A Comparative Study of The Canadian Tourism Human Resource Council and The Australian Tourism and Hospitality Training Packages

For:

The Canadian Tourism Human Resource Council

December 2005

skill
solution
group

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1.0   Introduction

1.1   Overview of Study

Canada is facing growing skill shortages across all sectors. According to the Conference Board of Canada, there will be a shortfall of 950,000 workers in the Canadian economy by 2020. Tourism may be especially at risk because it is a labour-intensive industry whose labour demand keeps rising thanks to economic growth and the industry's ongoing development. Tourism businesses are facing labour shortages due to an ageing population. At the same time, immigration policies do not reflect the industry's needs.

The CTHRC developed an industry Certification Program in response to the increasing demand for skilled employees and the desire to provide a high level of service within the tourism industry. Additionally CTHRC recognises that anticipated growth in employment may not be met by the current and future Canadian workforce, and that the industry would benefit from recognition of international skills and qualification levels encouraging mobility and transferability from foreign countries.

In order to meet future needs, a foreign credential recognition (FCR) model must be developed and connected with the sector's existing occupational standards and professional certification (credential) program.

The professional certification program is very important for a FCR model. Certification is based on prior learning and assessment approach. Individuals earn certification based on current knowledge and abilities.

The CTHRC is currently working to[1]:

1. Conduct research that will inform the next steps towards a foreign credential recognition system for non-regulated professions.

2. Suggest a model and system that will facilitate the recognition of foreign credentials for non-regulated professions;

3. Engage stakeholders.

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[1] Proposal: Research towards Foreign Credentials Recognition Model for Non-Regulated Professions, CTHRC, September 2004

The comparative study of the CTHRC and Australian programs is a step towards developing a FCR model for the tourism industry in Canada. The goal of this study is to determine if the programs analyzed may be jointly recognized and articulated. There is potential for this research project to lead to a demonstration project in subsequent phases of the CTHRC FCR initiative.

This specific project component of the overall initiative is to compare the Australian Tourism and Hospitality Training Packages to the CTHRC Certification Program. A previous study was completed by the CTHRC in October 2004. Since the 2004 report was published, changes have occurred in the Australian model.

In July 2005, the responsibilities and functions of the Australian National Training Authority were transferred to the Department of Education, Science and Training (DEST) and a new Ministerial Council on Vocational Education was formed to lead the national training system. A new model is currently being explored. The Directions Paper 'Skilling Australia - New Directions for Vocational Education and Training' sets out possible models for a new national training system.

A high level review of Training Packages was conducted during 2004 to see how they could better meet current and future skill needs. The review also examined how the capacity of the vocational education and training (VET) system could be strengthened to deliver Training Package outcomes with a particular focus on teaching, learning and assessment. The Tourism and Hospitality Training Packages are currently undergoing a review as part of the larger national initiative to improve the VET system. The review will finish in February 2006.

The Canada - Australia comparative study will describe the current situation in Australia and evaluate how changes impact the comparative analysis conducted in 2004. The study will build on previous findings and further explore joint recognition.

Section one provides an overview of the Canadian and Australian tourism industries, the organizations responsible for certification, and the programs in each country.

Sections two and three describe each program's occupational/competency standards. Both systems use standards as a base for their certification systems. The study describes and compares the standards development process and content (section 4). For the purposes of this study, Food and Beverage Server and Food and Beverage Manager have been selected.

Section five describes and compares each certification program's components, which includes the certification process, development steps, program performance, governance and administration.

Section six concludes the study and includes recommendations for next steps, including further

research and demonstration projects and key process points to achieve joint recognition.

1.2   The Canadian Tourism Industry

In Canada, tourism represents 2.3 percent of GDP and $51.8 billion in total revenues in 2004 (Tourism Counts, 2003, p2). In 2004, there were 1.67 million people employed in the Canadian tourism industry, and that number is expected to increase by nearly 400,000 by 2015, according to the Total Tourism Employment in Canada: 2004 Update, conducted by the Canadian Tourism Human Resource Council.

Canada's tourism industry is made up of almost 190,000 (2003 data) mostly small and medium-sized enterprises, operating in communities large and small, in every province and territory. These companies employ 583,400 full- and part-time workers directly (2004 data) and over a million individuals indirectly.

Tourism industry clients include visitors from around the world—almost 39 million non-resident travellers entered Canada in 2004—as well as Canadians travelling within the country. International and domestic business and leisure travellers spent a total of $57.5 billion in Canada in 2004 alone. While Canadians account for some two-thirds of tourism spending, the amount spent here by foreign travellers makes tourism an important export industry. Globally, Canadian tourism ranks 12th for receipts and 10th for visitation, according to World Tourism Organization data.

Although suffering a down turn after 9/11 and SARS, the Canadian industry is anticipating a 50 percent increase in tourism revenue above 2003 to $75 billion in 2010 (Tourism Counts, 2003, p2). Additionally, the Winter Olympics planned for British Columbia in 2010 are expected to create over 50,000 new jobs.

Numerous studies have indicated that employees value opportunities for continual learning, and formal recognition from their employer. An increasing number of employers are now advertising that they assist employees with expenses in furthering their formal education, or in obtaining industry credentials or Professional Certification. By showing a willingness to invest in the professional development of their people, companies are reinforcing the principle that they value the needs of their staff. The reward for companies that embrace continual learning a workforce that is better qualified, more loyal and more dedicated because their professional growth has been tied into the goals and ideals of the company.

1.2.1 Tourism Sectors

The tourism and hospitality industry in Canada comprise five different sectors. Hospitality accounts for two of these sectors, accommodation and food beverage.

Accommodations - hotels, inns, resorts, campgrounds, time-shares and bed and breakfasts.

Food and Beverage Services - restaurants, coffee shops, fast food outlets, pubs, and club facilities.

Recreation and Entertainment - sport fishing, golf and tennis, ecotourism, water sports, marine tourism, guiding, outfitting, attractions, museums, galleries, parks and gardens, interpretive centres, cultural tourism, and industrial tourism.

Transportation - air carriers, motor coaches, railways, car rentals, ferries, recreational vehicles, taxis, and gas stations.

Travel Services - travel agents, tour wholesalers, tour operators, tour guides.

1.2.2 Canadian Tourism Human Resource Council (CTHRC)

Since 1986 various stakeholders have worked together to develop national occupational standards and professional certification programs. The Tourism Industry Standards and certification Committee (TISCC) coordinated these efforts between 1987 and 1993. The Canadian Tourism Human Resource Council (CTHRC), established in 1993, works on behalf of the 164,000 businesses that make up Canada's tourism industry. The CTHRC promotes professionalism throughout the industry and addresses key labour market issues.

Collectively, Council members and the CTHRC bring together Canadian tourism businesses, labour unions, associations, educators and governments to co-ordinate human resource development activities and contribute to a sustainable, globally competitive tourism industry.

More than 50 national occupational standards (*emerit*) for tourism professions have been developed since 1993 and there are currently 26 occupations for which certification are available. The CTHRC has chosen a professional recognition model to help raise the image and level of professionalism in the sector. Meaningful recognition options are available for all levels – from pre-employment to "professional", and for front-line, supervisory and management. Based on a competency model and incorporating the principles of prior learning, the system facilitates learner and labour mobility.

CTHRC products and programs are based on industry-defined standards, which are recognized across Canada. The range of products is diverse, encompassing many professional positions in the tourism industry. The tools have been developed with strong involvement from tourism

stakeholders.

1.3 Overview of emerit Professional Certification

Branded under the new *emerit* tourism training name, professional recognition is available at various stages in the career of a tourism employee. The pinnacle of recognition is National Professional Certification, an industry-recognized credential granted to candidates who successfully demonstrate competence as defined in National Occupational Standards.

emerit tourism training is structured in a manner that recognizes and rewards people at various stages in their professional development. The recognition options include: Tourism Essential Certificate, Occupational Knowledge Certificate, Occupational Experience Certificate and Professional Certification Certificate.

CTHRC's Emerit Professional Certification Program recognizes individuals who perform competently on-the-job. The Certification Program aims to improve and reward professionalism in the industry with the ultimate goal of delivering high quality customer service.

emerit Certification Occupations

▶ Banquet Server	▶ Line Cook
▶ Bartender	▶ Tour Guide
▶ Campground Operator	▶ Reservation Sales Agent
▶ Casino Dealer	▶ Retail Sales Associate
▶ Casino Slot Attendant	▶ Sales Manager
▶ Food and Beverage Manager	▶ Event Coordinator
▶ Food and Beverage Server	▶ Event Manager
▶ Front Desk Agent	▶ Taxicab Driver
▶ Freshwater Angling Guide	▶ Tour Director
▶ Guest Services Attendant	▶ Tourism Supervisor
▶ Heritage Interpreter	▶ Tourism Trainer
▶ Housekeeping Room Attendant	▶ Tourism Visitor Information Counsellor
▶ Hunting Guide	▶ Wine Service

The CTHRC has developed certification for 30 occupations in Canada. Over 10,000 professionals are either certified or are working towards this important credential. Canada's system involves employers, employees, educators and students in a simple three-step process. Canada's tourism standards and certification programs are voluntary.

Statistics
GDP in 2003-04: $7.6 billion
Tourism Export Earnings: $17.3 billion
Jobs: 536,700 (5.3%)

1.4   The Australian Tourism Industry

Tourism makes an important contribution to Australia's export earnings. In 2003-04, this represented 12% of the total exports of goods and services. The tourism industry employed 536,700 people in 2003-04 (5.6% of total employment).

Tourism tends to be more labour intensive, on average, than other forms of economic activity. Retail trade generated the most tourism employment. Retail trade, accommodation, cafes and restaurants account for more that half of the employment generated by tourism.[2]

A number of plans are being implemented to improve tourism in Australia:

International marketing - $120.6 million has been provided over four and a half years to attract high yielding international tourists to Australia.

Supporting domestic tourism - $45.5 million has been allocated to help stimulate growth in domestic tourism. Tourism Australia also works with regional and local tourism operators to support regional tourism marketing and development.

Enhanced Research and Statistics Capacity - $21.5 million has been allocated to improve tourism research and statistics.

Australian Tourism Development Program - $31 million for a grants program which supports the development of tourism across Australia, particularly in regional areas.

Business Ready Program for Indigenous Tourism- $3.8 million to assist individuals or new businesses to develop a viable Indigenous tourism product or business. The program provides mentors who work with the business to develop management skills, business and strategic plans, undertake market research, and gain an understanding of tourism distribution networks and commercial practices in the tourism industry.

Tourism and Conservation- $4.0 million*: provides funds to businesses or organisations to boost nature-based tourism and to stimulate regional communities.[3]

The Australian tourism and hospitality industry is having difficulty attracting and retaining

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[2] http://www.tourism.australia.com/Research.asp?lang=EN&sub=0297&al=74

[3]http://www.industry.gov.au/content/itrinternet/cmscontent.cfm?objectID=4E01EE73-65BF-4956-B057EC96612BDDCB

motivated employees. The Australian Government is implementing measures to enhance the tourism industry's reputation for delivering high quality and enriching experiences.

Key strategies include helping industry develop and manage a national voluntary accreditation system, supporting training and skills development, encouraging compliance with all relevant Commonwealth and state legislation and promoting excellence through the Australian Tourism Awards.[4]

Current challenges for the tourism industry in Australia include:

- meeting the needs of emerging industry sectors, jobs and career pathways

- updating existing standards to ensure that new technology, legislation and industry trends are fully covered

- improving qualifications frameworks to ensure they are flexible, yet sufficiently reflect the needs of industry sectors and job functions

- making further refinements to the assessment guidance provided in the competency standards[5]

1.4.1   Tourism and Hospitality Sectors

Tourism: Tourism Operations, Attractions and Theme Parks, Guiding, Wholesaling, Retail Travel Sales, Visitor Information Services, Meetings and Events

Hospitality: Gaming, Kitchen, Food and Beverage, Housekeeping, Front Office

1.5   Overview of Australian Qualifications

A qualification provides formal certification that a person has achieved the required combination of competencies. Learners who complete some, but not all standards for a qualification are awarded a statement of attainment. When they are assessed as competent in the remaining standards, they attain the qualification. Qualifications are issued by three educational sectors:

<u>Secondary School Sector</u>

Each State/Territory has legislative responsibility for authorising the issuance of the relevant Senior Secondary Certificate of Education.   The schools sector works with the relevant State/Territory Training Authority and follows the Australian Qualifications Training Framework

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[4] http://www.industry.gov.au/content/itrinternet/cmscontent.cfm?objectID=DAE8D526-65BF-4956-BEC9B382C63188CE

[5] TH-Review-draft-recs-v2.pdf

(AQTF) requirements when awarding vocational education and training sector.

Vocational Education and Training Sector

While each State/Territory has legislative responsibility for authorising the issuance of the qualification, the AQTF provides nationally agreed principles for the registration of Registered Training Organisations (RTOs), organizations that can issue nationally-recognized qualifications.

Higher Education Sector

In the higher education sector, universities are empowered by legislation to accredit their own courses and issue qualifications. Some States/Territories have developed processes to accredit courses and issue qualifications conducted by other recognized higher education providers. When higher education providers issue VET qualifications they must conform to the Standards outlined in the AQTF.

Table: Qualifications by Education Sector

Secondary	Vocational Education and Training	Higher Education
		Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree
	Advanced Diploma Diploma Certificate IV Certificate III Certificate II	Advanced Diploma Diploma
Sr. Secondary Certificate of Education	Certificate I	

1.6   Australian Quality Training Framework

The Australian Quality Training Framework (AQTF) provides the basis for Australia's nationally consistent, high quality vocational education and training system. The standards provide the common foundation for ensuring the quality and integrity of training and assessment services of registered training organisations (RTOs). In July 2005, the responsibilities and functions of the Australian National Training Authority (ANTA) were transferred to the Department of Education, Science and Training (DEST).

National recognition has two elements:

1. National recognition of RTOs

2. National recognition of qualifications and statements of attainment

The ANTA Ministerial Council (MINCO) leads the VET system and includes ministers responsible for VET from each of the state, territorial and national Australian governments. MINCO provides direction on national policy and planning.. In October 2004A the Minister for Vocational and Technical Education was added to the Council,

The framework has two underpinning sets of standards. These provide the common foundation for ensuring the quality and integrity of training and assessment services of RTOs and a nationally consistent approach to registering and auditing training organisations and accrediting courses.

Extensive research and consultation has underpinned the development of Shaping Australia's Future, the National Strategy for Vocational Education and Training (VET) 2004-2010. "Shaping Our Future" is government and industry's collective strategy to ensure industry will have a highly skilled workforce to support strong performance in the global economy. The system continues to respond to industry, individual and community needs, focusing on capturing the best advice possible from industry; meeting client needs; and clearer, higher quality standards, all within a nationally consistent, quality VET system. In a rapidly changing global work and social environment, improvement must be continuous and the VET system will continue to change to equip Australia and Australians for the future.

Industry has a strong voice in Australia's vocational education and training VET system through a national system of industry advisory arrangements. Since the national VET system was formed, a range of industry advisory bodies have been the key conduits of advice and information between the VET system and industry. They provided a way for industry needs to be identified, communicated, and serviced and they have had primary responsibility for the development and maintenance of training packages.

Registered Training Organisations (RTOs)

RTOs are recognized providers of quality assured and nationally-recognized training. Only RTOs can issue nationally-recognized VET qualifications and statements of attainment. To become an RTO, a training provider must be audited and evaluated by a State or Territory Training Authority to ensure that it can provide training and assessment services in accordance with the Australian Quality Training Framework. The authority's role includes allocation of funds, registration of training organisations and accreditation of courses. An RTO's registration may be cancelled or suspended if the organisation does not continuously meet the quality standards.

Each state and territory has a registering body responsible for the national registration of RTOs. The registering bodies are as follows:

ACT - Training and Adult Education

NSW - Training and Industry

NT - Northern Territory Employment and Training Authority

QLD - Department of Employment and Training

SA - Department of Further Education, Employment, Science and Technology

TAS - Office of Post-Compulsory Education and Training

VIC - Office of Training and Tertiary Education

WA - Department of Education and Training

Registration in one state or territory means that an RTO is registered to deliver training in all other states and territories.

Secondary schools, TAFE colleges, private providers, industry associations, employers, community education providers and universities can all be RTOs. A registration in any State or Territory is valid in all States and Territories in Australia.

To gain registration, organizations must comply with generic national registration standards, including all relevant legislative and regulatory requirements (e.g. occupational health and safety, anti-discrimination, equal opportunity), quality management of services, product and operations, external monitoring and audit processes, quality financial and records management, and ethical marketing.

The quality assurance cycle for registration comprises four elements: initial registration, self-assessment and evaluation, compliance audit and re-registration. Registration may be in respect of training delivery, assessment and issuance of AQF qualifications and Statements of Attainment, or for assessment and issuance services only.

Statement of Attainment

It is possible to gain recognition for one or more individual units of competency, or for full qualifications. A candidate who is recognized as competent in one or more individual units of competency is entitled to receive a Statement of Attainment for the relevant units. Statements of Attainment stand in their own right to show that the individual holds particular skills, and they can also be used as credit toward full qualifications if the individual wishes to complete more training and finish a qualification now or in the future. If the candidate is recognized as competent in the required combination of units to make up a qualification, they can be awarded the qualification.

Training Packages

Training packages are sets of nationally endorsed standards and qualifications for recognizing and assessing people's skills. A training package describes the skills and knowledge needed to

perform effectively in the workplace. They do not prescribe how an individual should be trained. Teachers and trainers develop learning strategies - the "how" - depending on learners' needs, abilities and circumstances.

Vocational Qualifications

Certificate I: limited qualification used in some industries as a baseline entry point. It often comprises generic industry competency requirements with a limited technical range where work is routine and closely supervised.

Certificate II: base operational qualification that encompasses a range of functions/activities requiring fundamental operational knowledge and limited practical skills in a defined context.

Certificate III: skilled operator who applies a broad range of competencies within a more varied work context, possibly providing technical advice and support to a team including having team leader responsibilities.

Certificate IV: based on more sophisticated technical applications involving competencies requiring increased theoretical knowledge, applied in a non-routine environment and which may involve team leadership and management and increased responsibility for outcomes.

Diploma: assumes a greater theoretical base and consists of specialised, technical or managerial competencies used to plan, carry out and evaluate work of self and/or team.

Advanced Diploma: involves technical, creative, conceptual or managerial applications built around competencies of either a broad or specialised base and related to a broader organisational focus.

Pathways:

- Assessment-only pathway

- Combination of on-the-job training and institution based training

- Institution-based training programs

- On-the-job training

1.6.1   Changes to Australian Vocational and Technical Education System

In July 2005, the Australian Government began to implement changes to the vocational and technical education system to increase the training system's responsiveness to industry needs. The guiding principles underpinning the national training system are:

- industry and business needs drive training policies, priorities and delivery

- more flexible and accelerated pathways ensure better quality training and outcomes

- processes are consistent, simplified and streamlined

- provide opportunities to gain a wide range of lasting skills

- training opportunities are expanded in areas of current and expected skill shortage.

The new training system is based on three foundations:

1. A national governance and accountability framework. The framework sets out the system's requirements for quality, consistency in qualifications and the delivery of training.

2. A national skills framework, including the establishment of the National Quality Council. The framework sets the decision making processes and bodies responsible for training, and planning and performance monitoring arrangements to guide the operation and growth of the training system.

3. Business and industry leadership and engagement at all levels of training. Industry is a key stakeholder in Australia's vocational and technical education sector and is closely involved at all levels in policy and planning to ensure the relevance of Australia's training system. The role of industry and business is central to the new national training system, and industry and business will provide input to the new Ministerial Council through a new National Industry Skills Committee.

The new system is focused on increasing collaboration between and across vocational education and training and higher education sectors to respond to the needs of individuals, industry and communities. Issues for collaboration include articulation and credit transfer arrangements, joint courses and research, and shared resources including sharing or co-location of campuses.

The department has continued to promote articulation between the sectors through the *Australian Qualifications Framework* (AQF). The AQF provides consistent recognition of the successful outcomes from education and training across all sectors of senior secondary schooling, vocational and technical education and higher education. It also recognises the integration of learning in the workplace with structured training to incorporate qualifications gained through the New Apprenticeships system.

The new Ministerial Council on Vocational and Technical Education will have overall responsibility for the national training system, including responsibility for strategic policy and key cross sectoral issues affecting the training system, such as workforce planning and articulation

between higher education and vocational and technical education. planning (including skills shortages) and articulation between the tertiary sectors".

The Collaboration and Structural Reform Fund will provide $41 million over 2005-2008 to improve collaboration between higher education institutions and business, other education sectors (including the vocational and technical education sector), professional associations and community groups.

1.7   DEST

DEST provides national leadership and works in collaboration with the States and Territories, industry, other agencies and the community in support of the Government's objectives. They develop and implement policies to ensure the continuing relevance of education, science and training to contemporary needs and the growing requirement for lifelong learning.

The department and agencies provide policy advice and services for the benefit of Australia. They work with a range of stakeholders to deliver these outcomes, including the Australian Government and state and territory governments; the education, science and training sectors; industry; communities; and a range of contracted service providers.[6]

1.7.1   Service Skills Australia

Service Skills (Service Industries Skill Council) is one of 10 Industry Skills Councils recognized by DEST to work with both industry and government to support skills development for Australian service industries. The Council is a not-for-profit organisation that commenced operation in May 2004. Service Skills has taken over the formal role previously performed by three separate organisations:

- National Wholesale Retail and Personal Services Industry Training Council (National WRAPS)
- Tourism Training Australia
- Sport and Recreation Training Australia

Service Skills is the official voice responsible for engaging with and developing effective and future focused training and skills development opportunities for the service industries, which are among Australia's largest and fastest-growing industries. Service Skills represents the interests of almost 640,000 businesses across sectors including retail and wholesale, sport, fitness, community recreation, outdoor recreation, travel, tours, meetings and events, accommodation, restaurants and catering, caravans, hairdressing, beauty, floristry, community pharmacy and funeral services.

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[6] DEST Annual Report 2004-05: http://www.dest.gov.au/annualreport/2005/docs/chapter_2.pdf

Their role includes:

- working with industries to identify skill needs

- providing advice and assistance to industry on skill development and engaging with the vocational education and training system

- providing advice to government on the key skills development issues for industries

- developing and maintaining products - including Training Packages and Support Materials - that support skills development in industries. They currently manage a total of 14 industry Training Packages. This includes working with RTOs to deliver and access the Training Packages.

Services Skills focuses on the following core priorities:

- Building partnerships between Registered Training Organisations (RTO) and enterprises to ensure the cost-efficient delivery of training and assessment and the tailoring of skill delivery strategies to meet the real needs of the workplace.

- Marketing, promoting and maintaining the vocational education and training framework for the benefit of stakeholders.

- Promoting productive relationships with industry, National Agencies, Training Networks, VET Agencies, New Apprenticeships Centres and Registered Training Organisations.

- Ensuring appropriate and adequate levels of public funding to support the skills recognition and development needs of the industries.

- Encouraging upskilling and retraining of existing workers.

- Adequately addressing the contribution of volunteers across industries.

- Ensuring that the industries provide service that is safe as well as enjoyable.

- Focusing on increased levels of flexibility and quality of delivery.

- Providing advice and facilitating information technology exchange between industry, government, unions and other bodies.

Services offered to industry

Service Skills can help companies to navigate the education system, including advice on qualifications, competency standards, training support materials, the vocational education and

training system, the training marketplace and different ways of accessing the skills required to underpin industry growth.

Service Skills plays an important role in gathering industry feedback and providing it to government and education providers. The organization also provides public workshops and customised events designed to help training organisations and industry to implement Training Packages.

Service Skills periodically conducts research into key issues related to skills and training in particular industry areas, such as assessment, workforce participation, language, literacy and numeracy issues, skills shortages and career path options.

1.7.2   Services offered to RTOs

Service Skills help RTOs gain a better understanding of the various Service Skills Training Packages through:

- Distributing a range of Training Packages and Support Materials

- Responding to specific questions in relation to Training Packages and the VET system.

- Assisting implementation activity

- Assisting RTOs in the practical use of training and assessment materials.

- Providing advice aimed at promoting a better understanding of occupational profiles within the Service industries and the development of career path training structures.

- Identifying issues faced by RTO in providing their service to clients.

1.7.3   Overview of Australian Training Packages

> Training Packages are competency-based and measure employee knowledge, practical skills and ability to perform the job.

The nationally-recognized packages are developed in close consultation with industry to reflect industry requirements and provide a common benchmark for skills. They are endorsed by the National Training Quality Council and used as the basis for most of the programs delivered in the vocational education and training system. Employers also use the Training Package for various

human resource activities, including staff training. In 2003, 26,200 individuals achieved qualifications related to food, hospitality and personal services[7].

Training Packages focus on the competence of individuals to perform effectively in the workplace. Skills can be developed through the completion of training courses and qualifications, but many people also gain skills through informal, on-the-job learning, non-recognised training, or through other life and employment experience.

Training Package qualifications and statements of attainment can only be issued by Registered Training Organisations (RTOs).

All Training Packages contain three major components:

- Qualifications

- Units of competency

- Assessment Guidelines

Qualifications and Units of Competency

Training Packages contain nationally-recognised qualifications and units of competency. Units of competency define the particular skills and knowledge and the standard required to be competent in these. A qualification combines several units of competency that are required to work within a particular occupation or at a particular level within an industry. Occupations are identified through stakeholder consultation for inclusion in the Training Package.

Assessment Guidelines

Assessment Guidelines define the rules for how assessment must occur under the Training Package. They set out what qualifications assessors need to hold and conditions under which assessment should occur.

Implementing a Training Package

Training Packages do not provide an off-the-shelf resource, ready to be used for training. Training Packages provide a framework and define the skills required, but they do not describe how

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[7] annual national report of the Australian vocational education and training system 2004

people should be trained. This gives RTOs greater flexibility in determining the ways in which they will offer training and assessment, and also takes account of different state and territory vocational education systems.

Information on delivery and funding is part of the implementation process for Training Packages, and generally takes place at a state/territory level through the relevant state/territory training authorities. Implementation includes issues such as:

- Nominal hours for training

- Approval of specific qualifications for funding as New Apprenticeships

- Industrial relations arrangements around New Apprenticeships

- All arrangements around RTOs, including scope of registration

- Timelines for transition to new or reviewed Training Packages

Training packages are national products, developed with industry, so they hold national recognition, and are not owned by an individual training provider. They are therefore generally preferred to accredited courses. Where a training package exists for a particular industry, and can be contextualised to meet client needs, accredited courses will no longer be approved by state governments, and many existing accredited courses are being phased out.

Nationally recognised qualifications are vital in ensuring that employers are confident that the standard of training and qualifications gained in one jurisdiction, or through one provider, will be consistent with that in another jurisdiction, or through another provider. Students also need assurance that their training and qualifications will be recognised by any employer in any jurisdiction in Australia.

In December 2004 there were 81 training packages. A variety of industries, such as the caravan industry, transport and distribution, floristry, museums, outdoor recreation, rural operations, and beauty, have now developed structured national training as a result of the implementation of Training Packages. Many training packages contain skills sets and qualifications designed to support management needs in small and medium sized enterprises.

Despite the success and expansion of training packages across the workforce, more work is in progress to incorporate competency approach in vocational education and training.   It will be a priority for the new national training system to move all qualifications to a competency based approach. Similarly, the Australian Government will continue to work with State governments and other stakeholders to harmonise licensing arrangements with training package

development and to achieve national consistency with the nominal hours for qualifications.

The *High Level Review of Training Packages* conducted in 2004 identified a number of initiatives to strengthen training packages including:

- defining the responsibilities of key stakeholders for development and review;
- overcoming organizational constraints affecting delivery; including employability skills;
- streamlining access;
- strengthening teaching, learning and assessment;
- increasing the take-up of Recognition of Prior Learning;
- designing training packages to align with regulatory and licensing requirements nationally; and
- reducing duplication and inconsistencies across training packages.

1.7.4   Hospitality and Tourism Training Packages

The hospitality and tourism training packages are sets of nationally-endorsed standards and qualifications for recognising and assessing the skills of people in the hospitality and tourism sectors. These training packages were first developed in 1997 and 1998 after widespread consultation with relevant stakeholders. There are currently 35 qualifications and 268 units of competency in the tourism and hospitality training packages, covering a wide range of occupations and outcomes.A second version was released after a major review took place in 2002, again involving extensive consultation. As a result of the recent national high level review of training packages across all industries, all Industry Skills Councils have been asked to consider streamlining and reduction of duplication in units of competence and qualifications. In tourism and hospitality some of this has already occurred, and the two packages were brought much closer together during the 2002 review. Refinement of the packages will occur through the current review.

In the review process, an endorsed training package is considered, reviewed and modified as applicable. The review seeks to provide a training package that meets the needs of all business sizes within the industry or sector; is capable of being implemented in a range of workplaces and institutional settings; and is consistent with current national quality criteria and requirements. The review also provides a submission for re-endorsement of the competency standards, assessment guidelines and qualifications framework to the National Training Quality Council

(NTQC). As the tourism and hospitality training packages have each been reviewed once already it is not expected that the current review will identify as many issues as the previous reviews.

The current review is focused on:

- meeting the needs of emerging industry sectors, jobs and career pathways (e.g. new competency standards and/or qualifications may be suggested)

- updating existing standards to ensure that new technology, legislation and industry trends are fully covered

- improving qualifications frameworks to ensure they are flexible, yet sufficiently reflect the needs of industry sectors and job functions (e.g. better integration of hospitality and tourism may be suggested)

- making further refinements to the assessment guidance provided in the competency standards

Specifically, the review will focus on the Event Management and Cookery qualifications and emerging skill needs. The review project involves two-phases:

• consultation, research and analysis, and development of recommendations for improvement

• re-development of units of competence and qualifications in consultation with industry and training organisations, and their submission for endorsement

There are a number of national initiatives that impact on the review. These include the embedding of employability skills and appropriate streamlining of units and / or qualifications to remove duplication.

Review Methodology[8]

The review is separated into 2 phases. Phase 1, now complete, focused on:

- Analysis of the endorsed components of the units of competency and qualifications for consistency with national policy guidelines. In particular:

    the technical content and structure of units of competency and qualifications

    the size of units of competency and qualifications and their utility for implementation, assessment and effect on portability

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[8] Training Package Development Handbook, October 2005

improved clarity, layout, design, documentation of standards and instruction

the incorporation of units of competency and qualifications from other endorsed 'source' Training Packages to reduce duplication, increase efficiency of delivery, and assist people's mobility in the labour market

gaps in availability of units of competency and or qualifications

the relationships of qualifications, ease of determining requirements for qualifications, breadth/narrowness of unit detail, incorporation of units and qualifications from other Training Packages, accurate AQF alignment and capacity for valid, reliable and fair assessment and training- especially with respect to the capacity of the Evidence Guides and Range of Variables

incorporation of key competencies, generic skills, OHS and whether language, literacy and numeracy needs are addressed and aligned to appropriate qualifications

the existence of any bias or potentially discriminatory aspects

identification, and where relevant, incorporation of international or national technical or other standards, including those of the International Standards Organisation (ISO) and Standards Australia (SAA);

- Establishing the effectiveness of using the package in supporting learning

- Flexibility and relevance of packaging and customization advice, particularly related to enterprise needs across large, medium and small companies

- Comment on capacity for implementation within the school sector

- Recommendations on the structure of the units of competency and qualifications

- Consolidation of level of uptake and industry support

- Recommendations for addressing barriers to implementation

- Identification of issues relating to New Apprenticeships, including lack of support structures in regions, the levels at which they should be delivered and the cost of delivering them

- Analysis of support materials for the units of competency and qualifications

- Identification of critical gaps in resources

Results of Phase 1: Issues and Recommendations

A report outlining the recommendations on possible changes to the Tourism and Hospitality Training Packages has been developed and endorsed by the Project Steering Committee.[9] The report identified the following key issues and recommendations:[10]

<u>Addressing Quality through Content</u>

Issue: Integrated units

Recommendation: Expand the use of 'integrated' units across many different areas of both hospitality and tourism in order to ensure sufficient practice and demonstration of the competencies in workplace conditions.

Issue: Improving rigour

Recommendation: All units can be reviewed to see how additional rigour can be added to assessment guidance

Issue: Basic skills

Recommendation: In relation to areas where gaps are being identified, basic skills should be strengthened within existing technical units. The development of training support materials would also ensure that these are addressed.

<u>Emerging Trends and Industry Areas</u>

Issue: Emerging industry areas have been identified during consultation, such as gaming and spas. These areas represent different markets which require whole new sets of skills or particular situations which demand a new concept of industry scope.

Recommendation: Most of these areas have been researched and are currently addressed within the Training Package. However, there may be the need for additional consultation required. Where possible, the Training Package could provide additional advice on packaging electives to meet the emerging job profiles. In addition, there are some specific Skill Sets or clusters that could be identified to encourage industry-friendly training delivery.

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[9] TH-Review-draft-recs-v2.pdf

[10] Recommendations – Review of Tourism and Hospitality Packages, August 2005-12-23

Customer Service

Issues: Improve customer service content

Recommendations:

- Enhance the profile and increase the emphasis of customer service to ensure adequate coverage in all qualification levels

- Ensure that all work on customer service units is integrated with the overall approach to customer service

- Investigate how to provide better guidance on integrating customer service and technical skills

Employability Skills

Issue: National policy now requires that relevant employability skills (8 have been identified) be embedded in all units of competence and qualifications. In the case of the Tourism and Hospitality Training Packages, many of these skills have already been incorporated. The eight employability skills are communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology.

Recommendation: consult with industry to ensure Training Packages adequately cover employability skills

Technology

Issue: The current Training Packages are generally based around the philosophy that technology is a tool used to achieve an outcome and have been built around work outcomes and work functions rather than specific technologies. There are however, exceptions to this rule.

Recommendation: A review of the requirement in particular units should be analyzed and needs further discussion with industry as re-development progresses.

Risk Management

Issue: The need for more focus on risk management (in its broadest sense) at all levels is a common feedback theme. This involves ensuring this is embedded in all units, plus the potential development of new units to address risk assessment and management. Particular areas where risk management was identified as important were guiding, events and specific job roles involving international visitors, but there were also comments that this applied to all tourism and

hospitality roles.

Recommendations:

- review the relevant Risk Management standards

- review units of competence developed by other industries in this area

- identify exactly what skills are required at different levels and how these are applied in the workplace

Licensing and Regulatory Issues

There are a number of licensing and regulatory requirements that affect units of competence in the Tourism and Hospitality Training Packages including travel agent licensing, food safety, responsible service of alcohol, responsible conduct of gaming.

Recommendations:

- Review units and relevant legislation and standards to ensure compliance.

- Develop support materials to assist in addressing state/territory variations

Addressing Knowledge

Issue: Adding units and addressing skills

Recommendations:

- Develop one or two higher level qualification units

- Consider development of higher level flexible tourism research units and a higher level unit to address basic marketing knowledge and skills

Catering For Different Hospitality Outcomes

Issue: Need for units to better address the skills required in what might broadly be called 'casual dining' establishments (e.g. café, delis"). Work also needs to be undertaken to clarify the relationship between units covering hospitality and retail food outlets.

Recommendation: Create new units specifically for these more casual outlets. New (or amended) units in food and beverage and cookery to cover these contexts

Events

Issue: Events qualifications need to be more flexible and require new units.

Recommendation: Develop new event qualifications that are truly broad and cross-industry in nature, and designed to reflect skill needs for a very broad range of events. Qualifications will be more flexible than previous offerings, and a range of new units will be developed.

Qualifications

Issue: Overlap between various service qualifications.

Recommendations: Investigate overlap and amend qualifications in close consultation with industry.

Units of Competence

Issue: Improve delivery and enhance units.

Recommendation/Solution: A checklist is being developed to ensure a consistent approach to re-development. A new national template for units of competence (and qualifications) has now been developed, and the Training Packages will be re-produced accordingly.

Skill Sets

Issue: Nationally, there is an emerging focus on skills sets broadly defined as clusters of competencies that are less than a full qualification, but more than a single unit, and which reflect key industry outcomes and potential opportunities for shorter, more focused training programs.

Recommendation: Progress the development of skill sets in areas where this is valuable to industry.

Vocational Education and Training in Schools

Issues: Weak delivery of qualifications in the schools sector and the inability of the school system to resource effective delivery. This includes both the lack of proper commercial equipment and settings used for training and assessment by some schools and the lack of industry experience of some teachers and trainers. Another issue is the lack of appropriate work experience undertaken by some students.

Recommendations:

- School delivery should be restricted to certificates I and II
- Include detailed resource requirements for assessment to assist in providing suitable

settings for training and assessment

- Consider inclusion of integrated units in all qualifications to ensure demonstration over time in workplace conditions

Table: Review Steps

Project Stage	Timing
Stage One: consultation Planning: Identification of issues & stakeholders consultation documents Development of template for standards Consultation	February – August 2005
Stage Two: review Summary of feedback and proposed changes Review of standards and qualifications Additional consultation (as required)	August - November 2005
Stage Three: validation Validation Workshops (as required)	November 2005 - January 2006
Stage Four: finalisation & submission Collation of feedback and minor review Submission for endorsement	January - February 2006

Industry and training organisation are very involved in the review. A review Issues Register is in place to capture industry comments. To date 650 comments have been recorded in the review Issues Register. As part of the review of the Tourism and Hospitality Training Packages, Service Skills Australia has liaised with stakeholders through a variety of methods and mediums including a website, newsletter, workshops and reference groups.

This stage has involved:

- evaluating whether the training package meets current and anticipated future vocational training and skills recognition needs

- identifying any barriers or gaps affecting the full implementation of the training package

- determining whether the training package support materials are adequate and appropriate.

- developing a detailed report with recommendations to guide Stage 2 of the project, which will involve the review/redevelopment of the training packages.

Stage One has involved extensive consultation with:

- Enterprises and peak industry groups to determine the level of industry acceptance and uptake of the units of competency and qualifications and whether the units of competency and qualifications meet current and anticipated future industry needs

- ANTA, All State/Territory Training /Recognition Authorities and relevant Regulatory/Licensing Authorities, to determine how issues that have arisen in the implementation of units of competency and qualifications could be resolved

- Registered Training Organisations delivering and assessing against the units of competency and qualifications to gather information about implementation to determine if the Training Package needs amendment, and if so, how this can be done without compromising industry defined outcomes

Phase 2 will see the redevelopment and improvement of existing endorsed components; developing new units of competency and seeking re-endorsement of the redeveloped Training Package by the NTQC. Phase 2 includes the following key activities.

- revision of the endorsed components of the training package as identified in the recommendations from Phase 1.

- Development of strategies to address any identified impediments to the implementation of the training package.

- Documented validation of the revised training package by relevant industry groups, organisations, enterprises and individuals.

Phase 2 is underway and will identity:

- a map of the units of competency included in the original training package against the revised Training Package;

- any barriers affecting the implementation of the training package, including any relating to New Apprenticeships, which could not be resolved in the training package revision and strategies to address these barriers; and

- the recommended transition period between endorsement and implementation of the revised training package in the context of the level of change from the previous version and its impact on RTOs.

- A submission to the NTQC for re-endorsement of the training package.

- A print version consistency with the *Style Manual for Training Package Endorsed*

- *D*elivery of the reviewed training package being consistent with any documentation provided by DEST

- Endorsed components in the National Training Information Service (NTIS) template provided by DEST, including appropriate coding.
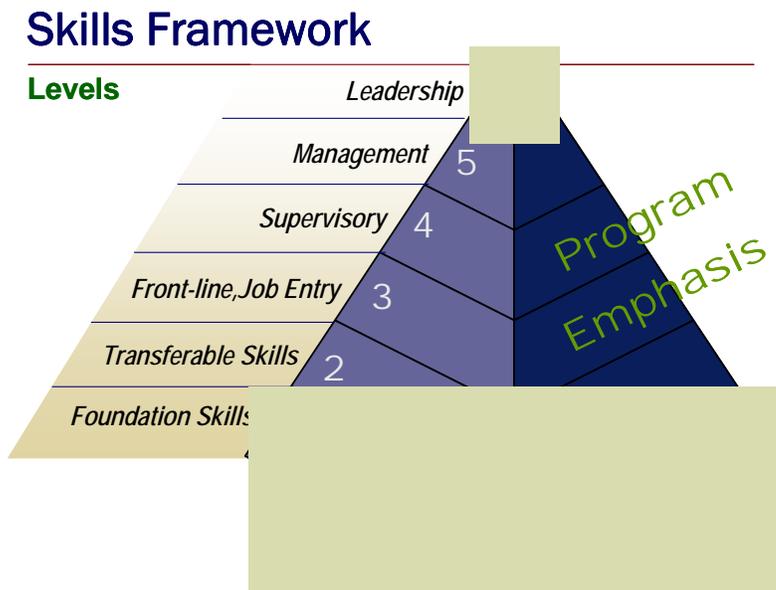
Occupational Standards

> "Occupational Standards are defined as the skills, knowledge and attitudes an individual must demonstrate to be considered competent in the chosen occupation. Standards are a job analysis or profile that contains criteria based performance statements and knowledge requirements for the job." (CTHRC, 2004, p1)

Professional certification is based upon Occupational Standards that meet industry needs by building in the skills, knowledge and attitudes expected of a person in a particular occupation.

2.1.1   CTHRC Skills Framework

Skills Framework

Levels

Leadership

Management   5

Supervisory   4

Front-line,Job Entry   3

Transferable Skills   2

Foundation Skills

Program Emphasis

- Each successive level represents an increasing level of specialty and experience.

- Individuals that succeed at a one level gain credit towards the next. This is a core principle of the Credit Transfer System. At the same time, individuals may 'enter' at any level... each level defines a target market, so learners will target the appropriate level that matches their

current skills, knowledge and experience.

Foundation Skills

- These include, for example: language skills, literacy skills, basic life management skills. (CTHRC works with agencies that specialize in services geared at supporting learner needs associated with these skills.)

Transferable Skills

- Essential employability skills for entry and front-line workers in tourism.

- Informed by, and aligned with: Essential Skills (HRSDC), Employability Skills (CBoC); and based on an earlier CTHRC standard entitled "Entry Level Skills".

- These skills form the basis of programs that prepare individuals for work. The skills are transferable - that is, they apply to any front-line employment opportunity/job, and the skills are also relevant to many other entry-level jobs in other sectors.

Front-Line, Job Entry Skills

- The knowledge, performance skills, and attitudes required of individuals in front-line or entry-level jobs. These are profiled for each occupation. Although there are some common skills that are inherent in several occupations, the context in which these skills apply will differ.

Supervisory Skills

- Transferable skills for individuals that work at an entry level management position and report to another level of management. People in this position are responsible for supervising others, directing customer service, and ensuring that an organization's policies and procedures are implemented.

Management Skills

- The knowledge, performance skills, and attitudes required of individuals in management jobs. These are profiled for each occupation.

Leadership Skills

- Leadership skills relate to tenured professionals. They are individuals that have knowledge, beliefs, and practices that are highly praised and sought after. Leaders have a selfless willingness to contribute serve the industry. (CTHRC programs do not focus on

this level.)

Essential skills underpin all levels.

Although the context in which these skills may differ, and the level of complexity will generally increase as work experience and job skill become more complex - Essential Skills are a common currency.

CTHRC has developed the Essential Skills Profiles for some of its occupations (i.e. where funding was made available). In these cases the links have been mapped across occupations. This work informed the scope established in the Transferable Skills, and is integral to the *credit transfer system*.

3.0   Australian Competency Standards

Competency standards define the range of knowledge and skills that employees need within the hospitality industry, and set out the level of performance required and the means for measuring that performance. Units of competency define the individual skills used in working in industry; training programs can be delivered to meet one or more units of competency.

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. 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.[11]

Units of competency must:

• be consistent with the agreed national definition of competency;

• include the four components of competency;

• relate to realistic work practices;

• be expressed as outcomes;

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[11] Training Package Development Handbook Part 1, October 2005

- be clear and precise;

- be relevant to current and future industry skills needs;

- include knowledge and understanding;

- reflect industry values and attitudes;

- allow for the needs of people with disabilities;

- include explicit skills covering language, literacy and numeracy;

- provide for environmental matters, regulation and licensing as applicable; and

- include advice on contextualisation.

4.0 Standards Development

4.1 CTHRC National Occupational Standards Development Approach

Development of national occupational standards involves four general phases, described below. This standards development process is effectively able to use input from the tourism industry to produce realistic and comprehensive occupational standards. The process results in measurable, competency-based standards designed by industry. It provides the industry with a practical tool that can be used for human resource development and the participants come away from the process with a deeper understanding and appreciation of the occupation.

Different panels of job incumbents (or subject matter experts) are recruited from across Canada to serve on working committees. One panel is referred to as an industry committee, and is the core group responsible for initially defining the occupation and eventually validating the standards. This group is responsible for attending meetings and contributing to the development of the standards. The validation committee is another example of groups of subject matter experts asked to provide feedback on draft standards. The rationale for this committee is that it allows impartial feedback from beyond the industry committee, thus helping to ensure that sufficient scope of the occupational domain is captured and that content is relevant.

Scope
- Pan-Canadian
- Small and large operations/ business settings
- English and French
- 80% 'experts'; 15% immediate supervisors; 5% educators

The core industry committees are generally comprised of eight to 15 members per occupation. Industry committee members are selected on the basis of their expertise and commitment to the task of developing occupational standards. Another distinct industry committee is established as a validation or ratification group. It is generally comprised of 15 to 30 members per occupation. This committee reviews the draft standard (sent to them by e-mail, mail, or courier) and sends comments back on how they think the standard should be revised to more accurately reflect what is expected of a competent individual in the occupation.

The CTHRC uses "Developing a Curriculum" (DACUM) and "Competency Analysis Profile System" (CAPS) methodologies to establish the groundwork. The DACUM methodology is commonly used in Canada for competency-based education and training development.

The DACUM development process is based on the assumptions that: competent workers can best describe their occupations, and jobs can be defined in terms of knowledge, skills, and attitudes (or traits) that a successful worker demonstrates. A criticism of the DACUM model is that it does not adequately include the ideas of other stakeholders, and so the analysis may not address what *should* be included in the occupation from the perspective of other stakeholders.

The Competency Analysis Profile System (CAPS) method provides further detail of the skills initially captured by the DACUM approach. Using the skills profiled in the DACUM approach, subject matter experts are asked to further define how a skill is performed or what specific knowledge is required. Emphasis is placed on capturing behavioural evidences and examples.

	Emphasis, Purpose	What's defined	Main data source
DACUM **Competency Analysis**	Curriculum	Knowledge, skills, attitudes required to perform the job	Job incumbent
Functional Job Analysis	Performance standards	Functional job tasks Complexity rating: things, data, people...	Job incumbent Employer Job analyst
Task Analysis	Performance standards	Job functions & roles, characteristics: effective & ineffective	Job incumbent Supervisors, HR Educators
Job Element	Selection Measure performance	Elements of successful performance: barely adequate → superior	Supervisors Employers
MAPS	Learning plans Program decisions	Achievable goals, skills, challenges... individualized plans	Learner/student Parent Teacher

Development Steps:

Profile Meeting

Prepare Draft Document

Review of Draft Standards

Validate the Standards

Adapting the Standards

Preparing the Standards for Distribution

Details on each step are provided in Appendix A.

4.2   Australian Competency Standards Development Approach

The competency standards are developed as part of the overall training package. Therefore, a

detailed description of the development process will be described in section 6.2.

Competency standards, as part of the training packages, are developed by Industry Skills Councils through a national process that allows industries to determine their own skill and qualification requirements. This process involves widespread, national consultation with peak industry bodies and other industry stakeholders.

All training packages are developed according to a set of rules around their format, content and design, and are endorsed by the National Training Quality Council, and signed off by the state and territory education Ministers.

Competency standards are reviewed on a regular basis, to ensure that they keep pace with changes in industry, and continue to meet industry needs.

4.3   Comparison

There are differences in the development approach and methodology between the CTHRC and

Development Steps

1. Planning

2. Review

3. Industry Participation

4. Validation

5. Endorsement

Australian systems. The following chart compares the standards development processes:

CTHRC	AUSTRALIA
DEVELOPMENT PROCESS	
Planning	Planning
Profile meeting Draft standards	Review Draft package
Review meeting(s)	Validation

Validation meeting	
Revisions, edit	Revisions
Ratification	Endorsement
Adapt to second language	NA

Extensive development planning occurs in the Canadian and Australian systems. While the processes differ slightly, there is a similar path of planning, draft development, review by stakeholders, revisions and endorsement in both systems. Stakeholders are very involved in the development process in both countries.

In Canada and Australia standards are updated on a regular basis to ensure the content is valid and relevant to the industry. The main difference in the development/update process between the two countries is the separation of standards and certification development initiatives in Canada. The CTHRC develops and updates its standards separately from certification for an occupation. In Australia, the standards form part of the training package and are developed/updated as part of a whole training package development process.

The following chart summarizes the comparison of the scope of skills covered in the CTHRC standards and the Australian qualifications.

Scope of Skills	
Foundation Skills Transferable Skills	Certificate I Core Units – Employability Skills
Front-Line, Job Entry Skills	Certificate I-IV Core Units – varies with qualification level Elective Units – occupation specific
Supervisory Skills	Diploma Core Units - varies with qualification level Elective units – occupation specific
Management Skills	Core Units - varies with qualification level Elective units – occupation specific
Leadership Skills – not focused	Leadership Skills – integrated into core units where appropriate

The scope of the CTHRC standards and the Australian standards is similar in that they capture required skills at front line, supervisory and management levels. The outcomes or content of the standards of the CTHRC process and the Australian program are quite similar in that they describe the skills required to be considered competent in an occupation. Another similarity is level of detail provided in the standard.

The CTHRC and the Australian Training Packages include competency-based standards for a number of the same occupations in accommodations and food and beverage sectors. In Canada, certification is awarded by occupation, while in Australia a number of occupations fit into a single qualification in hospitality or tourism (e.g. Certificate III in Hospitality may include Casino Dealers, Door Staff, Bartender etc.). The following chart compares at a superficial level, the occupational and skill areas covered by the CTHRC standards and the Australian qualification that would apply to the occupation.

CTHRC	Australian Qualification
Transferable Skills	All – Core units
Supervisory Skills	Certificate IV in Hospitality
Banquet Manager	Diploma/ Advanced Diploma of Hospitality Management
Banquet Server	Certificate I-III in Hospitality (Operations)
Bartender	Certificate I-III in Hospitality (Operations)
Campground Operator	NA
Casino Dealer	Certificate II-III in Hospitality (Operations)
Casino Slot Attendant	Certificate I-II in Hospitality (Operations)
Catering Manager	Diploma/ Advanced Diploma of Hospitality Management
Director of Sales and Marketing	Diploma/ Advanced Diploma of Hospitality Management
Door Staff	Certificate I-III in Hospitality (Operations)
Event Coordinator	Certificate III in Meetings and Events
Event Manager	Diploma in Event Management
Food & Beverage Manager	Diploma/ Advanced Diploma of Hospitality Management
Food & Beverage Server	Certificate II-III in Hospitality (Operations)
Food Server Counter Attendant	Certificate II-III in Hospitality (Operations)
Freshwater Angling Guide	NA
Front Desk Agent	Certificate I-III in Hospitality
Golf Club General Manager	Diploma/ Advanced Diploma of Hospitality Management
Guest Services Attendant (Bellhop)	Certificate II-III in Hospitality (Operations)
Heritage Interpreter	Certificate IV in Tourism (Natural and Cultural Heritage)
Housekeeping Room Attendant	Certificate I-II in Hospitality (Operations)
Hunting Guide	NA

In-room Dining Server	Certificate II in Hospitality (Operations)
Kitchen Helper	Certificate I in Hospitality (Kitchen Operations)
Line Cook	Certificate II in Hospitality (Kitchen Operations)
Night Auditor	Certificate II-III in Hospitality (Operations)
Outdoor Adventure Guide	Certificate III in Tourism (Guiding)
Professional Cooking	Certificate III in Hospitality (Commercial Cookery)
Reservation Sales Agent	Certificate III in Tourism (Retail Travel Sales)
Retail Sales Associate	NA
Sales Manager	Diploma/ Advanced Diploma of Hospitality Management
Ski Area/Resort Operations	NA
Small Business Owner/Operator	Diploma/ Advanced Diploma of Hospitality Management
Snowmobile Industry	NA
Taxicab Driver	NA
Ticket Agent	Certificate II in Tourism (Operations)
Tour Director	Certificate IV in Tourism (Guiding)
Tour Guide	Certificate III in Tourism (Guiding)
Tour Operator	Diploma/Advanced Diploma of Hospitality
Tourism Trainer	NA
Tourism Visitor Information Supervisor	Certificate IV in Hospitality (Visitor Information Services)
Tourism Visitor Information Counsellor	Certificate III in Tourism (Visitor Information Services)
Travel Counsellor	Certificate II-III in Tourism
Wine Server	Certificate I-III in Hospitality

Certification

5.0   The Certification Process

5.1   CTHRC

The emerit certification program provides professional recognition to tourism employees. Standards are the basis of certification. Certification compares an individual's knowledge and skills against a standard and provides recognition that the individual has the required knowledge, skills and attitude to perform all of the tasks needed in a particular position or skill area.

Every certification program contains a series of requirements which a candidate must meet in order to attain certification. These include a minimum passing score for a written examination, a passing score for the industry evaluation and a minimum amount of relevant practical experience. In some instances pre-requisites such as first aid or food handling may be required (CTHRC, 2002, p12).

The candidate is provided with all of the learning materials necessary to complete the certification process. When candidates have completed all of the steps of the process, they are issued national certificates and pins by the certifying body testifying that they are certified industry professionals. Certified professionals are encouraged to stay involved with this industry-driven process and may be trained as certification evaluators.

Recognition tools for a candidate who has been certified are a pin specific to the occupation and a certificate. In addition certified individuals may have the right to title for example "Certified Tourism Manager". CTHRC Certification Programs are supported by training materials including assessment, training and professional development materials as well as career awareness materials.

As the programs are reviewed periodically, candidates are encouraged to update their certification when new versions are released.

5.1.1   Performance Review

Mastery of the performance skills is required for the occupation. The performance review consists of all the performance skills from the standards in a self-study format. It is intended to be used in the workplace with a supervisor or experienced co-worker who is willing to help the candidate practice the skills and provide feedback for improvement. Once the candidate has mastered all

the performance skills, s/he is ready to write the examination.

5.1.2   Written Examination

This is a multiple-choice exam based on the knowledge content in the standards.

5.1.3   On-The-Job Evaluation

A trained evaluator observes the candidate and completes the on-the-job evaluation form. Assessors conduct performance evaluations according to defined processes through one or more of the following:

• Incognito observation

• Direct observation

• Interview

• Case study

• Role play

A qualified assessor as a minimum will have the required amount of experience in the relevant occupation and be certified in that occupation. In addition they must have gone through training conducted by a TEC. Personal attributes which relate to professional conduct and communication skills are also required of an assessor.

5.2   Australian Training Packages

Candidates must complete required training and assessment, outlined in the training packages for the qualification they wish to achieve, or apply for assessment of prior learning. Training packages are available for download or hard copies can be ordered from the Services Skills Council.

Training can take place at work or in an external program, or a combination of both. Nationally-recognised qualifications in tourism and hospitality are available as part of a full-time or part-time course. Course fees vary depending upon the training organisation.

The training for nationally-recognised qualifications can only be delivered by Registered Training Organisations (RTOs). An RTO is a training provider that has been through a registration process, managed by the state government, to make sure that it meets basic quality requirements to

deliver the training. RTOs can include TAFE[12], private training providers and some industry associations and companies.

During the period of training, a candidate will complete a variety of activities such as projects, quizzes, tests of knowledge requirements, self-directed research, practical application of their skills and knowledge.

Trainers must:

- Access and understand the full contents of the competency standard

- Select training strategies which are appropriate for specific training situations, the nature of the particular competence being taught and the needs of the participants.

- Develop lesson plans and structure sessions according to the needs of learners, the requirements of your organisation, the time available and the training situation.

- Focus the training on achieving competencies and not fulfilling a particular time requirement. The time taken to achieve competence will vary according to the learning rate of the individual, their previous industry experience and the specific set of circumstances.

- Focus on practical application of skills and knowledge and allow candidates enough time to practice them and complete activities or projects. Real or simulated industry tasks and activities must be incorporated.

5.2.1 Assessment

Assessment is the process of determining a candidate's competence measured against a competency standard. It is the process of collecting evidence and making judgements on a person's ability to satisfy the performance requirements set out in the competency standard. The assessor's task is to look at evidence of the candidate's competence and to decide whether they meet the required standard.

There are many possible types of evidence that can be used to support an application for recognition. These could include performance reviews, appraisals or other reports from previous or current employers, reports or letters from employers, examples of position descriptions,

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[12] "a publicly funded post-secondary organization which provides a range of technical and vocational education and training courses and other programs, e.g. entry and bridging courses, language and literacy courses, adult basic education courses, Senior Secondary Certificate of Education courses, personal enrichment courses, and small business courses. Each state and territory has its own TAFE system"

copies, photographs or examples of competed work, copies of certificates or transcripts for other training that the candidate has completed. The RTO may also arrange to assess candidates in the workplace if they are currently working in the industry.

The recognition process involves the candidate collecting evidence of their skills and then making an application to a Registered Training Organisation (RTO). The RTO will assess the evidence and recognize them for the relevant units of competency. RTOs usually charge a fee for this service

Once candidates have undergone training, completed any activities assigned and practiced skills, they can have their skills and knowledge formally assessed. The assessment requirements are outlined in the Evidence Guide section of the unit of competence.

Formal assessment must be conducted by a qualified assessor. A qualified assessor must meet the requirements in the Training Package. This requires qualification in the units of competence he/she is assessing as well as having qualifications in workplace assessment (relevant units from the Certificate IV in Training and Assessment).

Other parties who may not be qualified assessors, such as workplace supervisors, can contribute to the assessment by providing third party evidence of the candidate's skills and knowledge in this unit.

To be assessed as competent in any unit of competence, candidates must demonstrate that they can perform all the skills described in the Elements to the standard defined by the relevant Performance Criteria, and demonstrate that they know and understand the underpinning knowledge described in the Evidence Guide.

To ensure valid and reliable assessment, it is essential that evidence be gathered through a combination of assessment strategies to indicate consistent performance and coverage of the unit/s of competence.

Examinations

Exams are only applied to the knowledge component of competence. They may be written, oral or computer-based. The focus of the exam is to demonstrate relevant knowledge and understanding. A numeric pass mark does not exist.

Performance Evaluation

A "checklist" approach where each performance criterion is ticked off separately is not used. According to the Assessment Guide, it is more appropriate to integrate elements and performance criteria and assess several simultaneously, a more realistic way to ensure that the candidate is competent.

Integrated assessment activities should:

- assess a group of related competency standards together

- integrate knowledge and skills

- focus on all aspects of competence, not just task skills

- mirror real workplace tasks and conditions

Ideally, assessment takes place on-the-job or in a close simulation. The assessment process would ideally incorporate a number of assessment activities over a period of time. In addition, your candidate's skills and knowledge might be assessed during a final practical demonstration, depending on the nature of the competence being assessed.

5.2.2 Prior Learning Assessment and Recognition (PLAR)

Candidates may already have some or all of the skills and knowledge for a given unit. PLAR recognizes prior knowledge and experience and measures it against the qualification in which candidates are registered. Skills and knowledge could have been obtained through:

- formal training or study including courses at school, college, adult education and training programs at work

- work experience including paid and volunteer work

- life experience including skills attained through leisure pursuits such as musical, mechanical or linguistic abilities.

Relevant qualifications, Statements of Attainment or evidence of previous experience can be accepted as proof of competence. Candidates may be asked for a portfolio of documentary evidence of past work experience.

5.2.3 New Apprenticeships

New Apprenticeships are available for tourism occupations. They combine paid employment with structured training, leading to a nationally recognised qualification. Training for New Apprenticeships must be managed by a Registered Training Organisation, who will conduct the assessment and issue the qualification. The formal training component of the New Apprenticeship may be conducted on the job, off the job, or through a combination of both. A New Apprentice is usually paid a training wage, reflecting that the employee spends time in training.

6.0 Development

6.1.1 CTHRC

The Canadian tourism industry has been developing occupational standards and certification and related training resources since 1989. Over 35 professional certification programs have been developed, validated and implemented. The development and validation of certification

programs in Canada is time and people intensive. It is a requirement of a Certification Program that it be "defensible". Underpinning a Certification Program therefore must be the notions of validity, reliability, fairness and respect (CTHRC, 2002, p29). . Each Certification Program is subject to review every five years.

Planning

Each development project is carefully planned. The planning process includes:

1. Needs assessment that may include conducting focus group meetings, surveys, and/or telephone interviews.

2. Inventory research/ scan of relevant, existing products and services that may include cataloguing existing programs.

3. Determine work plan including feasibility, demand and scheme or product design specifications, timeline and communications plan.

4. Establish committees that include all stakeholders. Committees may include lead partners, industry development and validation participants...

5. Identify partners and establish necessary partnerships and procure underlying works where needed

Recruit Subject Matter Experts

Different panels of job incumbents (or subject matter experts) are recruited from across Canada to serve on working committees. One panel is referred to as an industry committee, and is the core group responsible for initially defining the occupation and eventually validating the standards. This group is responsible for attending meetings and contributing to the development of the standards.

The validation committee is another example of groups of subject matter experts asked to provide feedback on draft standards. The rationale for this committee is that it allows impartial feedback from beyond the industry committee, thus helping to ensure that sufficient scope of the occupational domain is captured and that content is relevant.

Scope

- Pan-Canadian

- Small and large operations/ business settings

- English and French

- 80% 'experts'; 15% immediate supervisors; 5% educators

The core industry committees are generally comprised of eight to 15 members per occupation. Industry committee members are selected on the basis of their expertise and commitment to the task of developing a valid certification program.   A distinct industry committee is established as a *validation or ratification group*. It is generally comprised of 15 to 30 members per occupation. This committee reviews the certification tools (sent to them by e-mail, mail, or courier) and sends comments back on how they think the tools should be revised to more accurately reflect what is expected of a competent individual in the occupation.

6.1.2   Develop the Draft Exam

Using the blueprint provided by the committee in the standards development process, professional writers draft a multiple-choice exam. Development of the multiple-choice examinations undergoes a process of validation. A "test blueprint" of the examination is established for each occupation which determines the design and weighting for an exam. The CTHRC uses a series of rules to develop the multiple-choice test item and the bank of test questions. Underpinning these rules are four of the six levels of Blooms Taxonomy: which include knowledge, comprehension, application and evaluation (Bloom et al, 1956).

6.1.3   Pilot Test the Exam

Industry and control groups pilot-test the draft exam.   Statistics are generated on the performance of the exam items.

6.1.4   Design and Validate Testing Tools

Industry experts participate in a meeting to review and revise each test item and assign a level of performance using a modified Angoff approach[13]. The performance skills from the standards are also reviewed and behavioural indicators are added. The industry sets any pre-requisites required for certification, e.g. work experience.

Finally, the committee designs an on-the-job evaluation defining the skills which are "the essence of the occupation". They also define how these skills can be observed by an evaluator. The evaluation is drafted, practiced and revised until the committee is confident it is a fair but

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[13] The industry subject matter experts are asked "Given 100 minimally competent candidates, how many will answer this item correctly" An average is calculated.

rigorous evaluation tool. The testing tools are validated.

6.1.5 Revise Testing Tools

The testing tools are revised according to the feedback received from the industry. The materials are finalized and published and preparations are made to open the occupation for certification.

6.1.6 Revise the On-The-Job Evaluation

The evaluation is tested over a three-month period and revised again if necessary.

6.2 Australian Training Packages

Training Packages are developed by Industry Skills Councils 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. [14]

6.2.1 Planning

A sound planning process is essential and will help to identify factors such as:

• funding sources, amount of funding and contractual requirements;

• project outcomes and stages;

• key milestones, timeframes and project deliverables;

• composition and responsibilities of the team and stakeholders;

• key stakeholders; and

• processes for stakeholder communication and engagement.

6.2.2 Industry Review

The industry review process involves analysis of the industry or industry sector to gather relevant information to aid in the development process. The review should identify the anticipated outcomes of the Training Package, the parameters for its development and who should be

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[14] DEST Training Package Development Handbook, October 2005

consulted.

Developers should identify, inform and involve key industry stakeholders, to both explain Training Packages and build commitment to the development. At this stage, a valid research methodology is selected and the developers will identify resource requirements and constraints.

6.2.3   Including Industry Expertise

Industry expertise is sought for initial development work. Industry representatives should represent a variety of workplaces within the industry in size and geographical spread. An Issues Register is maintained throughout the development and validation processes to ensure issues are recorded and progressively addressed.

6.2.4   Validation

All draft Training Packages must be validated before submission for endorsement. Validation ensures the content and structure of the draft Training Package reflects accepted industry practice. The Training Package should be validated in a range of business sizes and the Project Steering Committee should participate in the validation process.

While there is no single or combination of techniques for validation, it usually involves:

- circulating the Training Package to a wide group of interested parties for comment, including appropriate State and Territory Training Authorities, and relevant national and State and Territory industry advisory bodies;

- conducting workplace observations and interviews;

- conducting surveys;

- conducting workshops with key stakeholders;

- displaying information on a website; and

- piloting the Training Package in the workplace prior to submission for endorsement.

After modifications are made to the initial draft of the Training Package, all subsequent drafts should be circulated to interested parties until a consensus is reached. However, no stakeholder has an automatic right of veto. Any outstanding or unresolved comments are fully documented in the Issues Register and referred to in the endorsement submission to the National Training Quality Council (NTQC). An explanation should be provided on actions taken to resolve the matter and reasons for the final position.

Training Packages can only gain national endorsement if the units of competency they contain meet nationally agreed quality criteria in terms of their content, format, and process for development.

6.3 Governance and Administration

6.3.1 CTHRC

Board of Directors

Ultimately the CTHRC Certification Program is directed by the CTHRC Board of Directors which consists of representatives from across industry including associations, tourism education councils and government. The 2003-2004 board is comprised of:

Business Members (voting)
Air Canada (Dorval)
Cara Operations Limited (Head Office)
Fairmont Hotels & Resorts
Delta Hotels Corporate Office
Saskatchewan Gaming Corporation

Labour Members (voting)
UNITE HERE
Syndicat des Métallos S.L. 9400
United Food & Commercial Workers Union
(UFCW Canada)
Fédération du commerce inc. (CSN)

National Association Members (voting)
Hotel Association of Canada
Canadian Institute of Travel Counsellors
Canadian Association of Foodservice
Professionals
Canadian Restaurant and Foodservices
Canadian Culinary Institute
Canadian Culinary Federation
Tourism Industry Association of Canada

Equity (voting)
Aboriginal Tourism Canada
Canada CHRIE (Education and Training)
Ryerson Polytechnic University
National Tourism Authority (non-voting)
Canadian Tourism Commission
Human Resources and Skills Development Canada

Provincial/Territorial Governments and Tourism Authorities (non-voting)
Tourism Saskatchewan

Tourism & Culture, Nova Scotia
Department of Tourism & Culture, Yukon Department of Resources, Wildlife & Economic Development, NWT
Department of Tourism, Culture & Recreation,
Newfoundland & Labrador ⁄
Ministry of Tourism & Recreation, Ontario
Tourism British Columbia
Tourism Associations (voting)
go2
Tourism Industry Association of Prince Edward Island
Saskatchewan Tourism Education Council
Ontario Tourism Education Corporation
Manitoba Tourism Education Council
Tourism Industry Association of New Brunswick
Yukon Tourism Education Council
Hospitality Newfoundland & Labrador
Conseil québécois des ressources humaines en tourisme
Nova Scotia Tourism
Tourism Industry Association of Nova

The Standing Committee on Issues (SCI)

The Standing Committee on Issues (SCI) is responsible for planning and making policy recommendations to the Board of Directors associated with Occupational Standards, Certification Programs and national training issues.

Tourism Education Councils

Canadian certification programs are administered by Tourism Education Councils (TECs). The TECs:

- are involved in the development and piloting of the programs

- are responsible for candidate services which include the application process and

- manage a Certification Program database to track applicants in the system

- award the pins and certificates which designate certification

- manage the examination and industry evaluation of a candidate including:

    - hiring and monitoring of examination proctors and training of assessors

6.3.2   Service Skills Council

There are two levels within the management and advisory structure:

1. The Board is responsible for overall management and corporate governance. The Board currently has 6 Directors, comprising two representatives of each of the industry sectors within the Service Skills coverage. Each Industry Advisory Committee is eligible to nominate 2 of its members to the Board.

2. Industry Advisory Committees advise on all matters relating to their areas of responsibility and provide industry-specific strategic direction to the Board. Industry Advisory Committees (IACs) have been established for each of the three industry areas to provide industry intelligence on the skills needs, directions and significant trends within industry sectors. They include representatives from industry associations, unions and large and small enterprises. Each of these committees elects 2 representatives to sit on the governing Board of the Council.
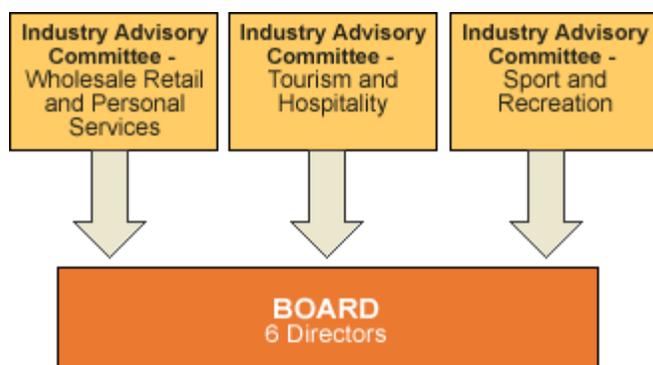
The Service Skills Network is made up of Service Skills as the national Skills Council, and the state and territory ITABs/Skills Councils with coverage for the Service industries. Each member of the Service Skills Network is an independent organisation with its own management and financial structures. The Network works cooperatively to facilitate the development and implementation of the industry Training Packages.

The state and territory members of the Network are a key resource for information relating to the implementation of Training Packages within the states and territories, such as Registration of Training Organisations, funding structures, approval of training pathways and the availability of New Apprenticeships.

6.4   Comparison

The Canadian Certification Program is industry-led and aims to recognize knowledge and experience already attained in the workforce. The Australian system has been rooted in an educational pathway designed to teach candidates skills but is shifting to a more flexible system with a variety of pathways, including on-the-job learning to achieve qualifications. The system continues to place a high level of importance on formal training programs. As it evolves, it will aim to increase its responsiveness to industry needs.

The following key conditions supporting joint recognition will be analyzed in the section below:

- Similar program objectives

- Certification programs based on occupational standards

- Worker-driven certification programs

- Similar program components – exam, performance evaluation, experience (Canada – all three components must be complete, Australia – necessity to complete components is left

to the discretion of the RTO)

- Industry strongly involved in development processes

- Tools and standards validated by industry

- Flexibility in recognition processes through Prior Learning Assessment

- Innovative online products and services to increase scope of accessibility

6.4.1 Development

The development processes for the Australian Training Packages and the CTHRC program are similar in most respects. A comparison of the development processes is provided in the following table:

CTHRC	Australia
Involved planning process.	Involved planning process.
Use of job incumbents/subject matter experts for review of all certification materials	Use of job incumbents/subject matter experts for review of all certification materials
Use of experts to develop, pilot and report on assessment tools	Use of experts to develop, pilot and report on assessment tools
Use of modified Angoff methodology for setting examination passing scores in a controlled environment	Exam passing scores are not set

The Canadian and Australian programs are focused on the professional development of individuals and contributing to the success of the tourism industry. Both the CTHRC and Service Skills Australia mandate, loyalty and responsibility to their industry and emphasize the importance of the involvement of the industry with regard to the development and implementation of their recognition programs.

In both Canada and Australia the roles of stakeholder groups and industry involvement are clearly defined and planned. Stakeholders play important roles during the development process and may also remain involved once the program or standard is implemented.

Both organizations reference recognition programming to competency standards and use the standards as criteria for assessment. During the development process of the standards studied, both programs determined the level of detail necessary for recognition programs. They also shared a similar process to review and validate competency standards and recognition programs. Reviews and validations are carried out in multiple phases to ensure an appropriate number of

stakeholders participate.

The Canadian system ensured the validity and reliability of their knowledge assessment tools through the adoption of accepted psychometric principles during development, in combination with intense industry involvement in the assessment tool validation process.

The Australian model does not include the development of these tools in a national process but instead places the responsibility on each RTO to create assessment tools that meet the needs of their candidates. The system relies on the training framework standards set out for RTOs to ensure assessment tools are created to appropriately measure a candidate's skills and knowledge. RTOs must meet the standards in order to maintain their status within the training framework.

6.4.2 Process Comparison Chart

The following table compares the Certification/Qualification processes:

CTHRC	Australia
Registration	Registration
Completion of multiple choice examination in a controlled environment. Examination is generated from item banks according to a blueprint.	Completion of examination that is developed and administered by RTO (must meet Assessment Guide standards)
Knowledge certification	NA
Experience acquisition – Candidates must meet specified work experience criteria	Work experience not necessary to achieve qualification. Qualifications may be achieved by various pathways including academic only.
Completion of performance checklist (one page by skill category, signed by candidate and supervisor)	NA
Experience certification	NA
Performance evaluation for every candidate by an independent evaluator using a standards-based tool for objectivity	Performance evaluation conducted by recognized assessor that varies with each training organization – must meet framework standards and requirements in Assessment Guide Must complete to achieve qualification.
Performance certification	NA
Professional certification (Certificate and Pin)	Qualification (Certificate or Diploma)

Both systems offer flexible learning options to increase accessibility to candidates. Online learning, support materials such as course booklets, CD ROMs and training manuals can be provided, depending on the needs of the candidate.

There are a few key areas where differing practices occur between the programs. These areas could be addressed in further research and joint recognition planning activities.

Work Experience

Unlike the Canadian program, the Australian system does not require work experience to achieve a qualification. Students can achieve qualifications after completing required courses to achieve a qualification and complete an evaluation in a simulated work environment.

Assessment

For all types of assessment, the RTO must validate the assessment tools and retain proof of this validation in order to comply with the framework standards. Unlike the Canadian development process where specific assessment tools are developed for use with each occupation and validated with industry prior to implementation, the Australian model allows the RTO to validate the tools using internal processes with stakeholder involvement or external validations with other providers and/or stakeholders. Validation may take place before, during or after assessment.

Validation before assessment may concentrate on:

- the interpretation of the unit(s) of competency to be assessed

- the development of a common understanding of the standard to be achieved

- the identification of the evidence required

- evidence-gathering/assessment tool design.

Validation during assessment may concentrate on:

- the performance of the candidate undertaking the assessment

- the evidence collection process

- the role of the assessor in it.

Validation after assessment may concentrate on:

- the effectiveness of the assessment tool(s) and the assessment process

- the standard of performance achieved

- the validity of the evidence collected

- the accuracy and consistency of the assessment judgement.

Performance evaluation

Currently, the Australian system's performance evaluation component is based on an evidence

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guide developed specifically for each qualification and is completed by a qualified assessor. The evidence guide establishes underpinning knowledge and skills and the critical aspects for assessment.

It is linked to performance criteria and the range statement. Unlike the Canadian evaluation, which follows the same process for all candidates, the Australian evaluation is completed in a manner selected by the RTO.

Examination with no set passing score

In the Australian system, a specific qualification examination is not used for all candidates. The testing of knowledge is left to the discretion of the RTO and each organization provides its own examination. As such, there is no passing score outlined in the framework or training package. There is no pre-determined level of performance associated with the examinations but the RTO must ensure the examination meets the criteria outlined in the training package. They must be able to defend the awarding of qualifications for all candidates and therefore it is in their best interest to ensure the examination appropriately assesses the knowledge of the candidate.

6.4.3 Administration and Governance Comparison Chart

The administration and governance of the CTHRC programs and the Australian programs have many similarities as shown in the following table:

CTHRC	Australia
Governed overall by an industry-driven council	Governed overall by an stakeholder-driven council
Administered provincially by an industry-driven council	Administered nationally by a stakeholder-driven council
On-going review of assessment tools	Moving from periodic to on-going review of assessment tools
Approved policies in place for all aspects of administration and implementation	Approved policies in place for all aspects of administration and implementation
Public sector supported for long-term implementation	Public sector supported for long-term implementation

7.0   Conclusion and Recommendations

As in the previous study conducted by the CTHRC in 2004, this study has demonstrated that the joint recognition between the Canadian and Australian models can be achieved. The previous Australian/Canadian comparison study recommended that, "where a system can show sound management and planning systems, a platform for industry consultation, a structure of assessment at the administrative level systems can be considered equivalent." It is evident from the above analysis that the Australian system is compatible with the majority of the development and management features of the Canadian system.

It is important to note the training packages are undergoing a review that will not end until February 2006. However, much of the training package content has not changed yet and it is anticipated there will not be significant changes to the training packages after the review process has been completed in February 2006.[15]

Two Canadian Occupational Standards were selected for the purposes of this comparison Food and Beverage Server and Food and Beverage Manager. Equivalent Australian qualifications in the same occupations have been selected for comparison purposes. The selected competencies are matched using the modules and sub skills detailed within the CTHRC Occupational Standard. Comparison between the occupational standards for Food and Beverage Server (Appendix B) and Food and Beverage Manager (Appendix C) demonstrates equivalent Australian Competency Standards can be determined for all areas.

The CTHRC system of Occupational standards and certification and the Australian system have many common objectives, components and practices, which indicate a strong potential for joint recognition between the programs.

After the review process is complete and the new training packages are endorsed in 2006, we would recommend the next steps towards joint recognition to be:

1. Conduct further research on topics to include:

    -   detailed analysis of standards content for a larger group of occupations to determine equivalencies

2. CTHRC and Service Skills Council discuss potential joint recognition

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[15] Interview with Service Skills Council representative, Dec 2005

3. Compare all Australian competency standards with equivalent CTHRC standards

4. Discuss how to fill gaps between standards

5. Analyze sample of Australian candidates (anonymously) who have achieved qualifications against CTHRC certification process

6. Adjust joint recognition plan based on comparison and analysis

7. Conduct a demonstration project that could take a number of forms and it is premature to speculate on specifics. The following scenarios are proposed as suggestions of possible directions only:

   o Establish a program where qualified Australian individuals work in Canada with foreign worker visas for a specific timeframe (i.e. busy summer season) and return to the Australia in the fall.

   o Implement a CTHRC performance evaluation of Australian professionals to evaluate their performance against the Canadian standards.

Appendix A: Standards Development Processes

CTHRC NATIONAL OCCUPATIONAL STANDARDS DEVELOPMENT APPROACH

Development of national occupational standards involves four general phases, described below. This standards development process is effectively able to use input from the tourism industry to produce realistic and comprehensive occupational standards. The process results in measurable, competency-based standards designed by industry. It provides the industry with a practical tool that can be used for human resource development and the participants come away from the process with a deeper understanding and appreciation of the occupation.

Recruit Subject Matter Experts

Different panels of job incumbents (or subject matter experts) are recruited from across Canada to serve on working committees. One panel is referred to as an industry committee, and is the core group responsible for initially defining the occupation and eventually validating the standards. This group is responsible for attending meetings and contributing to the development of the standards. The validation committee is another example of groups of subject matter experts asked to provide feedback on draft standards. The rationale for this committee is that it allows impartial feedback from beyond the industry committee, thus helping to ensure that sufficient scope of the occupational domain is captured and that content is relevant.

Scope

- Pan-Canadian
- Small and large operations/ business settings
- English and French
- 80% 'experts'; 15% immediate supervisors; 5% educators

The core industry committees are generally comprised of eight to 15 members per occupation. Industry committee members are selected on the basis of their expertise and commitment to the task of developing occupational standards. Another distinct industry committee is established as a *validation or ratification group*. It is generally comprised of 15 to 30 members per occupation.

This committee reviews the draft standard (sent to them by e-mail, mail, or courier) and sends comments back on how they think the standard should be revised to more accurately reflect what is expected of a competent individual in the occupation.

Defining the Occupational Standards

The process begins with a facilitated group session, where Developing a Curriculum (DACUM) and Competency Analysis Profile System (CAPS) methodologies help to establish the groundwork. The DACUM methodology is commonly used in Canada for competency-based education and training development.

The DACUM development process is based on the assumptions that: competent workers can best describe their occupations, and jobs can be defined in terms of knowledge, skills, and attitudes (or traits) that a successful worker demonstrates. A criticism of the DACUM model is that it does not adequately include the ideas of other stakeholders, and so the analysis may not address what *should* be included in the occupation from the perspective of other stakeholders.

The Competency Analysis Profile System (CAPS) method provides further detail of the skills initially captured by the DACUM approach. Using the skills profiled in the DACUM approach, subject matter experts are asked to further define how a skill is performed or what specific knowledge is required. Emphasis is placed on capturing behavioural evidences and examples.

Profile Meeting

The industry committee meets to develop occupational standards that reflect competence and are acceptable to the industry. During the meeting, facilitators work with participants to develop the data that will form the standards.

Prepare Draft Document

The information generated at the profile meeting and through the research process is compiled into a draft occupational standards document. The draft is edited to based on the CTHRC in-house style guide

Review of Draft Standards

A review of the standards can take place by way of: a regional standards review meeting or a mail-out to the validation committee. Participants are asked to record their comments directly in the document and once completed, to return them. The development team collates and/or rationalizes all of these feedback comments.

Validate the Standards

The industry validation committee meets to review changes to the standards noted during the review. The standards are reviewed in detail and the committee works to clarify, refine, and elaborate details or level of specificity, where possible. The standards are then updated with the agreed upon revisions and mailed out for ratification.

Adapting the Standards

The final phase of standards development is to adapt the completed document into the second official language. The process to adapt includes translation, editorial, and validation procedures.

Preparing the Standards for Distribution

Before national occupational standards are ready for publication and distribution, they are first edited. The standards are then formatted to ensure they are functional and user-friendly, and that can be printed on demand (i.e., via electronic means on an as-needed basis).

The document is priced according to the Pricing Policy. The CTHRC portfolio of products is updated to include the new standards.

Appendix B: Example of Australian Competency Unit

(THHGCS03B) Deal with conflict situations

Description

This unit deals with the skills and knowledge required to handle difficult interpersonal situations both with customers and colleagues. The unit covers the conflict resolution skills required by all people working in the tourism and hospitality industry to address the conflicts which may arise in day-to-day work activities. It does not include formal negotiation, counselling or conducting mediation.

Elements of Competency and Performance Criteria

National Code	Element Name
THHGCS03B/01	Identify conflict situations

1.1 Identify potential for conflict quickly and take swift and tactful action to prevent escalation.

1.2 Identify quickly situations where personal safety of customers or colleagues may be threatened and organise appropriate assistance.

THHGCS03B/02	Resolve conflict situations

2.1 Take responsibility for finding a solution to the conflict within the scope of individual responsibility.

2.2 Encourage all points of view and accept them and treat them with respect.

2.3 Use effective communication skills to assist in the management of the conflict.

2.4 Use accepted conflict resolution techniques to manage the conflict situation and develop solutions.

THHGCS03B/03	Respond to customer complaints

3.1 Handle complaints sensitively, courteously and discreetly.

3.2 Take responsibility for resolving the complaint.

3.3 Establish and agree on the nature and details of the complaint with the customer.

3.4 Taken appropriate action to resolve the complaint to the customer's satisfaction wherever possible.

3.5 Where appropriate, use techniques to turn complaints into opportunities to demonstrate high quality customer service.

3.6 Complete any necessary documentation accurately and legibly within time constraints.

Key Competencies

Key Competency	Examples of Application	Performance Level
How can information be collected, analysed and organised?	Examples of how the Key Competencies apply in this unit are not provided	2
How are ideas and information communicated within this competency?	Examples of how the Key Competencies apply in this unit are not provided	2
How are activities planned and organised?	Examples of how the Key Competencies apply in this unit are not provided	2
How are problem solving skills applied?	Examples of how the Key Competencies apply in this unit are not provided	2

| How is team work used within this competency? | Examples of how the Key Competencies apply in this unit are not provided | 2 |

Range Statement

This unit applies to tourism and hospitality and catering operations where food is prepared and served. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Conflict situations may relate to:

- customer complaints
- conflicts among work colleagues
- refused entry
- drug or alcohol affected persons
- ejection from premises
- delayed customers.

Situations where personal safety of customers or colleagues may be threatened and assistance is required may include those where there are:

- drug or alcohol affected persons who cannot be reasoned with
- people with guns or arms
- situations where someone has been or may be hurt
- people who appear to be violent or are threatening
- situations where customers refuse to leave or be pacified.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following skills and knowledge must be assessed as part of this unit:

- types of conflict in the workplace and typical causes
- conflict theory including signs, stages, levels, factors involved, results
- group processes and roles people play

- organisational structures, workplace culture and policies

- conflict resolution skills and strategies incorporating communication skills of:

- assertiveness

- listening

- non-verbal communication

- language style

- problem solving

- negotiation

- procedures for customer complaints.

Linkages to Other Units

This unit must be assessed with or after the following unit. This unit describes the skills and knowledge essential to the achievement of competence.

THHCOR01B Work with colleagues and customers

This unit has linkages to the following units and combined training and assessment may be appropriate:

THHGCS08B Establish and conduct business relationships

THHGLE01B Monitor work operations

- knowledge of conflict resolution techniques

- ability to apply conflict resolution techniques to resolve a range of different conflict situations in contexts

THHGLE08B Lead and manage people

THHGLE09B Manage workplace diversity.

Note that problem solving is included in both this unit and unit THHGLE01B Monitor work operations. Care should be taken to avoid duplication in training and assessment.

Critical Aspects of Assessment

Evidence of the following is critical:

- appropriate to the sector and workplace.

Context of Assessment

Assessment must ensure:

- activities that allow the candidate to address a range of commonly-occurring conflict situations that may be found in the workplace. These should be related to the usual work roles of the candidate, such as handling customer complaints in a restaurant, resolving disputes with colleagues over work aspects, dealing with contractors or suppliers who fail to meet obligations

- interaction with others to demonstrate appropriate interpersonal skills for resolving conflicts.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that dealing with conflict can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- direct observation of the candidate demonstrating complaint handling or negotiation skills, either in the workplace or through role plays

- case studies to analyse and resolve conflict situations arising in various work contexts

- written or oral questions to assess underpinning theories related to conflict resolution

- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Obtaining the relevant facts and opinions about a particular complaint or conflict situation

Taking into account cultural differences in dealing with complaints or disputes (2)

Communicating Ideas and Information

For example:

Completing records or reports on complaints or incidents

Providing advice or options to customers in resolving complaints (2)

Planning and Organising Activities

For example:

Working out the most appropriate way to deal with a dispute or complaint

Planning the steps to deal with a particular conflict (2)

Working with Others and in Teams

For example:

Negotiating to solve differences with colleagues. (2)

Using Mathematical Ideas and Techniques

Not Applicable.

Solving Problems

For example:

Resolving disputes about services or goods

Turning complaints into positive customer service situations (2)

Using Technology

Not Applicable.

Summary Details

Competency Standard: [(THH02) Hospitality](#)

Unit incorporated within the following Training Package(s):

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(THC04) Caravan Industry

(SRC04) Community Recreation Industry

(SRF04) Fitness Industry

(THH02) Hospitality

(SFI04) Seafood Industry

(THT02) Tourism