HOSPITALITY AND TOURISM
VET INDUSTRY SPECIFIC

National Training Package
SIT Tourism, Travel and Hospitality (Release 1.2)
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Rationale

The VET industry specific Hospitality and Tourism course provides students with the opportunity to achieve nationally recognised vocational qualifications under the Australian Qualifications Framework (AQF) and to gain School Curriculum and Standards Authority (Authority) course unit credit towards the Western Australian Certificate of Education (WACE).

The course is based on nationally endorsed training packages. It specifies the range of industry developed units of competency from the relevant training packages that is suitable for the WACE. To meet the course requirements and achieve course units towards a WACE, students must follow the course structure, attain required units of competency and fulfil work placement requirements.

The VET industry specific Hospitality and Tourism course provides opportunities for the completion of Certificate I and Certificate II qualifications and for students to access short-term and long-term employment opportunities. Students develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in the hospitality and tourism industries, as well as skills, knowledge and experiences that are transferable to other industry areas.

This course encourages students to engage in a vocational context with senior secondary education, fosters a positive transition from school to work, and provides a structure within which students can prepare for further education, training and employment.

Course delivery

VET industry specific courses have the status of an Authority-developed course and enable students to achieve dual accreditation for a nationally endorsed qualification and meet course completion requirements for the WACE.

This course must be read in conjunction with the SIT Tourism, Travel and Hospitality Training Package. Refer to the Training.gov.au website for the latest version at www.training.gov.au

When considering vocational education and training (VET) delivery, schools are advised to:

- refer to the VET section of the WACE Manual
- contact their education sector/systems representative for information on operational considerations relating to VET delivery options in schools.

VET can be delivered by schools providing they meet the appropriate VET regulatory requirements. Schools need to become a registered training organisation (RTO) or work in partnership with an RTO for the delivery, assessment and certification of training.

It is the responsibility of the RTO to determine that requirements are met when delivering and assessing VET. This includes ensuring that teachers and trainers have the required qualifications to deliver VET industry specific courses.
VET training and assessment requirements

The VET sector’s regulatory arrangements are designed to maintain the standards of nationally recognised training.

In Western Australia, the Training Accreditation Council (TAC) is responsible for quality assurance and recognition processes for RTOs with scope of delivery limited to Western Australia and Victoria, domestic students and for the accreditation of courses.

For information on how the TAC regulates VET, refer to the Training Accreditation Authority website at www.tac.wa.gov.au.

For RTOs in partnership with Western Australia schools, but with scope of delivery not limited to Western Australia or Victoria, the quality assurance is regulated by the Australian Skills Quality Authority (ASQA). Both ASQA and the TAC regulate RTOs using the Standards for RTOs, 2015.

For information on the VET Quality Framework and VET regulation by ASQA, refer to the ASQA website at http://www.asqa.gov.au.

The delivery of training and assessment of VET requires that the assessment be conducted according to the national Standards for RTOs, 2015 which includes the requirements for all training and assessment to be conducted by a suitably qualified trainer and assessor in partnership with an RTO that is scoped to deliver the training and assessment.


Workplace learning

The Authority-developed Workplace Learning endorsed program is a mandatory co-requisite for a VET industry specific course. Mandated workplace learning must commence in the same year of enrolment in the VET industry specific course and can be met within the first year of a two-year program. The requirements for mandated workplace learning may be met within one year of a two-year program. Workplace learning time is required for each of the qualifications in this course. The number of workplace learning unit equivalents required is specified for each qualification within this course. The work placement must be industry-related and occur while the course units are being undertaken.

Workplace learning is essential for this course as it enables the students to:

- collect evidence towards achievement of units of competency
- develop positive attitudes towards work
- apply skills acquired in an industry context
- develop additional employability skills and knowledge
- actively engage with industry.

Non-completion of any required workplace units or equivalents may result in a ‘requirements not met’ (RNM) status for the course units and will be reflected as a U (Unfinished) notation.
Course content

A VET industry specific course includes a full, nationally recognised AQF qualification; mandatory industry related workplace learning and contributes towards the WACE as a WACE course instead of unit equivalence. The most current training packages are used in these courses and the courses are updated regularly as new versions of training packages are endorsed.

Units of competency

Units of competency for qualifications in the VET industry specific Hospitality and Tourism course come from the SIT Tourism, Travel and Hospitality Training Package.

Units of competency specify the standards of performance required in the workplace. They are statements of the skills and knowledge required for effective performance in a particular job or job function as agreed nationally by industry.

Trainers need to refer to the relevant training package for further details of the elements, performance criteria, foundation skills, range of conditions and evidence requirements for specific units of competency. Teachers and trainers should check the RTO’s scope of registration before determining which elective units of competency are to be included in delivery and assessment programs. This can be determined during initial discussions when considering a partnership arrangement between the school and RTO.

Time and completion requirements

VET industry specific course units are packaged as either two or four WACE course units, linked to a specified qualification and are only awarded upon the completion of all of the course requirements.

Unlike other WACE courses, VET industry specific course units are paired in both Year 11 (Units 1 and 2) and Year 12 (Units 3 and 4) syllabuses. A student who withdraws from a VET industry specific course after only one semester will not receive VET industry specific course units for that academic year.

VET industry specific courses can be delivered over one year or two years.

The number of Workplace Learning endorsed program unit equivalents to be completed varies according to the qualification offered. Students must complete all components of the course before the full allocation of VET industry specific course unit credit can be allocated.

Course unit credit

Course unit credit for VET industry specific courses is awarded as ‘completed’ for each VET industry specific course unit. The achievement descriptor ‘completed’ contributes in the same manner as a C grade or better for all other course units.

Regardless of the academic year in which a VET industry specific course is completed, WACE course credit is allocated across both Year 11 (Units 1 and 2) and Year 12 (Units 3 and 4). That is, part of the achievement allocation of a VET industry specific course is applied as either retrospective or projected credit, depending on the year in which the course requirements are completed.
If a student does not successfully complete all components of the VET industry specific course, the student is awarded a U (Unfinished) notation for the Year 12 units (Units 3 and 4). Course credit for Year 11 units (Units 1 and 2) for a partially completed Certificate II or Certificate III VET industry specific course may be awarded under the following conditions:

- **Qualification component**: completion of equal to or greater than 110 nominal hours of the VET industry specific qualification
  
  and

- **Workplace learning component**: completion of at least one unit of the Workplace Learning endorsed program in an industry relevant to the qualification industry area.

If the conditions for Year 11 Units 1 and 2 are not met by the end of an academic year, a U (Unfinished) notation is awarded until such time as these conditions have been met.

If the requirements are not achieved in Year 11, but are subsequently achieved in Year 12, then retrospective credit for the Year 11 Units 1 and 2 will be awarded. If a student exits the VET industry specific course at the end of Year 11 and has completed the requirements for Year 11 Units 1 and 2, credit is awarded as ‘completed’ (has met the C grade standard for a WACE course) and retained by the student for WACE contribution.

Units of competency only contribute towards the WACE once. Therefore, student enrolments in units of competency in VET industry specific course qualifications are enrolled as VET integrated into the relevant VET industry specific course units. VET integrated units of competency do not attract unit equivalence.

**Assessment**

The assessment of VET industry specific courses must be conducted by a qualified assessor in partnership with an RTO, which may be a school, TAFE, or private training provider and in accordance with the national Standards for RTOs, 2015.

All assessment requirements need to be met concurrently to demonstrate the achievement of an element of competency. All elements of competency must be achieved to demonstrate the achievement of a unit of competency.

A student is judged as either competent or not yet competent. The judgement is made on the basis of evidence, which can be in a variety of forms. Students who are assessed as competent on all required competencies for the VET industry specific course, and complete the mandatory workplace learning requirements as specified is awarded ‘completed’ for Year 11 Units 1 and 2, and Year 12 Units 3 and 4.

All successfully completed qualifications and the associated units of competency are recorded on the student’s Western Australian Statement of Student Achievement (WASSA).
Hospitality pathway

SIT10216 Certificate I in Hospitality
SIT20316 Certificate II in Hospitality
SIT20416 Certificate II in Kitchen Operations
SIT10216 Certificate I in Hospitality

This qualification reflects the role of individuals who participate in a range of routine and predictable hospitality work activities. They work under close supervision and are given clear directions to complete tasks.

This preparatory qualification provides individuals with knowledge and skills for initial work, community involvement and further learning.

**Job roles**

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Possible job roles include:

- bar useful
- food runner
- housekeeping assistant
- kitchen steward
SIT10216 Certificate I in Hospitality

Unit VEVHT

This School Curriculum and Standards Authority-developed course uses the SIT Tourism, Travel and Hospitality Training Package as a framework for the achievement of a full AQF qualification. It should be read in conjunction with the training package which is available at www.training.gov.au/Training/Details/SIT10216

The Certificate I in Hospitality completed in this course results in the achievement of TWO Year 11 course units. Completion of 55 hours of work placement (equivalent to ONE Authority-developed Workplace Learning endorsed program unit equivalent) is compulsory to meet course requirements, and must be from industry related placement/employment relevant to the job outcome at this level.

Students must complete a total of SIX (6) units of competency. These consist of three (3) core units and three (3) elective units. Core units of competency cannot be substituted.

The three electives must consist of one (1) unit from Group A and two (2) units from Group B, elsewhere in SIT Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNIT TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE</td>
<td></td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITXCCS001</td>
<td>Provide customer information and assistance</td>
</tr>
<tr>
<td>SITXWHS001</td>
<td>Participate in safe work practices</td>
</tr>
<tr>
<td>ELECTIVES (Select three)</td>
<td></td>
</tr>
<tr>
<td>GROUP A</td>
<td></td>
</tr>
<tr>
<td>SITHIND001</td>
<td>Use hygienic practices for hospitality service</td>
</tr>
<tr>
<td>SITXFSA001</td>
<td>Use hygienic practices for food safety</td>
</tr>
<tr>
<td>GROUP B</td>
<td>Elective units have been grouped as suggestions based on job areas. This list is not exhaustive; refer to the training package for the full list of elective units.</td>
</tr>
<tr>
<td>Administration</td>
<td></td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>TLIE1005</td>
<td>Carry out basic workplace calculations</td>
</tr>
<tr>
<td>Commercial Cookery and Catering</td>
<td></td>
</tr>
<tr>
<td>SITHCCC001*</td>
<td>Use food preparation equipment</td>
</tr>
<tr>
<td>SITHCCC002*</td>
<td>Prepare and present simple dishes</td>
</tr>
<tr>
<td>SITHCCC003*</td>
<td>Prepare and present sandwiches</td>
</tr>
<tr>
<td>SITHCCC004*</td>
<td>Package prepared foodstuffs</td>
</tr>
<tr>
<td>Communication and Teamwork</td>
<td></td>
</tr>
<tr>
<td>SITXCOM001</td>
<td>Source and present information</td>
</tr>
<tr>
<td>Cleaning</td>
<td></td>
</tr>
<tr>
<td>SITHACS001</td>
<td>Clean premises and equipment</td>
</tr>
<tr>
<td>SITHFAB001</td>
<td>Clean and tidy bar areas</td>
</tr>
<tr>
<td>SITHKOP001</td>
<td>Clean kitchen premises and equipment</td>
</tr>
<tr>
<td>CODE</td>
<td>UNIT TITLE</td>
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</tr>
<tr>
<td><strong>Food Safety</strong></td>
<td></td>
</tr>
<tr>
<td>SITXFSA001</td>
<td>Use hygienic practices for food safety</td>
</tr>
<tr>
<td><strong>Working in Industry</strong></td>
<td></td>
</tr>
<tr>
<td>SITHIND001</td>
<td>Use hygienic practices for hospitality service</td>
</tr>
</tbody>
</table>

*SITXFSA001 Use hygienic practices for food safety is a prerequisite for this unit.*

**SIT20316 Certificate II in Hospitality**

This qualification reflects the role of individuals who use a defined and limited range of hospitality operational skills. They are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge. They work under direct supervision.

**Job roles**

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Possible job roles include:

- bar attendant
- bottle shop attendant
- café attendant
- catering assistant
- front office assistant
- porter
- room attendant

**Future Pathways**

The *Post-Secondary Pathways* document for this course provides an illustration of pathways into higher level qualifications and career options for students who have undertaken this course. Please refer to the relevant VET industry specific course page on the Authority website under the Support Materials section or click here.
SIT20316 Certificate II in Hospitality

Unit VEVHTF
Unit VTVHTF

This School Curriculum and Standards Authority-developed course uses the SIT Tourism, Travel and Hospitality Training Package as a framework for the achievement of a full AQF qualification. It should be read in conjunction with the training package which is available at www.training.gov.au/Training/Details/SIT20316

The Certificate II in Hospitality completed in this course results in the achievement of **FOUR** course units (two Year 11 units and two Year 12 units). Completion of 110 hours of work placement (equivalent to **TWO** Authority-developed Workplace Learning endorsed program unit equivalents) is compulsory to meet course requirements, and must be from industry related placement/employment relevant to the job outcome at this level.

Students must complete a total of **TWELVE** (12) units of competency. These consist of **six** (6) core units and **six** (6) elective units. Core units of competency cannot be substituted.

The six electives must consist of one (1) unit from Group A, three (3) units from Group B, two (2) units from Group B, elsewhere in the SIT Tourism, Travel and Hospitality Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

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<thead>
<tr>
<th>CODE</th>
<th>UNIT TITLE</th>
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<tbody>
<tr>
<td></td>
<td><strong>CORE</strong></td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITHIND002</td>
<td>Source and use information on the hospitality industry</td>
</tr>
<tr>
<td>SITHIND003</td>
<td>Use hospitality skills effectively</td>
</tr>
<tr>
<td>SITXCCS003</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>SITXCOM002</td>
<td>Show social and cultural sensitivity</td>
</tr>
<tr>
<td>SITXWHS001</td>
<td>Participate in safe work practices</td>
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<tr>
<td></td>
<td><strong>ELECTIVES (Select six)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Group A</strong></td>
</tr>
<tr>
<td>SITHIND001</td>
<td>Use hygienic practices for hospitality service</td>
</tr>
<tr>
<td>SITXFS001</td>
<td>Use hygienic practices for food safety</td>
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<tr>
<td></td>
<td><strong>Group B</strong></td>
</tr>
<tr>
<td></td>
<td>Elective units have been grouped as suggestions based on job areas. This list is not exhaustive; refer to the training package for the full list of elective units.</td>
</tr>
<tr>
<td></td>
<td><strong>Accommodation Services – Housekeeping and Porting</strong></td>
</tr>
<tr>
<td>CPPclo2001A</td>
<td>Maintain hard floor surfaces</td>
</tr>
<tr>
<td>CPPclo2004A</td>
<td>Maintain carpeted floors</td>
</tr>
<tr>
<td>CPPclo2009A</td>
<td>Clean glass surfaces</td>
</tr>
<tr>
<td>CPPclo2010A</td>
<td>Clean ceiling surfaces and fittings</td>
</tr>
<tr>
<td>CPPclo2017A</td>
<td>Clean wet areas</td>
</tr>
<tr>
<td>CPPclo2019A</td>
<td>Sort and remove waste and recyclable materials</td>
</tr>
<tr>
<td>CPPclo2035A</td>
<td>Maintain cleaning storage areas</td>
</tr>
<tr>
<td>SITHACS001</td>
<td>Clean premises and equipment</td>
</tr>
<tr>
<td>CODE</td>
<td>UNIT TITLE</td>
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</tr>
<tr>
<td>SITHACS002</td>
<td>Provide housekeeping services to guests</td>
</tr>
<tr>
<td>SITHACS003</td>
<td>Prepare rooms for guests</td>
</tr>
<tr>
<td>SITHACS004</td>
<td>Launder linen and guest clothes</td>
</tr>
<tr>
<td>SITHACS005</td>
<td>Provide porter services</td>
</tr>
<tr>
<td><strong>Administration</strong></td>
<td></td>
</tr>
<tr>
<td>TLI1005</td>
<td>Carry out basic workplace calculations</td>
</tr>
<tr>
<td><strong>Client and Customer Service, and Sales</strong></td>
<td></td>
</tr>
<tr>
<td>SIRXSL001</td>
<td>Sell to the retail customer</td>
</tr>
<tr>
<td>SITXCCS002</td>
<td>Provide visitor information</td>
</tr>
<tr>
<td><strong>Communication and Teamwork</strong></td>
<td></td>
</tr>
<tr>
<td>BSBMM201</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>SITXCM001</td>
<td>Source and present information</td>
</tr>
<tr>
<td><strong>Commercial Cookery and Catering, and Kitchen Operations</strong></td>
<td></td>
</tr>
<tr>
<td>SITHCC002*</td>
<td>Prepare and present simple dishes</td>
</tr>
<tr>
<td>SITHCC003*</td>
<td>Prepare and present sandwiches</td>
</tr>
<tr>
<td>SITHCC004*</td>
<td>Package prepared foodstuffs</td>
</tr>
<tr>
<td>SITHCC006*</td>
<td>Prepare appetisers and salads</td>
</tr>
<tr>
<td>SITKHOP001*</td>
<td>Clean kitchen premises and equipment</td>
</tr>
<tr>
<td><strong>Computer Operations and ICT Management</strong></td>
<td></td>
</tr>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
</tr>
<tr>
<td>BSBITU202</td>
<td>Create and use spreadsheets</td>
</tr>
<tr>
<td><strong>Environmental Sustainability</strong></td>
<td></td>
</tr>
<tr>
<td>BSBUS201</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td><strong>Finance</strong></td>
<td></td>
</tr>
<tr>
<td>BSBFIA301</td>
<td>Maintain financial records</td>
</tr>
<tr>
<td>SITXFIN001</td>
<td>Process financial transactions</td>
</tr>
<tr>
<td><strong>First Aid</strong></td>
<td></td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td><strong>Food and Beverage</strong></td>
<td></td>
</tr>
<tr>
<td>SITHFAB001*</td>
<td>Clean and tidy bar areas</td>
</tr>
<tr>
<td>SITHFAB002</td>
<td>Provide responsible service of alcohol (Year 12 students only)</td>
</tr>
<tr>
<td>SITHFAB003**</td>
<td>Operate a bar (Year 12 students only)</td>
</tr>
<tr>
<td>SITHFAB004*</td>
<td>Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td>SITHFAB005*</td>
<td>Prepare and serve espresso coffee</td>
</tr>
<tr>
<td>SITHFAB006*</td>
<td>Provide room service</td>
</tr>
<tr>
<td>SITHFAB007*</td>
<td>Serve food and beverage</td>
</tr>
<tr>
<td><strong>Food Safety</strong></td>
<td></td>
</tr>
<tr>
<td>SITXFS001</td>
<td>Use hygienic practices for food safety</td>
</tr>
<tr>
<td>SITXFS002</td>
<td>Participate in safe food handling practices</td>
</tr>
<tr>
<td>SITXFS003</td>
<td>Transport and store food</td>
</tr>
<tr>
<td><strong>Inventory</strong></td>
<td></td>
</tr>
<tr>
<td>SITXINV001</td>
<td>Receive and store stock</td>
</tr>
<tr>
<td>SITXINV002*</td>
<td>Maintain the quality of perishable items</td>
</tr>
<tr>
<td><strong>Languages other than English</strong></td>
<td></td>
</tr>
<tr>
<td>SITXLAN001</td>
<td>Conduct basic oral communication in a language other than English</td>
</tr>
<tr>
<td>SITXLAN002</td>
<td>Conduct routine oral communication in a language other than English</td>
</tr>
<tr>
<td>CODE</td>
<td>UNIT TITLE</td>
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<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Working in Industry</td>
<td></td>
</tr>
<tr>
<td>SITHIND001</td>
<td>Use hygienic practices for hospitality service</td>
</tr>
</tbody>
</table>

* SITXFA001 Use hygienic practices for food safety is a prerequisite for this unit.

^ SITHFAB002 Provide responsible service of alcohol is a prerequisite for this unit.
SIT20416 Certificate II in Kitchen Operations

This qualification reflects the role of individuals working in kitchens who use a defined and limited range of food preparation and cookery skills. They are involved in mainly routine and repetitive tasks and work under direct supervision. This qualification does not reflect the skills required by commercial cooks. Those skills are reflected in SIT30816 Certificate III in Commercial Cookery.

Job roles

This qualification provides a pathway to work in kitchen operations in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools.

Job roles include:

- breakfast cook
- catering assistant
- fast food cook
- sandwich hand

Future Pathways

The *Post-Secondary Pathways* document for this course provides an illustration of pathways into higher level qualifications and career options for students who have undertaken this course. Please refer to the relevant VET industry specific course page on the Authority website under the Support Materials section or click here.
SIT20416 Certificate II in Kitchen Operations

Unit VEVHTK
Unit VTVHTK

This School Curriculum and Standards Authority-developed course uses the SIT Tourism, Travel and Hospitality Training Package as a framework for the achievement of a full AQF qualification. It should be read in conjunction with the training package which is available at www.training.gov.au/Training/Details/SIT20416

The Certificate II in Kitchen Operations completed in this course results in the achievement of **FOUR** course units (two Year 11 units and two Year 12 units). Completion of 110 hours of work placement (equivalent to **TWO** Authority-developed Workplace Learning endorsed program unit equivalents) is compulsory to meet course requirements, and must be from industry related placement/employment relevant to the job outcome at this level.

Students must complete a total of **THIRTEEN** (13) units of competency. These consist of **eight** (8) core units and **five** (5) elective units. Core units of competency cannot be substituted.

A minimum of three (3) electives may be selected from the list below (refer to the packaging rules of this qualification for the full list of electives). The remaining two (2) electives may be selected from elsewhere in the SIT Training Package, or any other current Training package or accredited course.

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNIT TITLE</th>
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<tbody>
<tr>
<td><strong>CORE</strong></td>
<td><strong>CODE</strong></td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITHCCC001*</td>
<td>Use food preparation equipment</td>
</tr>
<tr>
<td>SITHCCC005*</td>
<td>Prepare dishes using basic methods of cookery</td>
</tr>
<tr>
<td>SITHCCC011*</td>
<td>Use cookery skills effectively</td>
</tr>
<tr>
<td>SITHKOP001*</td>
<td>Clean kitchen premises and equipment</td>
</tr>
<tr>
<td>SITXFS001</td>
<td>Use hygienic practices for food safety</td>
</tr>
<tr>
<td>SITXINV002*</td>
<td>Maintain the quality of perishable items</td>
</tr>
<tr>
<td>SITXWHS001</td>
<td>Participate in safe work practices</td>
</tr>
<tr>
<td><strong>ELECTIVES (Select five)</strong></td>
<td><strong>CODE</strong></td>
</tr>
<tr>
<td>行政管理</td>
<td>TLE1005</td>
</tr>
<tr>
<td>与客户和服务</td>
<td>SITXCCS003</td>
</tr>
<tr>
<td>商业烹饪和餐饮</td>
<td>SITHCCC002*</td>
</tr>
<tr>
<td>准备和呈现三明治</td>
<td>SITHCCC003*</td>
</tr>
<tr>
<td>包装准备食品</td>
<td>SITHCCC004*</td>
</tr>
<tr>
<td>准备冷食和沙拉</td>
<td>SITHCCC006*</td>
</tr>
<tr>
<td>准备汤、酱汁和汤</td>
<td>SITHCCC007*</td>
</tr>
<tr>
<td>准备蔬菜、水果、蛋和粉状菜肴</td>
<td>SITHCCC008*</td>
</tr>
<tr>
<td>准备冷食和冷冻菜肴</td>
<td>SITHCCC009*</td>
</tr>
<tr>
<td>重新热化冷冻食物</td>
<td>SITHCCC010*</td>
</tr>
<tr>
<td>CODE</td>
<td>UNIT TITLE</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td><strong>Communication and Teamwork</strong></td>
<td></td>
</tr>
<tr>
<td>BSBCMM201</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>SITXCOM002</td>
<td>Show social and cultural sensitivity</td>
</tr>
<tr>
<td><strong>Environmental Sustainability</strong></td>
<td></td>
</tr>
<tr>
<td>BSBSUS201</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td><strong>First Aid</strong></td>
<td></td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td><strong>Food Safety</strong></td>
<td></td>
</tr>
<tr>
<td>SITXFSA002</td>
<td>Participate in safe food handling practices</td>
</tr>
<tr>
<td>SITXFSA003</td>
<td>Transport and store food</td>
</tr>
<tr>
<td><strong>Working in Industry</strong></td>
<td></td>
</tr>
<tr>
<td>SITHIND002</td>
<td>Source and use information on the hospitality industry</td>
</tr>
</tbody>
</table>

* SITXFSA001 Use hygienic practices for food safety is a prerequisite for this unit.
Tourism pathway

SIT10116 Certificate I in Tourism (Australian Indigenous Culture)
SIT20116 Certificate II in Tourism
SIT10116 Certificate I in Tourism (Australian Indigenous Culture)

This qualification reflects the role of individuals who participate in a range of routine and predictable tourism work activities. They work under close supervision and are given clear directions to complete tasks. This preparatory qualification provides individuals with knowledge and skills for initial work, community involvement and further learning.

Job roles

This qualification provides a pathway to work in a range of job roles in the tourism, travel and hospitality industries in organisations with an Indigenous focus. Individuals may have a very specific role, as an Australian Indigenous person or other individual approved of by local elders, to share aspects of their culture with visitors in an informal way. Employers include tour operators or operators of a site or cultural or heritage centre.

Job roles include:

- assistant in an indigenous cultural centre
- assistant indigenous guide
- indigenous storyteller.
SIT10116 Certificate I in Tourism (Australian Indigenous Culture)

Unit VEVHTO

This School Curriculum and Standards Authority-developed course uses the SIT Tourism, Travel and Hospitality Training Package as a framework for the achievement of a full AQF qualification. It should be read in conjunction with the training package which is available at http://training.gov.au/Training/Details/SIT10116

The Certificate I in Tourism (Australian Indigenous Culture) completed in this course results in the achievement of **TWO** Year 11 course units. Completion of 55 hours of work placement (equivalent to **ONE** Authority-developed Workplace Learning endorsed program unit equivalent) is compulsory to meet course requirements, and must be from industry related placement/employment relevant to the job outcome at this level.

Students must complete a total of **SIX** (6) units of competency. These consist of **two** (2) core units and **four** (4) elective units. Core units of competency cannot be substituted.

Electives must be selected from the list provided from the SIT10116 qualification, elsewhere in the SIT Training Package, or any other current Training Package or accredited course.

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNIT TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE</strong></td>
<td></td>
</tr>
<tr>
<td>SITTGDDE001</td>
<td>Interpret aspects of local Australian Indigenous culture</td>
</tr>
<tr>
<td>SITXWHS001</td>
<td>Participate in safe work practices</td>
</tr>
<tr>
<td><strong>ELECTIVES (Select four)</strong></td>
<td></td>
</tr>
<tr>
<td>Elective units have been grouped as suggestions based on job areas. This list is not exhaustive; refer to the training package for the full list of elective units.</td>
<td></td>
</tr>
<tr>
<td><strong>Cleaning</strong></td>
<td></td>
</tr>
<tr>
<td>SITHACS001</td>
<td>Clean premises and equipment</td>
</tr>
<tr>
<td><strong>Administration</strong></td>
<td></td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
</tr>
<tr>
<td>TIE1005</td>
<td>Carry out basic workplace calculations</td>
</tr>
<tr>
<td><strong>Client and Customer Service, and Sales</strong></td>
<td></td>
</tr>
<tr>
<td>SIRXSLS001</td>
<td>Sell to the retail customer</td>
</tr>
<tr>
<td>SITXCCS001</td>
<td>Provide customer information and assistance</td>
</tr>
<tr>
<td><strong>Communication and Teamwork</strong></td>
<td></td>
</tr>
<tr>
<td>BSBCMM201</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITXCOM001</td>
<td>Source and present information</td>
</tr>
<tr>
<td><strong>Computer Operations and ICT Management</strong></td>
<td></td>
</tr>
<tr>
<td>BSBITU102</td>
<td>Develop keyboard skills</td>
</tr>
<tr>
<td><strong>Environmental Sustainability</strong></td>
<td></td>
</tr>
<tr>
<td>BSBSUS201</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td><strong>Food Safety</strong></td>
<td></td>
</tr>
<tr>
<td>SITXFSA001</td>
<td>Use hygienic practices for food safety</td>
</tr>
</tbody>
</table>
SIT20116 Certificate II in Tourism

This qualification reflects the role of individuals who use a defined and limited range of operational skills. They are involved in mainly routine and repetitive tasks using practical skills and basic industry knowledge. They work under direct supervision.

Job roles

This qualification provides a pathway to work in many tourism and travel industry sectors and for a diversity of employers including retail travel agencies, tour wholesalers, tour operators, attractions, cultural and heritage sites and any small tourism business requiring multi-skilled employees.

Work could be undertaken in an office environment where the planning of tourism and travel products and services takes place, in the field where products are delivered or a combination of both.

Job roles include:

- documentation clerk for a tour wholesaler
- museum attendant
- office assistant for a small tour operator
- receptionist and/or office assistant for a professional conference organiser or retail travel agency
- retail sales assistant in an attraction
- ride attendant in an attraction.

Future Pathways

The Post-Secondary Pathways document for this course provides an illustration of pathways into higher level qualifications and career options for students who have undertaken this course. Please refer to the relevant VET industry specific course page on the Authority website under the Support Materials section or click here.
SIT20116 Certificate II in Tourism

Unit VEVHTU
Unit VTVHTU

This School Curriculum and Standards Authority-developed course uses the SIT Tourism, Travel and Hospitality Training Package as a framework for the achievement of a full AQF qualification. It should be read in conjunction with the training package which is available at www.training.gov.au/Training/Details/SIT20116

The Certificate II in Tourism completed in this course results in the achievement of **FOUR** course units (two Year 11 units and two Year 12 units). Completion of 110 hours of work placement (equivalent of **TWO** Authority-developed Workplace Learning endorsed program unit equivalents) is compulsory to meet course requirements, and must be from industry related placement/employment relevant to the job outcome at this level.

Students must complete a total of **ELEVEN** (11) units of competency. These consist of **four** (4) core units and **seven** (7) elective units. Of these at least three (3) elective units must be selected from the list below. The remaining four (4) elective units may be selected from the list below, elsewhere in the SIT Training Package, or any other current Training Package or accredited course. Core units of competency cannot be substituted.

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNIT TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE</strong></td>
<td></td>
</tr>
<tr>
<td>SITTIND001</td>
<td>Source and use information on the tourism and travel industry</td>
</tr>
<tr>
<td>SITXCCS003</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>SITXCOM002</td>
<td>Show social and cultural sensitivity</td>
</tr>
<tr>
<td>SITXWHS001</td>
<td>Participate in safe work practices</td>
</tr>
<tr>
<td><strong>ELECTIVES (Select seven)</strong></td>
<td></td>
</tr>
</tbody>
</table>

Elective units have been grouped as suggestions based on job areas. This list is not exhaustive; refer to the training package for the full list of elective units.

**Cleaning**

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNIT TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITHACS001</td>
<td>Clean premises and equipment</td>
</tr>
</tbody>
</table>

**Client and Customer Service, and Sales**

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNIT TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIRXSL001</td>
<td>Sell to the retail customer</td>
</tr>
<tr>
<td>SIRXPDK001</td>
<td>Advise on products and services</td>
</tr>
<tr>
<td>SITXCCS001</td>
<td>Provide customer information and assistance</td>
</tr>
<tr>
<td>SITXCCS002</td>
<td>Provide visitor information</td>
</tr>
</tbody>
</table>

**Cultural Services**

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNIT TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUACNM201</td>
<td>Monitor collections for changes in condition</td>
</tr>
<tr>
<td>CUAEVPM01</td>
<td>Assist with the staging of public activities and events</td>
</tr>
<tr>
<td>CUAIND202</td>
<td>Develop and apply knowledge of information and cultural services organisations</td>
</tr>
</tbody>
</table>

**Communication and Teamwork**

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNIT TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCMM201</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITXCOM001</td>
<td>Source and present information</td>
</tr>
</tbody>
</table>

**Computer Operations and ICT Management**

<table>
<thead>
<tr>
<th>CODE</th>
<th>UNIT TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBITU201</td>
<td>Produce simple word processed documents</td>
</tr>
<tr>
<td>CODE</td>
<td>UNIT TITLE</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>BSBITU202</td>
<td>Create and use spreadsheets</td>
</tr>
<tr>
<td><strong>Environmental Sustainability</strong></td>
<td></td>
</tr>
<tr>
<td>BSBSUS201</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td><strong>Finance</strong></td>
<td></td>
</tr>
<tr>
<td>SITXFIN001</td>
<td>Process financial transactions</td>
</tr>
<tr>
<td><strong>First Aid</strong></td>
<td></td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td><strong>Food and Beverage, Food Safety</strong></td>
<td></td>
</tr>
<tr>
<td>SITHFAB002</td>
<td>Provide responsible service of alcohol (Year 12 students only)</td>
</tr>
<tr>
<td>SITHFAB004*</td>
<td>Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td>SITHFAB005*</td>
<td>Prepare and serve espresso coffee</td>
</tr>
<tr>
<td>SITXFS001</td>
<td>Use hygienic practices for food safety</td>
</tr>
<tr>
<td><strong>Inventory</strong></td>
<td></td>
</tr>
<tr>
<td>SITXINV001</td>
<td>Receive and store stock</td>
</tr>
<tr>
<td><strong>Languages other than English</strong></td>
<td></td>
</tr>
<tr>
<td>SITXLAN001</td>
<td>Conduct basic oral communication in a language other than English</td>
</tr>
<tr>
<td>SITXLAN002</td>
<td>Conduct routine oral communication in a language other than English</td>
</tr>
<tr>
<td><strong>Tourism Delivery</strong></td>
<td></td>
</tr>
<tr>
<td>SITXCOM003</td>
<td>Provide a briefing or scripted commentary</td>
</tr>
<tr>
<td>SITTGDE001</td>
<td>Interpret aspects of local Australian Indigenous culture</td>
</tr>
<tr>
<td>SITTVAF001</td>
<td>Load and unload a ride</td>
</tr>
<tr>
<td>SITTVAF002</td>
<td>Operate a ride location</td>
</tr>
<tr>
<td>TLIC1051</td>
<td>Operate commercial vehicle</td>
</tr>
<tr>
<td><strong>Tourism Sales and Operations</strong></td>
<td></td>
</tr>
<tr>
<td>SITTTSL001</td>
<td>Operate online information systems</td>
</tr>
<tr>
<td>SITTTSL002</td>
<td>Access and interpret product information</td>
</tr>
<tr>
<td>SITTTSL009</td>
<td>Process travel-related documentation</td>
</tr>
</tbody>
</table>

* SITXFS001 Use hygienic practices for food safety is a prerequisite for this unit.
## Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accredited course</td>
<td>A nationally accredited course developed to meet training needs that are not addressed by existing training packages. Details of nationally accredited courses and the training providers that deliver these courses are provided by Training.gov.au (TGA).</td>
</tr>
<tr>
<td>Apprentice</td>
<td>A person contracted to an employer to undergo training for a recognised apprenticeable occupation during an established period. Upon completion of an apprenticeship, an apprentice becomes a qualified tradesperson.</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>The industry’s preferred approach to assessment, including the qualifications required by assessors, the design of assessment processes and how assessments should be conducted.</td>
</tr>
<tr>
<td>Assessment guidelines</td>
<td>The industry’s preferred approach to assessment, including the qualifications required by assessors, the design of assessment processes and how assessments should be conducted.</td>
</tr>
<tr>
<td>Auspicing</td>
<td>This involves an organisation entering into partnership with a registered training organisation (RTO) in order to have the training and assessment that it undertakes recognised under the National Training Framework. The term auspicing has been replaced by the term ‘partnerships’ under the Australian Quality Training Framework (AQTF).</td>
</tr>
<tr>
<td>Australian Core Skills Framework (ACSF)</td>
<td>A mechanism for reporting outcomes of adult English language, literacy and numeracy provision based on the National Reporting System (NRS). It describes levels of performance in the five core skills of: learning; reading; writing; oral communication; and numeracy.</td>
</tr>
<tr>
<td>Australian Qualifications Framework (AQF)</td>
<td>The national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. The AQF, which replaced the Register of Australian Tertiary Education (RATE), was first introduced in 1995 to underpin the national system of qualifications in Australia, encompassing higher education, vocational education and training and schools. The qualifications are: Senior Secondary Certificate of Education; Certificate I; Certificate II; Certificate III; Certificate IV; Diploma; Advanced Diploma; Associate Degree; Bachelor Degree; Vocational Graduate Certificate; Vocational Graduate Diploma; Graduate Certificate; Graduate Diploma; Masters Degree; Doctoral Degree.</td>
</tr>
<tr>
<td>Australian school-based apprenticeships/traineeships</td>
<td>An Australian apprenticeship/traineeship is undertaken part-time while the apprentice/trainee is still at school. It comprises a mix of academic, vocational and technical education and training and paid employment which enables Year 11 and Year 12 students to obtain a senior secondary certificate and credits towards a vocational qualification.</td>
</tr>
<tr>
<td>Australian Skills Quality Authority (ASQA)</td>
<td>The national regulator for the vocational education and training (VET) sector which became operational in July 2011. Registered training organisations (RTOs) in the Australian Capital Territory, New South Wales, the Northern Territory, Queensland, South Australia and Tasmania come under ASQA’s jurisdiction. ASQA is also the regulatory body for some RTOs in Victoria and Western Australia that offer courses to overseas students or to students in states that come under ASQA’s jurisdiction.</td>
</tr>
<tr>
<td>Term</td>
<td>Meaning</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Certificates I–IV</td>
<td>A set of qualification types in the Australian Qualifications Framework (AQF) that prepares candidates for both employment and further education and training. They recognise achievement of specified national industry competency standards at four AQF levels in a wide variety of trades, industries and enterprises.</td>
</tr>
<tr>
<td>Competency</td>
<td>The consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.</td>
</tr>
<tr>
<td>Competency-based assessment</td>
<td>The gathering and judging of evidence in order to decide whether a person has achieved a standard of competence.</td>
</tr>
<tr>
<td>Core competency</td>
<td>A unit of competency within a competency standard that an industry has agreed is essential to be achieved if a person is to be accepted as competent at a particular level. All units may be core, but in many cases, competency at a level will involve core units plus optional or specialisation units of competency. Core competencies are normally those central to the work of a particular industry or occupation.</td>
</tr>
<tr>
<td>Credit transfer</td>
<td>The granting of status or credit by an institution or training organisation to students for modules (subjects) or units of competency completed at the same or another institution or training organisation.</td>
</tr>
<tr>
<td>Department of Training and Workforce Development in Western Australia (DTWD)</td>
<td>DTWD works with industry, the community, organisations and other government agencies to build a productive inclusive, efficient and mobile workforce which meets the needs of Western Australia. The Department manages public resources in the State VET system, and strategically plans, funds and monitors publicly funded training. In addition to providing workforce development planning, the Department also provides career development services and administers training contracts and regulates the apprenticeship system in Western Australia.</td>
</tr>
<tr>
<td>Element</td>
<td>An element describes the key activities that must be performed to demonstrate competence in the tasks covered by the unit.</td>
</tr>
<tr>
<td>Endorsed component</td>
<td>The central part of a training package, endorsed by the National Skills Standards Council (NSSC), comprising units of competency, assessment requirements associated with each unit of competency, qualifications and credit arrangements.</td>
</tr>
<tr>
<td>Fee-for-service training</td>
<td>Training for which most or all of the cost is borne by the student or a person or organisation on behalf of the student.</td>
</tr>
<tr>
<td>Foundation skills</td>
<td>The skills which enable people to gain, keep and progress within employment, including skills in the clusters of work readiness and work habits, interpersonal skills and learning, thinking and adaptability skills.</td>
</tr>
<tr>
<td>Industry Training Council (ITC)</td>
<td>Non-government or not-for-profit bodies established by industry or business sector to address training issues and to provide advice to government about training priorities and the vocational education and training needs of a particular industry.</td>
</tr>
<tr>
<td>Logbook</td>
<td>A record kept by a person of the knowledge, skills or competencies attained during on-the-job or off-the-job training.</td>
</tr>
<tr>
<td>National Centre for Vocational Education Research (NCVER)</td>
<td>A national research, evaluation and information organisation for the vocational education and training (VET) sector in Australia, jointly owned by the Commonwealth, State and Territory ministers responsible for VET.</td>
</tr>
<tr>
<td>Term</td>
<td>Meaning</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Partnerships</td>
<td>An organisation such as an enterprise or school, not wishing to be a registered training organisation or to provide training itself, can enter into a partnership with a registered training organisation (RTO). The RTO will be responsible for the quality of training and assessment, and issuing qualifications and statements of attainment, in compliance with the Australian Quality Training Framework (AQTF) and/or VET Quality Framework.</td>
</tr>
<tr>
<td>Performance criteria</td>
<td>The part of a competency standard which specifies the required level of performance to be demonstrated by students to be deemed competent.</td>
</tr>
<tr>
<td>Pre-apprenticeships in schools</td>
<td>Pre-apprenticeships in schools are Certificate II programs that have been nominated by Western Australian industry training councils as valid pathways from school to apprenticeships. Students attend school, train at a registered training organisation and are linked to an employer for work placement. The student must complete a work placement as nominated in the pre-apprenticeship program. The registered training organisations will coordinate work placements in partnership with the schools.</td>
</tr>
<tr>
<td>Qualification</td>
<td>Formal certification that is awarded by an accredited authority in recognition of the successful completion of an educational program. In the vocational education and training (VET) sector, qualifications are awarded when a person has satisfied all requirements of the units of competency or modules that comprise an Australian Qualifications Framework (AQF) qualification, as specified by a nationally endorsed training package or an accredited course that provides training for that qualification.</td>
</tr>
<tr>
<td>Recognition of prior learning (RPL)</td>
<td>The acknowledgement of a person’s skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module. It can lead to a full qualification in the VET sector.</td>
</tr>
<tr>
<td>Registered training organisation (RTO)</td>
<td>An organisation registered by a State or Territory registering and accrediting body to deliver training and/or conduct assessments and issue nationally recognised qualifications in accordance with the Australian Quality Training Framework. RTOs include TAFE colleges and institutes, adult and community education providers, private providers, community organisations, schools, higher education institutions, commercial and enterprise training providers, industry bodies and other organisations meeting the registration requirements.</td>
</tr>
<tr>
<td>School-based apprenticeships and traineeships</td>
<td>School-based apprenticeships and traineeships are paid employment-based training programs for full time school students 15 years of age and over. Under these arrangements the student is both a full time student and a part time employee with the same employment and training privileges and responsibilities as other apprentices/trainees.</td>
</tr>
<tr>
<td>Term</td>
<td>Meaning</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Skill sets</td>
<td>Single units or combinations of units which link to a license or regulatory requirement, or defined industry need. In 2007, the National Quality Council (NQC) determined that skill sets would complement full qualifications within the Australian Qualifications Framework (AQF) and be included in training packages. Prior to this, students who did not complete a full qualification could only receive a Statement of Attainment for each unit completed, without any indication of whether the units selected met a defined industry need or licensing/regulatory requirement. Nationally endorsed skill sets will provide formal recognition of training for a discrete part of a qualification linked to a function or role within an occupation.</td>
</tr>
<tr>
<td>State Training Board</td>
<td>The State Training Board is a statutory body established by Part 3 of the Vocational Education and Training Act 1996. They are the peak industry training advisory body to the Minister for Education and Training in Western Australia. Their key focus is to ensure WA has a quality vocational education and training system that enables people to develop skills and knowledge that support and meet the needs of industry.</td>
</tr>
<tr>
<td>TAFE</td>
<td>A publicly funded post-secondary educational institution (Technical and Further Education) which provides a range of technical and vocational education and training courses and other programs. Each State and Territory has its own TAFE system.</td>
</tr>
<tr>
<td>Trainee</td>
<td>A person receiving training in a vocational area or undertaking a traineeship. The successful completion of a traineeship leads to a minimum of a Certificate II in the relevant vocational area.</td>
</tr>
<tr>
<td>Traineeship</td>
<td>A system of vocational training combining off-the-job training with an approved training provider with on-the-job training and practical work experience. Traineeships generally take one to two years and are now a part of the Australian Apprenticeships system.</td>
</tr>
<tr>
<td>Training package</td>
<td>A nationally endorsed, integrated set of units of competency, assessment requirements, Australian Qualifications Framework (AQF) qualifications and credit arrangements, and one or more quality assured companion volumes. Training packages specify the skills and knowledge required to perform effectively in the workplace.</td>
</tr>
<tr>
<td>Training.gov.au</td>
<td>Training.gov.au is the official National Register on VET in Australia and is the authoritative source of information on training packages, qualifications, accredited courses, units of competency, skill sets and registered training organisations.</td>
</tr>
<tr>
<td>Unit of competency</td>
<td>The nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function. They identify the skills and knowledge, as outcomes that contribute to the whole job function. Units of competency are an endorsed component of training packages.</td>
</tr>
<tr>
<td>Term</td>
<td>Meaning</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **VET Quality Framework**                                 | The Vocational Education and Training (VET) Quality Framework is aimed at achieving greater national consistency in the way RTOs are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced. The VET Quality Framework comprises:  
  - the Standards for Registered Training Organisations (RTOs) 2015  
  - the Fit and Proper Person Requirements  
  - the Financial Viability Risk Assessment Requirements  
  - the Data Provision Requirements, and  
  - the Australian Qualifications Framework.                                                                                     |
| **Vocational education and training (VET)**               | Post-compulsory education and training, excluding degree and higher level programs delivered by further education institutions, which provides people with occupational or work-related knowledge and skills. VET also includes programs which provide the basis for subsequent vocational programs. Alternative terms used internationally include technical and vocational education and training (TVET), vocational and technical education and training (VTET), technical and vocational education (TVE), vocational and technical education (VTE), further education and training (FET), and career and technical education (CTE). |
| **VET delivered to/undertaken by secondary students**     | The term used to describe VET undertaken by students who are engaged in both secondary education and nationally recognised VET. **VET delivered to secondary students** is the same as all other VET, and the same quality standards apply. Note: **VET in Schools** was the term used to describe the VET provided to school students that resulted in a VET qualification. This term is deemed to be unsuitable to describe **VET undertaken by secondary students** as it implies that **VET in Schools** is different from all other VET. |
| **Vocational learning**                                  | Helps secondary students explore the world of work, identify career options and pathways, and build career development skills. Vocational learning is delivered within the broader curriculum. It supports students to gain career development skills and provides opportunities for students to ‘taste’ the world of work through one-off events, initiatives such as enterprise learning, or spending time in a real or simulated workplace. |
Acknowledgements


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