ACT Board of Senior Secondary Studies

Public Consultation Report 2020

Shape Paper: Hospitality A/T/M/V

- This report has been prepared following public consultation.
- All feedback submitted as part of the consultation process has been recorded and analysed.
- The responses to the feedback have been compiled following the deliberations of the Shape Paper writing team.
- Amendments to the Shape Paper have been made where required, as a result of the consultation process.

Public Consultation Report 2020
Hospitality A-T-M-V

Please note:

The course will be developed embedding the current SIT Tourism, Travel and Hospitality Training Package competencies. RTOs are able to deliver additional competencies for which they have scope to ensure Trade Skills Agreements are met.

Certificate I Hospitality is delivered to high school students in the ACT and will not be included in the senior secondary course. Cert I may still be awarded if that is the highest certificate level attained.

Under the usual processes endorsed by ASQA, the Tourism, Travel and Hospitality (SIT) Training Package is currently under review nationally.

There are considerable changes proposed to the Hospitality VET certificates. Once these changes have been finalised and posted on training.gov.au, the BSSS Hospitality A/T/M/V course will be amended, so as not to disadvantage students and to ensure continuity of delivery by schools. The changes will only impact the schools delivering the VET component of the course.

Topic	Comment	Course Development Team Response
Q1 Which school are you from?	9 responses to the survey (from 7 schools).	
Q2 Rationale for developing the Hospitality course under the Technologies Framework. The rationale for locating this course under the Technologies Framework includes: enabling the design process that is inherent in the pedagogy of Hospitality aligns with ACARA Technologies Shape Paper makes provision for three distinct Food pathways (For example, Food Studies, Food Science & Nutrition and Hospitality) enhances the T course content descriptions	1. The course is rationally sound, but has elements missing from the course and VET requirements have not been included or considered in the delivery of the course.	1 This is the Shape Paper and as such establishes the parameters for course development. It provides guidelines and considerations for course development, and outlines the underlying principles and structure of the course. The specifics will be found in the course itself -that is, the specific details of content and the VET competencies to be included. The course will not restrict students from achieving the certificates currently available through the existing course. The course will be an A/T/M/V course. The VET competencies are not the course itself – they will be embedded in the curriculum, so that they can be taught and assessed concurrently. The VET requirements have been considered in the consultations with critical friends for the development of the Shape Paper. The specific

(locating the T course in the design process that aligns with what is required at university) facilitates moderating and meshing. To what extent do you agree with the statement: The rationale for developing the Hospitality A/T/M/V course is educationally sound and appropriate.		level of detail concerning VET delivery will be in the course.
	2. The rationale of the Hospitality course does not align with the Technology framework. There is a significant disconnect between the technologies f/w and the Hospitality course as the technologies framework is about the design process and its application enabling students to become creative and responsive designers rather than providing an industry focus on the Hospitality course which should be based on industry practice - this course should be located under the Industry and Services FW. The technologies framework places no emphasis on industry knowledge or the application of relevant industry skills. Skills of ideation and design, prototyping production solution testing and communication of ones understanding does not align with a course that is based on industry skills. Hospitality was also not one of the courses identified to sit under this framework when this framework was being developed as it was not seen as appropriate to this framework. Hospitality was not identified as one of the courses for the technologies framework as per the shape paper (page 8, appendix 1). The goals of the course are not appropriate to the course sitting under the Tech framework, nor do the assessment task types reflect the assessments undertaken in a hospitality course. The achievement standards also do not align with this course. A course should not be written under a particular framework (technologies) on the basis that it has a T component to the course thus making the meshing of this easier. Very very few schools deliver T Hospitality and this should not dictate the framework it sits under. The question of why feedback is being sought on this shape paper	2. Locating the course under the Technologies Framework will assist all students to develop skills in critical and creative thinking, in problem solving, and in taking responsibility for the completion of tasks from concept to delivery. Students will design and implement Hospitality products. Using the design process will provide students with the skills to manage and complete tasks. Feedback from academics and from industry indicate that these are skills not currently being demonstrated by school leavers entering hospitality pathways post school.

This is an A/T/M/V course. The content will be differentiated to address the needs of diverse learners and make possible delivery of the course to a range of students in the same classroom, rather than delivering different courses at the same time. This brings benefits for both students and teachers. The benefits of an A/T/M/V course also include the possibility for students to count the course towards an ATAR and at the same time achieve VET competencies. All students will be able to count the course in their Senior Secondary Certificate.

The previous Assessment Task Type Table used for Hospitality is not very different to the one in the Technologies Framework. Tasks were divided into Written Responses and Practical tasks. The headings in the Technologies Framework may seem different, but they reflect similar processes at work. Course developers considered this feedback and did not consider that Assessment Task Type Table was an issue. |

	after course writers for the Hospitality course have already met should also be addressed, as this really discredits this entire process.	Additional suggested tasks relating to Hospitality will be added to the table in the course document. The Shape Paper has been developed for public consultation prior to the development of the course. This is the Board endorsed process. Following the public consultation process, all feedback is considered by the writing team. Where relevant, the Shape Paper has been amended and this has been taken into account during the process of course writing.
	3. Choice of Framework: Background 3.3; 'T' Content 3.4, dot point 2, Rationale 3.5 The Hospitality Course is placed under the wrong framework and the elevation of 'T' content is misplaced: - It makes no sense to have the Food Studies course located under the Industries Framework where there is minimal relationship to industry…and the hospitality course (which even at face value) has the strongest relationship to industry – but is placed under the Technologies framework. - The goals and objectives indicated in the Shape Paper are centred around creative project work rather than the development of a highly specific industry skills. - A statement made in 3. Background "…enabling the design process is inherent in the pedagogy of Hospitality" Misrepresents what must be the focus of a Hospitality course in order to meet the primary purpose of a practically based VET course. The content, skills and essential knowledge in the Hospitality Training Package for Cert II and III have a strong practical base for the relative job roles at those levels. The entry point for the industry for the majority of our students involves hands on, practical tasks. Employer expectations are centred on the	3. The development of the Hospitality A/T/M/V course has been undertaken following research into contemporary food courses and consultation with critical friends. It is developed under the Technologies Framework to ensure that students ae able to demonstrate the skills and 21st Century learning dispositions students are expected to attain by the community and employer. The use of this framework also ensures the existence of a suite of discreet food courses, with separate and distinct focus and different Achievement Standards. The aims of the Food Studies course and the Hospitality courses are quite different. This is an A/M course. The highly practical elements of Food Studies are best facilitated in the Industries and Services Framework that has been used for this course. The location of the course under the Industry and Services reflects the practical, hands on nature of the course and the skills, knowledge and understanding that will be developed. This has been reflected in the recently developed Timber Products course, for example. The food 'industry' is very diverse and includes working in food retail, food handling industry, the caring sector and food processing. The Hospitality A/T/M/V course enables T students to

student's ability to work at this practical level, having acquired the base level skills indicated for the qualification in the Training Package (TP) rather that the students ability to: " …learning about the design process and its application… students will manage projects independently and collaboratively from conception to realisation. They will apply design and systems thinking and design process to investigate, generate and refine ideas, plan, produce and evaluate design solutions. They will develop a sense of pride, satisfaction and enjoyment from their ability to develop and innovate design products…" – Rationale 3.5 - At some point workers may aspire to higher level job roles after they have spent time immersed in the industry developing their skills, knowledge and industry experience in real time. While there is room for creativity and problem solving the central focus must first and foremost be about the development of authentic and current industry skills that meet industry expectations and employer needs. - Point 3.4 of the rationale making the assumption about the necessity for 'T' Course content that has minimal relativity to the TP. It must be recognised that the primary focus for industry is skills development – hard skills or those that pertain specifically to the industry sector as well as some of the soft skills or what is colloquially referred to as industry skills. - "… design process that aligns with what is required at university…" (Background 3.4) is of minimal value to my organisation - as a current industry professional working in hospitality for over 20 years I want to know that the person I will have working with me can do the work that I need them to do whether it be in the kitchen or front of house. Whether or not they possess the higher order

engage in the course. While the course has practical components, there is also attention to theory, concepts, strategies and methodologies to prepare students for a range of hospitality pathways.

This is an A/T/M/V course. It is not a Training Package. It caters for a range of students, not one group. The content will be differentiated to address the needs of diverse learners and make possible delivery of the course to a range of students in the same classroom, rather than delivering different courses at the same time. This brings benefits for both students and teachers.

The benefits of an A/T/M/V course also includes the possibility for students to count the course towards an ATAR and at the same time achieve VET competencies. All students will be able to count the course in their Senior Secondary Certificate

The VET competencies will be embedded in the course, so that they can be taught and assessed concurrently. The competencies are industry package training skills. They are not aligned with the Australian Curriculum or the General Capabilities. Year 11 and 12 students are still engaged in

	thinking that relates to design process is something that may come into play when they have earned their stripes in the organisation. Research skills, development of a design solution, prototying production, solution testing etc is very much lower on the scale of 'must have' capabilities. - The Assessment task types and achievement standards in the Technologies FW do not match the type of assessment the way the VET assessment proceeds for the Cert II and III level qualifications that are outlined in the TP for Hospitality. The types of tasks would not generate the evidence requirements according to the TP and the Standards for RTOs. It seems like developers are trying to make a square peg fit into a round hole.	senior secondary education. They have the right to access the literacy, numeracy, ICT knowledge skills and understandings , as well personal and social capabilities, and ethical and intercultural understandings that have been prioritised in the Australian Curriculum. The community and employers have expectations of the skills and 21st Century learning dispositions students demonstrate at the end of their years of schooling. The curriculum will be developed in light of these expectations and to provide for a range of pathways post school. Procedural skills are the building blocks for developing and designing Hospitality products. Such skills will be the means by which higher order concepts are implemented. The previous Assessment Task Type Table used for Hospitality is not very different to the one in the Technologies Framework. Tasks were divided into Written Responses and Practical tasks. The headings in the Technologies Framework may seem different, but they reflect similar processes at work. Course developers considered this feedback and did not consider that Assessment Task Type Table was an issue. Additional suggested tasks relating to Hospitality will be added to the table in the course document.
	4. The rational of the Hospitality course does not align with the Technology Framework. The inclusion of the Hospitality course under the Technology Framework does not appear to have been planned and demonstrates a complete disregard for the integrity of the course as a whole. The 2018 Shape paper for Studies Curriculum: Frameworks, see's Hospitality being delivered under the Industry and Services Framework, not Technology. The previous Tourism	4.The development of the Hospitality A/T/M/V course has been undertaken following research into contemporary food courses and consultation with critical friends. It is to be developed under the Technologies Framework to ensure that students are able to demonstrate the skills and 21st Century learning dispositions students expected by the community and employer. The curriculum will be developed in light of these expectations and to provide for a range of pathways post school.

	and Hospitality Framework was specifically designed to allow "the application of concepts, skills, processes and self-reflection, students will develop a deep understanding of the industry" – this is not reflected in the Technology Framework. There needs to be more discussion about the difference in course structures for A and T courses – allowing for both transfer of skills for direct industry entry and for further university studies (T course).	Locating the course under the Technologies Framework will assist all students to develop skills in critical and creative thinking, in problem solving, and in taking responsibility for the completion of tasks from concept to delivery. Students will design and implement Hospitality products. Using the design process will provide students with the skills to manage and complete tasks. Feedback from academics and from industry indicate that these are skills not currently being demonstrated by school leavers entering hospitality pathways post school. Locating the food courses under different frameworks also ensures the existence of a suite of discreet food courses that can be studies in parallel. This is an A/T/M/V course. The content will be differentiated to address the needs of diverse learners and make possible delivery of the course to a range of students in the same classroom, rather than delivering different courses at the same time. This brings benefits for both students and teachers. The benefits of an A/T/M/V course include the possibility for students to count the course towards an ATAR and at the same time achieve VET competencies. Students will have opportunities to extend themselves. All students will be able to count the course in their Senior Secondary Certificate
	5. This does not seem like it fits in this framework. I believe this fits in the service skills framework. Where and how do the competencies fit into these units. I feel the units should be written with competencies I don't see how the technology	5. The development of the Hospitality course has been undertaken following research into contemporary food courses and consultation with critical friends. It is to be developed under the Technologies Framework to ensure that students are able to demonstrate the skills and 21st

	framework fits with Hospitality which is largely skill based. The suggested tasks in the framework are very different	Century learning dispositions students expected by the community and employer. The curriculum will be developed in light of these expectations and to provide for a range of pathways post school. This is an A/T/M/V course. It is not a Training Package. It caters for a range of students, not one group. The content will be differentiated to address the needs of diverse learners and make possible delivery of the course to a range of students in the same classroom, rather than delivering different courses at the same time. This brings benefits for both students and teachers. The Hospitality A/T/M/V course enables T students to engage in the course. While the course has practical components, there is also attention to theory, concepts, strategies and methodologies to prepare students for a range of hospitality pathways. The previous Assessment Task Type Table used for Hospitality is not very different to the one in the Technologies Framework. Tasks were divided into Written Responses and Practical tasks. The headings in the Technologies Framework may seem different, but they reflect similar processes at work. Course developers considered this feedback and did not consider that Assessment Task Type Table was an issue. Additional suggested tasks relating to Hospitality will be added to the table in the course document.
	6. The rationale of the Hospitality course does not align with the Technology Framework. I believe that a clear alignment must be shown between the Framework and the Course document and this is not	Please see the responses to the issues raised in previous comments.

the case. The Framework Shape Paper April 2018, did not put the Tourism and Hospitality framework even under the Technologies Framework. It states on page 5 that the Industry and Services Framework combines Industrial Trades Technology, Business and Client Services and Hospitality frameworks. In the previous Tourism and Hospitality Framework and the current Industry and Services Framework. In the Industry and Services Framework it clearly states. Courses written under this framework provide students with knowledge, understanding and skills relating to areas of work inside the industry & services domains. In broad terms, students learn about industry practices, processes, procedures and concepts such as technical information, materials, sustainability, equipment and work health & safety (WHS). Students learn to analyse, problem solve, make decisions and develop interpersonal and intrapersonal skills suitable for employment and further training. The Technologies Framework does not place any emphasis on Industry knowledge and application of skills relevant to industry. This does not reflect the Qualification description for Hospitality as seen below This qualification reflects the role of individuals who have a range of well-developed hospitality service, sales or operational skills and sound knowledge of industry operations. Under the Technologies Framework the overarching emphasis is on Technologies enabling students to become creative thinkers and responsive designers…..developing research skills, computational thinking.. will be able to understand how the selection and use of technologies will learn about the design process and its application. This suits the courses that were identified in the writing of

The development of the Hospitality A/T/M/V course has been undertaken following research into contemporary food courses and consultation with critical friends. It is to be developed under the Technologies Framework to ensure that students are able to demonstrate the skills and 21st Century learning dispositions students expected by the community and employer. The curriculum will be developed in light of these expectations and to provide for a range of pathways post school.

As stated in the rationale:

The course provides opportunities to complete VET qualifications or a Statement of Attainment from the Tourism, Travel and Hospitality (SIT) Training Package.

Students have the opportunity to develop a range of employability skills relevant to the hospitality industry, which equips them for a variety of career opportunities across a range of industries or provides a pathway to further tertiary studies.

	the Technology Framework in 2018. They were Information Technology, Engineering, Fashion & Textiles, Design & Graphics. Hospitality was not identified in this list of courses to come under this framework. Hospitality was put under the Industry & Services Framework (page 8 Appendix 1 of the Shape Paper for Frameworks	

Q3 Hospitality. Rationale (page 8) In Hospitality, students focus on the dynamic nature of the hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students investigate contemporary hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects, trends in hospitality and consumer protection. They procure, recycle and use resources in light of sustainability and environmental protection.	1. This is a broad review of the achievements of the course.	1. Noted
	2. This rationale is not dynamic or contemporary, nor does it align with the aims of the course. There needs to be a greater emphasis on industry including concepts and skills relevant to the sector reflecting a stronger relationship to industry than it does currently. It also does not reflect the need to equip students with skills for the 21st century apart from a brief mention in paragraph 3. The rationale is grammatically incorrect, which is disappointing as this has document has been published for public comment.	2. The rationale has been developed in alignment with ACARA curriculum design and following extensive research and consultation. The course will be developed to implement the Australian Curriculum and the General Capabilities. Year 11 and 12 students are still engaged in senior secondary education. They have the right to access the literacy, numeracy, ICT knowledge skills and understandings, as well personal and social capabilities, and ethical and intercultural understandings that have been prioritised in the Australian Curriculum. The community and employers have expectations of the skills and 21st Century learning dispositions students demonstrate at the end of their years of schooling. The curriculum will be developed in light of these expectations and to provide for a range of pathways post school.

Students utilise skills in technology, including the use of social media in marketing. They develop safe work practices in the preparation, storage and handling of food, and comply with current health and safety legislation, including infection prevention and control policies and procedures. Hospitality integrates active, problem solving approaches to learning. Students participate in collaborative activities to prepare for work in the hospitality industry as well as skills for the 21st Century. They develop their ability to research, to think critically and to solve problems related to the food and hospitality industry. By working with a range of people and practices, students develop their interpersonal and intercultural communication skills. They develop skills in customer service and establish and develop cooperative working relationships. Students' personal and social capabilities are reflected in respect for individual difference and the needs of others, due to

3. The ACT Context - In a perfect world it would be great if we could appeal to the highest order of learner and prepare them for further study and a career where they have self actualisation and efficacy where everyone achieves their full potential but in reality we must be acutely aware of our clientele, their needs, desires and capabilities – student choice of pathway is as much about desire as capability. ABS figures while not stated as precise numbers suggest a fairly even split between higher education and VET as a pathway for year 12 school leavers. - Section 4 (4.1 to 4.3) outlines the desirable landscape for ACT courses and suggests that they must cater equally to both pathways and a variety of learning needs, however, this is not borne out in the rationale. • Structure of the Curriculum. - There is a sense of logical progression suggested in the structure of the curriculum (section 6). However, the approach of writing a curriculum and course units then integrating or aligning competencies within the content descriptions is back to front. The approach must involve synergistic clustering of competencies that have a commonality of purpose rather than a forced process where competencies are made to fit into predetermined unit content. This reduces the flexibility of a course as well as the options for delivery of a skills set where the inherent skills do not sit well within any of the units. - Some school Networks have an obligation in their agreement with the Commonwealth under Trade Skills whereby they are committed to delivery of a qualification or a skill set as agreed to by the DG in the relative Funding Agreement. The structure of the Curriculum that is outlined, the predetermined unit content as well as the set number of curriculum

3. This is the Shape Paper and as such establishes the parameters for course development. It provides guidelines and considerations for course development, and outlines the underlying principles and structure of the course. The specifics will be found in the course itself -that is particular content and the VET competencies to be included. The course will not restrict students from achieving the certificates currently available through the existing course.

This is an A/T/M/V course. The content will be differentiated to address the needs of diverse learners and make possible delivery of the course to a range of students in the same classroom, rather than delivering different courses at the same time. This brings benefits for both students and teachers.

The benefits of an A/T/M/V course include the possibility for students to count the course towards an ATAR and at the same time achieve VET competencies. All students will be able to count the course in their Senior Secondary Certificate.

The course to be developed is not a Training Package. The VET competencies are not the course itself – they will be embedded in the curriculum, so that they can be taught and assessed concurrently. The VET requirements have been considered in the consultations with critical friends for the development of the Shape Paper. The specific level of detail concerning VET delivery will be in the course.

RTOs are able to deliver additional competencies for which they have scope to ensure that these agreements are met.

diversity or disability. They learn the value of working independently, while also being able to respond to instructions or directions, and to work in a time pressure environment. A range of skills in entrepreneurship are also fostered. The course provides opportunities to complete VET qualifications or a Statement of Attainment from the Tourism, Travel and Hospitality (SIT) Training Package. Students have the opportunity to develop a range of employability skills relevant to the hospitality industry, which equips them for a variety of career opportunities across a range of industries, or provide a pathway to further tertiary studies. To what extent do you agree with the Hospitality A/T/M/V rationale?	units creates a problem that must be addressed in order to fulfil the DG's commitment.	
	4. I believe that the rationale needs to better reflect the relationship with industry and its related concepts. Previous Frameworks have been focused on essential skills and knowledge and have enabled students to: • Develop skills in leadership, management, problem solving, evaluating, planning, working independently and collaboratively. • Understanding the relationships and evaluate the interconnections within the industry society and the environment. • Demonstrate knowledge and understanding of and insight into the service industry including workplace culture, structures and practices. • Use and adapt communication modes effectively to a diverse audience • Think analytically, critically and creatively about concepts underpinning the industry • Demonstrate practical and technological skills to industry standard. The framework must reflect the dynamic nature of the hospitality industry and allow for a teaching and learning program that reflects industry practices "develop critical analysis, independent thinking and evaluate skills to synthesis knowledge and understanding in an industry context. This includes self-reliance, personal responsibility for occupational health and safety for themselves and others, teamwork, social and cultural capitol,	4. The Hospitality course will still address the skills, knowledge and content as outlined in the dot points cited in the feedback. As stated in the rationale *The course provides opportunities to complete VET qualifications or a Statement of Attainment from the Tourism, Travel and Hospitality (SIT) Training Package.* Students have the opportunity to develop a range of employability skills relevant to the hospitality industry, which equips them for a variety of career opportunities across a range of industries or provides a pathway to further tertiary studies.

	environmental issues and interpersonal communication relevant to the Tourism and Hospitality industry".	
	5. The rational seems to fit hospitality but it does not seem to then be reflected in the units taught.	5. Noted. The course development team have reviewed the rationale in light of all feedback. Amendments have been made as a result of discussion, where relevant. The rationale has been developed in alignment with ACARA curriculum design and following extensive research and consultation. The specific detail relating to the content of units will be found in the course document.
	6. I would like to see a greater emphasis placed on industry concepts, and skills acquisition relevant to the Hospitality industry. In the previous framework it highlighted … providing students with opportunities to extend their knowledge through research and examination of industry concepts, workplace cultures and practices., applying knowledge and understandings in an industry context. This includes self- reliance, personal responsibility for WH&S for themselves and others, teamwork, social and cultural capital, environmental issues and inter -personal communication relevant to the Hospitality industry. Through the application of concepts, skills, processes and self reflection,	6. As stated in the rationale: *The course provides opportunities to complete VET qualifications or a Statement of Attainment from the Tourism, Travel and Hospitality (SIT) Training Package.* Students have the opportunity to develop a range of employability skills relevant to the hospitality industry, which equips them for a variety of career opportunities across a range of industries, or provides a pathway to further tertiary studies.

	students can gain a deep understanding of the industry. It must reflect the relationship to industry much more than it does.	
	7. The rationale requires more explicit information on food and beverage service	7. Noted. The course development team have reviewed the rationale in light of all feedback. Amendments have been made as a result of discussion, where relevant The rationale is an overview of the course and makes reference to knowledge, skills and understandings in general terms, not detail specific content. This level of detail belongs in the course document. Please note that there was no explicit information in the current course rationale with regard to food and beverage service either.

Q4 Hospitality Essentials (page 8). In this unit, students develop practical skills in food and hospitality. They develop skills in the selection and use of appropriate technology to prepare and present food, applying safe food practices and consider issues in food preparation, including food and safety, and Workplace Health and Safety. Students ensure good hygiene practice for employees and consumers, and apply infection prevention and control policies and procedures. They evaluate the changing social, ethical and	1. The wording of the is unit is accurate. How would VET units align with this unit? What are the packaging rules to be considered in this units delivery? Would this unit be a minor or major? How do students come and go for this course e.g. only studying Hospitality of for 2 semester?	1. This is the Shape Paper and as such establishes the parameters for course development. It provides guidelines and considerations for course development, and outlines the underlying principles and structure of the course. The specifics will be found in the course itself - that is particular content and the VET competencies to be included. The course will not restrict students from achieving the certificates currently available through the existing course. This is a 1.0 unit in a 4.0 course. There are prerequisites in the Training Package that will be met by completion of this unit. Please note that the under the usual processes endorsed by ASQA, the Tourism, Travel and Hospitality (SIT) Training Package is currently under review. There are considerable changes proposed to the Hospitality VET certificates. It is

legal implications that impact on the hospitality industry, including current government policies and guidelines. To what extent do you agree that the unit is sound and appropriate.		anticipated that infection control will also become prerequisite and will be included in this unit when this eventuates. The course will be an A/T/M/V course. The VET competencies are not the course itself – they will be embedded in the curriculum, so that they can be taught and assessed concurrently. The VET requirements have been considered in the consultations with critical friends for the development of the Shape Paper. The specific level of detail concerning VET delivery will be in the course.
	2. Names of the units are not contemporary so does not reflect a modern and contemporary curriculum. These really need to be changed to reflect a contemporary curriculum relevant to young people and the Hospitality industry	2.Noted. The names of units have been the subject of feedback and discussion prior to the publication of the document. The public consultation process provides the opportunity for suggestions for improvement to be made. Other options for titles have not been provided in the public consultation feedback. Further discussion of unit titles by the course development team followed feedback received.
	3. Refer to comment under Q3	3.Noted
	4. I agree with this description – however I would like to see the units of competency that will be aligned with the unit, and that suitable flexibility allows for differentiation of delivery.	4.Noted. Specific skills will be found in content descriptions and the teacher's program of learning. This is an A/T/M/V course. The content will be differentiated to address the needs of diverse learners and make possible delivery of the course to a range of students in the same classroom, rather than delivering different courses at the same time. This brings benefits for both students and teachers.

	5. This unit seems like it aligns with competences. I agree with this unit and can see where it fits with the qualification	5.Noted.
	6. I agree with the general outline for this unit, however this must be reflected in the competencies that will be put in this unit	6.This level of detail will be found in the course document.
Q5 Unit - Hospitality Operations. Students apply knowledge and problem solving skills to practical activities in food preparation and hospitality, utilise practical skills, and adapt recipes to meet the needs of consumers. Students explore systems and procedures to ensure efficient and sustainable operational work practices, and develop interpersonal and customer relations skills. Students plan, organise and prepare a range of food and beverage types reflecting current market trends and practices. To what extent do you agree that the unit is sound and appropriate.	1. This is the same as current unit Hospitality service procedures- or this is where it would align.	1.Noted
	2. I agree with the general outline of this unit although refer to comments made in unit one regarding the names of the units.	2.Noted
	3. Refer to comment under Q3	3.Noted
	4. I agree with this description – however I would like to see the units of competency that will be aligned with the unit, and that suitable flexibility allows for differentiation of delivery.	4. This is the Shape Paper. The specific level of detail relating to competencies will be found in the course document, once the course has been written.
	5. This unit seems like it is relevant and practical and also links to the qualification	5. Noted
	6. I agree with the general outline for this unit, however this must be reflected in the competencies that will be put in this unit	6. Noted. This is the Shape Paper. The specific level of detail relating to competencies will be found in the course document, once the course has been developed.

Q6. Hospitality Industry. Students learn about contemporary issues and trends in the hospitality industry. They examine the nature of the service industry, including workplace culture, structure and practices, focus on developing communication, collaboration and interpersonal skills. They explore skills and techniques that contribute to effective resource management and profitability, including sustainability. Students plan, organise, prepare and serve dishes, and demonstrate skills to industry standard in a range of contexts. They consider factors that influence food choices, including the use of social media in marketing. Students learn about food allergies and dietary restrictions, and the significance of these for the hospitality industry. To what extent do you agree that the unit is sound and appropriate.	1. Yes this unit is sound. Students should be developing leadership skills at this point in the course (Maitre'd skill development). Therefore this should be included in this unit description. Student should have a sound knowledge of budget requirements at this stage in the course	1. Noted. Specific skills relating to leadership and management skills will be found in the content descriptions and the teacher's program of learning.
	2. The names and content of all units while sound do not actually reflect contemporary curriculum. You need to update these and reflect on curriculum from other states and jurisdictions that is actually modern and interesting.	2. Noted. Considerable research, an environmental scan and consultations with critical friends have been undertaken prior to the development of the Shape Paper The names of units have been the subject of feedback and discussion prior to the publication of the document. The public consultation process provides the opportunity for suggestions for improvement to be made. Other options for titles have not been provided in the public consultation feedback. Further discussion of unit titles by the course development team followed feedback received.
	3. Refer to comment under Q3	3. Noted
	4. I agree with this description – however I would like to see the units of competency that will be aligned with the unit, and that suitable flexibility allows for differentiation of delivery.	4. Noted. This is the Shape Paper. The specific level of detail relating to competencies will be found in the course document, once the course has been developed.
	5. This unit seems largely theoretical	5. Some of the practical aspects in the unit description include: *Students plan, organise, prepare and serve dishes, and demonstrate skills to industry standard in a range of contexts*
	6. I agree with the general outline for this unit, however this must be reflected in the competencies that will be put in this unit	6. Noted. This is the Shape Paper. The specific level of detail relating to competencies will be found in the course document, once the course has been developed.
	7. I don't really see a difference between 2 and 3. Very generic and needs to far more tailored to actual	7. Noted. The units have been reviewed to ensure that

	competences. I don't think you can expect honest feedback without attaching competencies to each unit.	Content is not duplicated and that they are distinct. This is the Shape Paper. The specific level of detail relating to competencies will be found in the course document, once the course has been developed. This level of detail will be found in the course document.
Q7 Hospitality Management. In this unit, students develop an understanding of successful management practices, including aesthetics, identifying risks and using problem solving techniques to develop appropriate solutions. They examine influences on decision making about food and hospitality, and they make and justify their own decisions. Students build skills in leadership, meeting commercial time and budget constraints, and work in an individual and collaborative context. They develop skills in the use of technology in hospitality management, revenue generation and day to day operations. Students examine systems and procedures to ensure efficient operational work practices, effective customer service techniques, and managing behavioural aspects of the	1. Yes this is sound. Student should be also address Maitrte'd skills which is an essential part of Hospitality.	1. Noted. Specific skills will be found in content descriptions and the teacher's program of learning.
	2. Again content needs to be written to reflect current industry and management trends and take a more modern approach as outlined previously	2. Noted
	3. Refer to comment under Q3	3. Noted
	4. I agree with this description – however I would like to see the units of competency that will be aligned with the unit, and that suitable flexibility allows for differentiation of delivery.	4. Noted. This is the Shape Paper. The specific level of detail relating to competencies will be found in the course document, once the course has been developed.
	5. I am concerned for the content of this unit and the relevance to students working in the industry. At this level we are not training students to be managers are role is to teach core skills. This seems like a management unit which is equivalent to the certificate III or IV level. I am concerned for the competency mapping and where the competencies will fit with this unit.	5. Noted. Feedback from industry and critical friends indicates concern about the skills that are not evident in students entering post school pathways: including decision making, leadership and the level of management skills expected.

workplace. To what extent do you agree that the unit is sound and appropriate		This is the Shape Paper. The specific level of detail relating to competencies will be found in the course document, once the course has been developed.
	6. I agree with the general outline for this unit, however this must be reflected in the competencies that will be put in this unit	6. Noted. This is the Shape Paper. The specific level of detail relating to competencies will be found in the course document, once the course has been developed.
	7. As above, the description is fine but what competencies are going to delivered in this unit	7. Noted. This is the Shape Paper. The specific level of detail relating to competencies will be found in the course document, once the course has been developed.

Q8 The Hospitality A/T/M/V course. The four units combined (Hospitality Essentials, Operations, Industry and Management) provide an authentic pathway for students in this subject. To what extent do you agree with this statement.	1. The selection of these units limit students learning opportunities and the flexibility of teaching a variety of courses and VET opportunities in the ACT. Students in this course will be in a more prescribed course taking away from the hospitality course to fit the range of schools in the ACT. This course increases student workload as it will require more time to teach students the VET qualifications that are not included in the course and therefore overloading students and their course requirements- this is not equitable for the amount of content required in the course.	1. The course will be developed under the Board endorsed design specifications, which have been implemented in BSSS courses since 2016. Four units and a negotiated study are in line with these specifications.

The course will be an A/T/M/V course. The VET competencies are not the course itself – they will be embedded in the curriculum, so that they can be taught and assessed concurrently. The VET requirements have been considered in the consultations with critical friends for the development of the Shape Paper. The specific level of detail concerning VET delivery will be in the course. |
| | 2. These four units limit the capacity of students to undertake study in Hospitality and additional pathways in Patisserie and Catering operations reducing pathway options for students. This also forms part of the Commonwealth Trade Skills | 2. The course under development is the Hospitality A/T/M/V, not the Hospitality Industry C course.

The course will be developed under the Board endorsed design specifications, which have been implemented in |

	Agreement to deliver these programs until 2027. What arrangements has the BSSS put in place to address this requirement as these specialty Hospitality areas do not meet the requirements of a negotiated study option and will need to be accommodated to ensure we are able to meet our ongoing obligations under this agreement as well as providing a range of pathways into the Hospitality industry. The course must also allow for students to achieve a full Cert II in Kitchen Operations and a Cert III in Hosp as well. Not sure how that will all be addressed in only 4 units. Given the course has already been written, it will be interesting to see how the competencies are placed within each unit to ensure the course is able to address and provide sufficient and appropriate pathways for all students without limiting their options as well as the need to support schools in line with their requirements under Commonwealth Trade skills Centre agreements that have been signed and remain in place until 2027.	BSSS courses since 2016. Four units and a negotiated study are in line with these specifications. Teachers will develop programs of learning to address particular Hospitality contexts. Please note that the under the usual processes endorsed by ASQA, the Tourism, Travel and Hospitality (SIT) Training Package is currently under review. There are considerable changes proposed to the Hospitality VET certificates. Once these changes have been finalised and posted on training.gov.au the BSSS Hospitality A/T/M/V course will be amended by a minor variation for the course, so as not to disadvantage students. RTOs are able to deliver additional competencies for which they have scope to ensure that these agreements are met.
	3. Refer to comments under Q2 and Q3	3.Noted
	4. The accuracy of this comment will depend on the units linked to each unit – and if the range of units allow scope for both CRT II Kitchen operations and CRT III Hospitality delivery. If schools are required to deliver 3 units over a semester, how many will there be to choose from, has consideration been given to colleges that deliver CRT I Hosp in junior years, will there be enough flexibility in the units to allow for Colleges to map units to suit their individual requirements.	4. Noted. This is the Shape Paper. The specific level of detail relating to competencies will be found in the course document, once the course has been developed. A 1.0 unit per semester -or 55 hours of instruction -is the standard delivery pattern, but that is a school based decision.
	5. I disagree with this statement. I am struggling to see the mapping of competencies and how the students will obtain their qualifications successfully	5. Noted. This is the Shape Paper. The specific level of detail relating to competencies will be found in the course document, once the course has been developed.

	6. I cant make an accurate comment on that until I have seen where the competencies will be placed. It must allow for students to effectively achieve a Certificate III in Hospitality as well as Certificate II in Kitchen Operations. I think that overall the unit information must reflect the competencies within the unit.	6.This level of detail will be found in the course document. The current certificates available will still be able to be delivered. Please note that the under the usual processes endorsed by ASQA, the Tourism, Travel and Hospitality (SIT) Training Package is currently under review. There are considerable changes proposed to the Hospitality VET certificates. Once these changes have been finalised and posted on training.gov.au the BSSS Hospitality A/T/M/V course will be amended by a minor variation for the course, so as not to disadvantage students
Q9 General Comments about the Shape Paper	1. It has a slant toward the tourism sector and tourism course. - This course only four units and negotiated study which is very prescribed? Question the commercial use of social media - From our readings of the Consulting paper there appears to be a strong focus on Food and Nutrition- not industry skill. - Strongly disagree against the four units- does this fit with training packages? How can the course be adjusted to meet VET requirements? The course is content driven and not based on industry needs. - For students in A/T or M courses do they complete the same units differentiated by the assessment tasks? - What was the decision behind four units being written? Plus the independent study? - Where the course writers in industry and have understanding of the VET components of Hospitality? How do the four units address the three different certificates? Cert II kitchen ops, Cert II Hosp, Cert III Hosp? For many of the schools including ours we strongly object to any	1.The course will be developed under the Board endorsed design specifications, which have been implemented in BSSS courses since 2016. Four units and a negotiated study are in line with these specifications. This is an A/T/M/V course. The VET competencies will be embedded in the course, so that they can be taught and assessed concurrently. The competencies are industry package training skills. They are not aligned with the Australian Curriculum or the General Capabilities. Year 11 and 12 students are still engaged in senior secondary education. They have the right to access the literacy, numeracy, ICT knowledge skills and understandings, as well personal and social capabilities, and ethical and intercultural understandings that have been prioritised in the Australian Curriculum. The community and employers have expectations of the skills and 21st Century learning dispositions students demonstrate at the end of their years of schooling. The curriculum will be developed in

		consideration of not delivering Cert I. -It is our understanding the first unit- Industry Essentials- this is compulsory- this needs to be removed as it doesn't provide opportunity for students to join the course in other semesters. It looks like the course has been written to suit the needs of BSSS standards not Vocational Education. - Independent study- how are industry skills addresses? What would the study for a VET course that has prescribed units for Certification purposes. - All units not listed in the BSSS course document can be taught to students to gain qualifications but would student gain credit as a C unit as it extra work outside of the course? How does this equip students with all the qualifications to be work ready? - Some competencies must be assessed as specified by the units- how does this work where there have been assigned units to teach without the integration of qualifications.	light of these expectations and to provide for a range of pathways post school. Teachers develop a program of learning to tailor units. This level of detail relating to competencies will be found in the course document.
	2.	There is significant disconnect between the aims of the Hospitality course and the aims of the Technologies framework supporting my statements that the Hosp course does not fit under the Technologies framework. The aims are old fashioned reflecting no contemporary thought nor do they reflect the actual outcomes of the course. • Outcomes are poorly written, not futures focused and do not equip or identify the transferable skills required for the 21st century • Outcomes of South Australia and NSW Hospitality curriculum are specific and address the skills and knowledge of the course rather than being generalised statements without meaning refer to the https://www.sace.sa.edu.au/web/food-andhospitality/stage-2/planning-to-teach/subject-operational-information subject outline • Context –	2.Considerable research, an environmental scan and consultations with critical friends have been undertaken prior to the development of the Shape Paper. See previous responses to the issues raised. Suggestions for wording will be considered.

based on the goals and outcomes and rationale of the information provided in line with the technologies framework this course does not allow students to develop the essential capabilities for 21st century learners • Concepts from the Technologies framework do not align with the Industry based course Context • 4.3 context – the hospitality curriculum should include; There needs to be a more significant focus and inclusion on hospitality. It feels like "the Hospitality Industry" (end of point 2) has been added as an afterthought and no further information regarding the hospitality industry has been provided. Refer to South Australia's Hospitality curriculum for some innovative ideas regarding outcome statements and update the BSSS ones to make them contemporary and interesting. For example; o BSSS "develop and implement practical skills, including management skills in an individual or collaborative context" o South Australian "apply knowledge and problem solving skills to practical activities in Hospitality and to evaluate processes and outcomes" o South Australia "apply management, organisational and problem solving skills to demonstrate an understanding of contemporary issues in the Hospitality Industry" o BSSS "examine how environmental, cultural, economic and dietary requirement factors and food trends relate to food and beverage choice" o BSSS "reflect on the impact of technology on food and Hospitality o South Australian "critically examine contemporary and future issues within the Hospitality Industry and the influences of economic, environmental, legal, political , sociocultural and technological factors at local, national and global levels" The rationale and

| | | description of the units do not reflect the Technologies framework rationale and does not provide the industry standards and concepts required where there is a VET component. The Hospitality course is better suited to the Industry and Services Framework. Assessment tasks types are not suited to the Technologies framework. The BSSS must also provide clarification on how the proposed course will meet the Trade Skills Centres obligations under the Commonwealth Trades skills Centre agreements which remain in place until 2027. Why are you seeking feedback on this Shape paper when the people who will be inserting the competencies into an already written course have already met? | The previous Assessment Task Type Table used for Hospitality is not very different to the one in the Technologies Framework. Tasks were divided into Written Responses and Practical tasks. The headings in the Technologies Framework may seem different, but they reflect similar processes at work. Course developers considered this feedback and did not consider that Assessment Task Type Table was an issue. Additional suggested tasks relating to Hospitality will be added to the table in the course document.

Please see previous responses to the issues raised.

The current certificates available will still be able to be delivered.

As with all VET courses, mapping of the competencies is part of the course development process.

The Shape Paper has been developed for public consultation prior to the development of the course. This is the Board endorsed process. Following the public consultation process, all feedback is considered by the course development team. Where relevant, the Shape Paper is amended as a result of public consultation.

RTOs are able to deliver additional competencies for which they have scope to ensure that these agreements are met. |
| | 3. | Grammar and punctuation - Grammar must be reviewed – there are areas in the paper is where sentence construction and grammar is poorly | 3.Noted. Variations in the selection of stylistic features of writing are the result of personal preference – or may be chosen to increase accuracy in formal writing. For |

	written or ambiguous to the extent that it sends a message that is ambiguous, lacks clarity or just sends the wrong message. For example: i) "…It will be useful for and useable by experiences and less experienced teachers…" – 2.1 Introduction [confusing verbose phrase – simply say " It will be used by…" ii) "…The course makes possible qualifications or a Statement of Attainment from the Tourism, Travel and Hospitality Training Package (SIT) – 2.2 Introduction [incomplete sentence with a message that lacks clarity] - Punctuation also must be reviewed – the sequence of using a comma followed by 'and' should be used very sparingly; the comma is redundant as 'and' is the sentence joiner.	example, the use of the Oxford comma (after 'and') is correct and assists in clarification in a complex sentence.
	4. More consideration and consultation is needed. I have concerns about the task types – and how they will align with practical aspects of this course. The two task types – Design process and Design solutions for not accurately reflect the elements of the Hospitality course and undervalues the unique aspects of the Tourism and Hospitality course as a whole. More thought needs to be given to creating a Framework and Course that will allow for the suitable delivery of all the Certificates delivered. I also think that is would be important to include a teacher who delivers the CRT III in the planning of the Units – to ensure that there is proper consideration given to the units needed to deliver this certificate.	4. The previous Assessment Task Type Table used for Hospitality is not very different to the one in the Technologies Framework. Tasks were divided into Written Responses and Practical tasks. The headings in the Technologies Framework may seem different, but they reflect similar processes at work. Course developers considered this feedback and did not consider that Assessment Task Type Table was an issue. Additional suggested tasks relating to Hospitality will be added to the table in the course document. The current certificates available will still be able to be delivered Please also see previous responses to the issues raised.
	5. Where do the competencies fit with these units. I feel that the focus needs to be on competencies and how to achieve the qualification. The qualification has lots of practical competencies and I am struggling to see where they will fit without all being in the one unit and therefore unachievable due to	5.Please see previous responses to the issues raised. The current certificates available will still be able to be delivered.

		workload and time constraints. It seems like all the practical components will be in the same units and therefore unachievable to deliver effectively without them being rushed and not addressing all the elements properly. When trying to map the competencies to the units I cannot see where Social and cultural sensitivity fits	
	6.	Hospitality should not be under the Technologies Framework The Rationale and description of units page 8-9 do NOT reflect the overarching rationale from the Technology Framework. I really do not think that the Technology Framework written in 2018, had the Hospitality course in mind. It does not give emphasis to industry standards or concepts, workplace cultures and workplace and industry practice. The Shape paper for the Hospitality course fits much better into the Industry & Services Framework and as I have already indicated, this was the original intention, as it was identified in the Shape paper for Frameworks, April 2018. 2. Hospitality Course I can understand that the BSSS wants all courses A/T/V to be written in a similar way for consistency. However, by doing this it should not diminish the integrity of the course itself. The Aim of the course on page 7 fits the Hospitality curriculum BUT the paragraph below Students develop skills in design and procedural thinking, and technologies processes and production, through designing and producing products, services and environments in response to needs or opportunities. means absolutely nothing in relation to Hospitality The next stage of the Hospitality course must effectively embed competencies from Hospitality I, II and III as well as Kitchen Operations. I do hope that we will be able to engage in authentic	6.Please see previous responses to the issues raised.

	conversations about this 3. Assessment Task Types under the Technology Framework This simply does not work for Hospitality. It works for the design related courses that were mentioned in the Frameworks Shape paper 2018, quite well, remembering that Hospitality was NOT one of them. The two Task types – Design process and Design Solutions do not lend themselves to Hospitality at all. No mention of Practicals, observation, demonstration etc. The task type examples given are really geared towards Textiles, Design & Graphics, It etc. The Task types under the Industry & Services Framework – Theory and Practical – allows for the Hospitality course and the manner in which it is usually assessed, to fit under this Framework quite well. I know that the Technologies framework was written with specific subjects in mind but I am pretty sure that Hospitality was not on the agenda during the time of writing. I realise that it is an overarching document that was written in 2018 and the decision to include Hospitality has just been made very recently. At what point will the course writers put the competencies for the existing qualification into 4 units that have been designated?	The current certificates available will still be able to be delivered.

The previous Assessment Task Type Table used for Hospitality is not very different to the one in the Technologies Framework. Tasks were divided into Written Responses and Practical tasks. The headings in the Technologies Framework may seem different, but they reflect similar processes at work. Course developers considered this feedback and did not consider that Assessment Task Type Table was an issue. Additional suggested tasks relating to Hospitality will be added to the table in the course document.

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As with all VET courses, mapping of the competencies is part of the course development process. |
| | 7. I am concerned that the paper will not provide enough scope for each certificate level. | The current certificates available will still be able to be delivered. |
| | 8. All sounds good, feels like it gives a great insight to the Hospitality industry and the different pathways it could lead. | Noted. Thank you! |