors.</p>

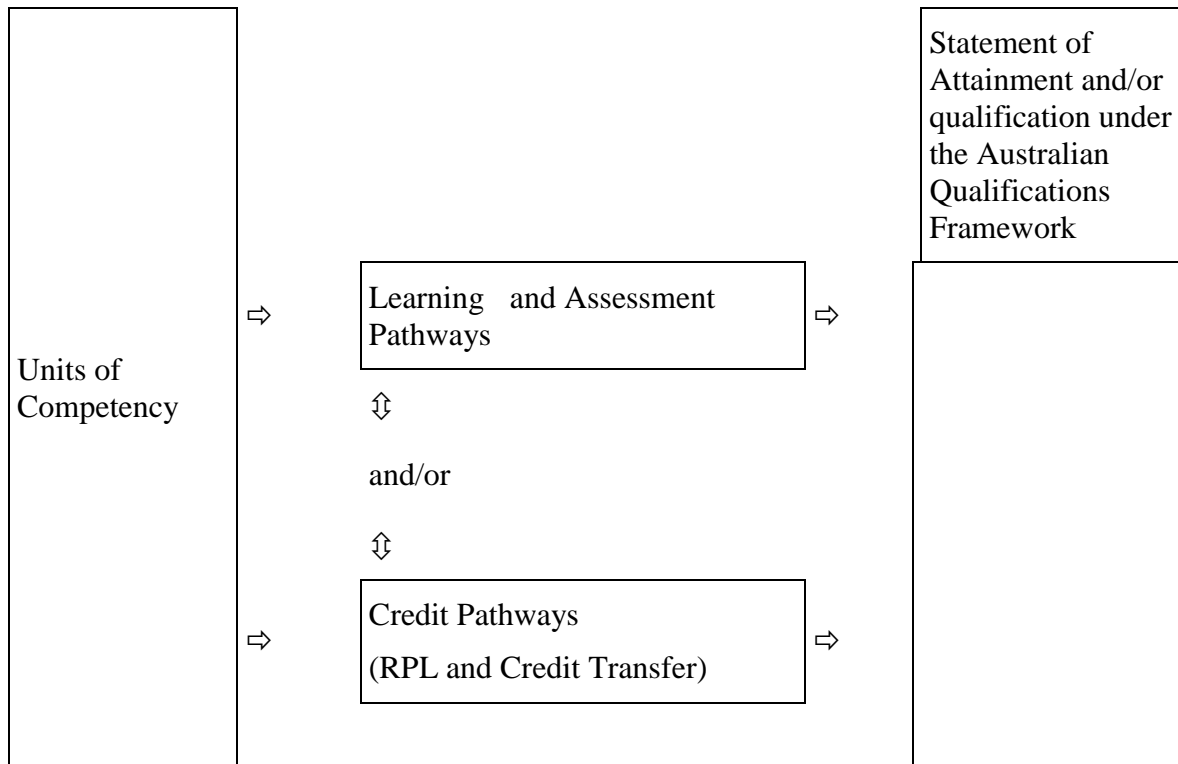
Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training

- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, or a recognition pathway, or a combination of the two as illustrated in the following diagram.



Each of these assessment pathways leads to full recognition of competencies held – the critical issue is that the candidate is competent, not how the competency was acquired. Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package, the AQTF and, where relevant, the Australian Qualifications Framework.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process. Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Credit Pathways

Credit is the value assigned for the recognition of equivalence in content between different types of learning and/or qualifications which reduces the volume of learning required to achieve a qualification.

Credit arrangements must be offered by all RTOs that offer Training Package qualifications. Each RTO must have a systematic institutional approach with clear, accessible and transparent policies and procedures.

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were acquired, provided that the learning is relevant to the unit of competency outcomes.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is an assessment process which determines the credit outcomes of an individual application for credit.

The availability of Recognition of Prior Learning (RPL) provides all potential learners with access to credit opportunities.

The recognition of prior learning pathway is appropriate for candidates who have previously attained skills and knowledge and who, when enrolling in qualifications, seek to shorten the duration of their training and either continue or commence working. This may include the following groups of people:

- existing workers;
- individuals with overseas qualifications;
- recent migrants with established work histories;

- people returning to the workplace; and
- people with disabilities or injuries requiring a change in career.
-

As with all assessment, RPL assessment should be undertaken by academic or teaching staff with expertise in the subject, content of skills area, as well as knowledge of and expertise in RPL assessment policies and procedures.

Assessment methods used for RPL should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit. These might include:

- questioning (oral or written)
- consideration of a portfolio and review of contents
- consideration of third party reports and/or other documentation such as documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the learning outcomes of the relevant qualification component
- mapping of learning outcomes from prior formal or non-formal learning to the relevant qualification components
- observation of performance, and
- participation in structured assessment activities the individual would normally be required to undertake if they were enrolled in the qualification component/s.

In a Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, work samples and/or observation of the candidate. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work);
- valid (directly related to the current version of the relevant endorsed unit of competency);
- reliable (shows that the candidate consistently meets the endorsed unit of competency);
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency); and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

Credit Transfer

Credit transfer is a process which provides learners with agreed and consistent credit outcomes based on equivalences in content between matched qualifications.

This process involves education institutions:

- mapping, comparing and evaluating the extent to which the defined *learning outcomes and assessment requirements* of the individual *components of one qualification* are equivalent to the learning outcomes and assessment requirements of the individual components of another qualification
- making an educational judgment of the credit outcomes to be assigned between the matched components of the two qualifications
- setting out the agreed credit outcomes in a documented arrangement or agreement, and
- publicising the arrangement/agreement and credit available.

Combination of Pathways

Credit may be awarded on the basis of a combination of credit transfer plus an individual RPL assessment for additional learning. Once credit has been awarded on the basis of RPL, subsequent credit transfer based on these learning outcomes should not include revisiting the RPL assessment but should be based on credit transfer or articulation or other arrangements between providers.

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements

This section identifies the specific requirements on the vocational competence and experience for assessors, to ensure that they meet the needs of industry and their obligations under AQTF, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The AQTF specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF 2007 *Essential Standards for Registration* follows:

- 1.4 Training and assessment are conducted by trainers and assessors who:
- a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and
 - b) have the relevant vocational competencies at least to the level being delivered or assessed, and
 - c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
 - d) continue to develop their Vocational Education and Training (VET) knowledge and

skills as well as their industry currency and trainer/assessor competence.

* See AQTF 2010 *Users' Guide to the Essential Standards for Registration* – Appendix 2

Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these relate to the current version of the relevant unit of competency. The current unit of competency can be checked on the National Register <www.ntis.gov.au>.

Developing Assessment Tools

When developing their own assessment tools, assessors must ensure that the tools:

- are benchmarked against the relevant unit or units of competency;
- are reviewed as part of the validation of assessment strategies required under the AQTF; and
- meet the assessment requirements expressed in the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

A key reference for assessors developing assessment tools is TAE10 Training and Education Training Package.

Language, Literacy and Numeracy

The design of assessment tools must reflect the language, literacy and numeracy competencies required for the performance of a task in the workplace and not exceed these expectations.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Mandatory Assessment Requirements

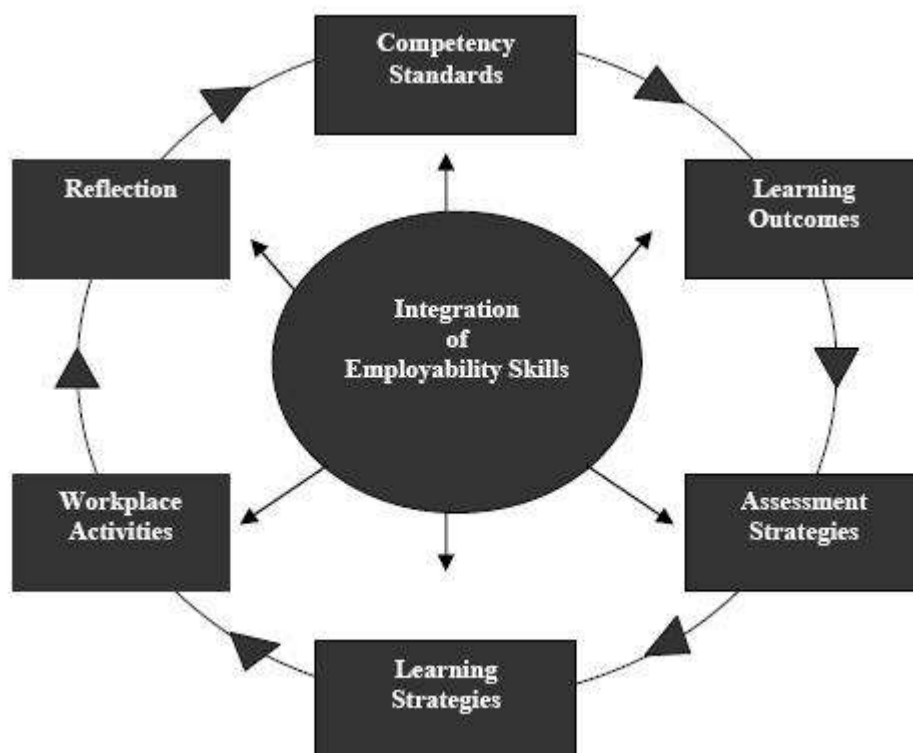
Assessments must meet the criteria set out in the AQTF 2010 *Essential Standards for Initial and Continuing Registration*. For information, the mandatory assessment requirements from Standard 1 from the AQTF 2010 *Essential Standards for Initial and Continuing Registration* are as follows:

1.5 Assessment, including Recognition of Prior Learning (RPL):

- a) meets the requirements of the relevant Training Package or accredited course
- b) is conducted in accordance with the principles of assessment and the rules of evidence
- c) meets workplace and, where relevant, regulatory requirements
- d) is systematically validated.

Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such, they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



Employability Skills are embedded within each unit of competency, and an Employability Skills Summary is available for each qualification. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

The National Quality Council has endorsed a model for assessing and reporting Employability Skills, which contains further suggestions about good practice strategies in teaching, assessing, learning and reporting Employability Skills. The model is available from <<http://www.training.com.au/>>.

The endorsed approach includes learners downloading qualification specific Employability Skills Summaries for Training Package qualifications from an online repository at <<http://employabilityskills.training.com.au>>

For more information on Employability Skills in SIT12 Tourism, Travel and Hospitality Training Packages go to the Service Skills Australiawebsite at www.serviceskills.com.au.

Employability Skills are reported on each qualification using the following statement on the qualification testamur: "A summary of the Employability Skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au> "

Access and Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

Reasonable Adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability. Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

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. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship. The Training Package Guidelines provides more information on reasonable adjustment, including examples of adjustments. Go to <http://www.deewr.gov.au/tpdh/Pages/home.aspx>.

Further Sources of Information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

Service Skills Australia
Level 10, 161 Clarence Street, Sydney NSW

Technical and Vocational Education and
Training (TVET) Australia Limited
Level 21, 390 St Kilda Road, Melbourne
VIC 3150
PO Box 12211, A'Beckett Street Post Office,
Melbourne, Victoria, 8006
Ph: +61 3 9832 8100
Fax: +61 3 9832 8198
Email: sales@tvetaustralia.com.au
Web: www.tvetaustralia.com.au

For information on the TAE10 Training and Education Training Package contact:

Innovation & Business Skills Australia

Telephone: (03) 9815 7000

Facsimile: (03) 9815 7001

Email: virtual@ibsa.org.au

Web: www.ibsa.org.au

General Resources

AQF Implementation Handbook, Fourth Edition 2007. Australian Qualifications Framework Advisory Board, 2002 <www.aqf.edu.au>

Australian Quality Training Framework (AQTF) and AQTF 2010 Users' Guide to the Essential Standards for Registration –
<http://www.training.com.au/pages/menuitem5cbe14d51b49dd34b225261017a62dbc.aspx>

For general information and resources go to <http://www.training.com.au/>

The National Register is an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - <www.ntis.gov.au>

The Training Package Development Handbook site provides National Quality Council policy for the development of Training Packages. The site also provides guidance material for the application of that policy, and other useful information and links.

<http://www.deewr.gov.au/Skills/Overview/Policy/TPDH/Pages/main.aspx>

Assessment Resources

Registered training organisations (RTOs) are at the forefront of vocational education and training (VET) in Australia. They translate the needs of industry into relevant, quality, client-focussed training and assessment.

RTOs should strive for innovation in VET teaching and learning practices and develop highly flexible approaches to assessment which take cognisance of specific needs of learners, in order to improve delivery and outcomes of training.

Resources can be purchased or accessed from:

- TVET Australia – provides an integrated service to enable users of the national training system to identify and acquire training materials, identify copyright requirements and enter licenses for use of that material consistent with the scope and direction of the NQC.

<http://www.productservices.tvetaustralia.com.au/>

- Service Skills Australia (www.serviceskills.com.au)
-

Competency Standards

What is 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 covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

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 qualifications.

Contextualisation of Units of Competency by RTOs

Registered Training Organisations (RTOs) may contextualise units of competency in this endorsed Training Package to reflect required local outcomes. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this Training Package must be within the bounds of the following advice:

- RTOs must not remove or add to the number and content of elements and performance criteria.
- RTOs can include specific industry terminology in the range statement.
- Any amendments and additions to the range statement made by RTOs must not diminish the breadth of application of the competency, or reduce its portability.
- RTOs may add detail to the evidence guide in areas such as the critical aspects of evidence or required resources and infrastructure—but only where these expand the breadth of the competency and do not limit its use.

Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit Title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit Descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

Employability Skills

This sub-section contains a statement that the unit contains Employability skills.

Pre-requisite Units (optional)

If there are any units of competency that must be completed before the unit, these will be listed.

Application of the Unit

This sub-section fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency Field (Optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of Competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance Criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required Skills and Knowledge

The essential skills and knowledge are either identified separately or combined. *Knowledge* identifies what a person needs to know to perform the work in an informed and effective manner. *Skills* describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Range Statement

The range statement provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment;
- relationships with the assessment of any other units of competency;
- suitable methodologies for conducting assessment including the potential for workplace simulation;
- resource implications, for example access to particular equipment, infrastructure or situations;
- how consistency in performance can be assessed over time, various contexts and with a range of evidence; and
- the required underpinning knowledge and skills
-

Employability Skills in Units of Competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.

Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

How Employability Skills relate to the Key Competencies

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

Employability Skills Mayer Key Competencies

Communication Communicating ideas and information

Teamwork Working with others and in teams

Problem solving	Solving problems Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information Planning and organising activities
Self-management	
Learning	
Technology	Using technology

When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

Explicitly embedding Employability Skills in units of competency

This Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

Sample unit of competency components showing Employability Skills

The following table shows the sequence of a unit of competency, and each cell contains text taken from a range of units. It provides examples of where and how various Employability Skills could be embedded in each component.

Please note that in the example, the bracketed Employability Skills are provided for clarification only and would not be present in units of competency within this Training Package.

Unit Title Give formal presentations and take part in meetings (**Communication**)

Unit Descriptor	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. (Initiative and enterprise)
Element	Proactively resolve issues. (problem solving)
Performance Criteria	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements. (Planning and organising)
Range Statement	Software applications may include email, internet, word processing, spreadsheet, database or accounting packages. (technology)
Required Skills and Knowledge	<p>Modify activities depending on differing workplace contexts, risk situations and environments. (Learning)</p> <p>Work collaboratively with others during a fire emergency. (teamwork)</p> <p>Instructions, procedures and other information relevant the maintenance of vessel and port security. (Communication)</p> <p>Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to:</p>
Evidence Guide	<ul style="list-style-type: none">• assess response options to identified crime-prevention needs and determine the optimal action to be implemented• in consultation with relevant others, design an initiative to address identified issues. (Initiative and enterprise).

Employability Skills Summaries and units of competency

An Employability Skills Summary exists for each qualification. Summaries include broad advice on industry expectations with regard to Employability Skills at the qualification level. Summaries should be used by trainers and assessors to assist in identifying the Employability Skills requirements contained within units of competency.