

 	VET Hospitality Year 10 VET Unit Outline	 RTO No. 88005
---	---	--

Teacher	Rachelle Bracken		
Faculty	Design and Technology		
Year and Semester	Semester 1 & 2, 2026		
Google Classroom Code	t7tjtupv		
Training package qualification code and title	SIT10222	Hospitality	
Code and name of qualification	SIT10222	Certificate I in Hospitality	
Full qualification or Statement of Attainment	Full qualification		
VET Competencies Pre-requisites units of competency delivered in this unit	Code	Competency Title	Core or Elective
	SITXFSA005	Use hygienic practices for food safety* <i>(* means this competency is a pre-requisite and is a pre-requisite for a number of competencies below.)</i>	Elective
VET Competencies delivered in this unit	Code	Competency Title	Core or Elective
	SITXWHS005	Participate in safe work practices	Core
	BSBTWK201	Work effectively with others	Core
	SITHCCC024	Prepare and present simple dishes	Elective
	SITHCCC025	Prepare and present sandwiches	Elective
	SITXCCS009	Provide customer information and assistance	Core

Subject Information

HOSPITALITY

This competency based vocational skills course is designed for students who are hoping to find employment within the Hospitality Industry. Students will be exposed to, and develop skills required to work in the hospitality industry. This introductory qualification equips students with the knowledge and skills for initial work, community involvement and further learning. Skills include; teamwork, communication skills, planning, organisational skills and time management.

This qualification reflects the role of individuals who participate in a range of routine and predictable hospitality work activities. It provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Students work towards nationally recognised competencies towards a Certificate I in Hospitality. Students will be provided with the opportunity to undertake Structured Work Learning (SWL).

Competencies delivered:

SITXWHS005 Participate in safe work practices

This unit describes the performance outcomes, skills and knowledge required to incorporate safe work practices into all workplace activities. It requires the ability to follow health, safety and security procedures and to participate in organisational work health and safety management practices. This unit applies to all tourism, travel, hospitality and event sectors and to any small, medium or large organisation. All personnel at all levels use this skill in the workplace during the course of their daily activities.

SITXFSA005 Use hygienic practices for food safety* (* means this competency is a pre-requisite and is a pre-requisite for a number of competencies below.)

This unit describes the performance outcomes, skills and knowledge required to use personal hygiene practices to prevent contamination of food that might cause food-borne illnesses. It requires the ability to follow predetermined organisational procedures and to identify and control food hazards.

It applies to all tourism, hospitality and catering organisations, or smaller food preparation or bar areas. It applies to food handlers who directly handle food or food contact surfaces. Many people at different levels use this skill in the workplace during the course of their daily activities and include; cooks, chefs, caterers, kitchen stewards, kitchen hands, bar and food and beverage attendants and sometimes room attendants and front office staff.

BSBTWK201 Work effectively with others

This unit describes the skills and knowledge required to work cooperatively with others and deal effectively with issues, problems and conflict. It applies to individuals who perform a range of routine tasks in a team environment using a limited range of practical skills under direct supervision or with limited individual responsibility.

SITXCCS009 Provide customer information and assistance

This unit describes the performance outcomes, skills and knowledge required to provide customers with information and assistance on facilities, products and services. The unit applies to frontline service personnel working in a range of tourism, travel, hospitality, entertainment and cultural contexts. Information and assistance are often provided face-to-face, but may be by telephone or other remote mechanisms. Customer service personnel working under supervision undertake this function, but the unit is also relevant to those working in operational roles where customer service may not be the main focus of work, e.g. animal handlers in a zoo or technicians in a theatre.

SITHCCC025 Prepare and present sandwiches

This unit describes the performance outcomes, skills and knowledge required to prepare and present a variety of sandwiches in a commercial kitchen or catering operation. It applies to hospitality and catering organisations, and to people who make sandwiches, either pre-prepared or on demand according to customer requests. Sandwiches may be classic or modern, hot or cold, of varying cultural and ethnic origins and use a variety of fillings and types of bread. People undertaking this role usually work under supervision.

SITHCCC024 Prepare and present simple dishes

This unit describes the performance outcomes, skills and knowledge required to prepare and present a limited range of simple menu items following standard recipes. The dishes prepared are simple.

Assessment

Assessment information is outlined in the table below and the unit mapping matrix which provides an overview of which competencies are covered by which assessment task is provided on your google classroom.

You will need to complete the following assessment items to be successful in this subject. Further assessment information will be provided in the student assessment handout.

There will be an additional assessment for duration of VET program, this will be a process journal of student practical applications. This will be used as part of their final assessment against the required Essential Learnings from the Aust. curriculum. See last page for further assessment information.

Semester 1

Assessment Task.	Assessment Name & description	Issue Date	Due Date
1	Observational Checklist – 3 x practical lessons and café service shifts <i>Clustered assessment SITXFSA005 Use hygienic practices for food safety*</i> <i>SITXWHS005 Participate in safe work practices</i>	Week2/T1	Week 6/T1
2	Written Assessment (scenarios/multiple choice/short answer) <i>Clustered assessment SITXFSA005 Use hygienic practices for food safety*</i> <i>SITXWHS005 Participate in safe work practices</i>	Week2/T1	Week 8/T1
3	Observational Checklist – 12 x practical lessons <i>SITHCCC024 Prepare simple dishes</i>	Week 6/T1	Week2/T2
4	Written Assessment (short answer response/multiple choice/reflections/photo evidence) <i>SITHCCC024 Prepare simple dishes</i>	Week 5/T1	Week2/T2
5	<i>Written Process Journal</i> <i>Aust. Curriculum A- E grading</i>	Week 1/T1	Due T3 (check-in)

Semester 2

Assessment task.	Assessment Name & description	Issue Date	Due Date
1	Observational Checklist – 3 x practical lessons and café service shifts <i>Clustered assessment BSBTWK201 Work effectively with others SITXCCS009</i> <i>Provide customer information and assistance</i>	Week 1/T3	Week10/T3
2	Written Assessment (multiple choice/short answer) <i>BSBTWK201 Work effectively with others</i>	Week 1/T3	Week8/T3
5	Observational Checklist – 3 x practical lessons <i>SITHCCC025 Prepare and present sandwiches</i>	Week 3/T3	Week 9/T3
6	Written Assessment (scenarios/short answer/multiple choice) <i>SITHCCC025 Prepare and present sandwiches</i>	Week 3/T3	Week 9/T3
5	Written Assessment (scenarios) <i>SITXCCS009 Provide customer information and assistance</i>	Week4/T3	Week 10/T3
<i>Term 4 week 1- 4 offers students' opportunities for any missed assessment items or re-attempts required for practical applications. Week 4,T4 final assessment date cut-off.</i>			

Assessment

How will I be assessed in my VET course?

All VET courses are competency-based. This means your assessment is based on your ability to demonstrate consistent application of your knowledge and skills against the standards prescribed in industry (required in the workplace) against the performance criteria required in the workplace.

Assessment tasks which have VET competencies being assessed are judged as satisfactory or unsatisfactory. Your final unit results will be recorded as Competent or Not Yet Competent. If you are judged as Not Yet Competent you will be provided with other opportunities to be reassessed as long as you have submitted all required assessment and have made a genuine attempt at the task. This must be negotiated with your VET teacher.

Assessment Methods

Assessment in VET courses consists of formal and informal tasks. Competencies can be observed and assessed while you are completing practical tasks in class, there will also be opportunities for competencies to be demonstrated in a more formal way through written assignments, portfolios, projects, knowledge and application tests.

Recognition of Prior Learning (RPL)

If you have completed part of a qualification elsewhere or have skills and experience which may be relevant to a vocational course in which you are enrolled, you are able to seek acknowledgement of this through Recognition of Prior Learning (RPL). This learning and experience may include study at other schools, CIT, part time work or life experience. You must produce evidence of competence (may be demonstrated through a skills and knowledge assessment). The VET Coordinator and VET teacher in each school, working with the VET Manager will determine if you are eligible for RPL.

Information regarding RPL and Credit Transfer for students is available at the VET link on each schools' website. Students can appeal against an RPL determination to the VET Manager.

How do I apply for RPL?

If you believe that you may qualify for RPL, you should obtain a copy of the **Student Application for Recognition of Prior Learning** from your VET Teacher or VET Coordinator who will guide you through the application and collection of evidence process.

Can I use the qualifications I achieve at school for RPL towards further study?

Yes. Under the Standards for Registered Training Organisations (RTO's) 2015, an RTO must recognise the Australian Qualifications Framework (AQF) qualifications and Statements of Attainments issued by other RTOs. This means you can apply for credit when enrolling with CIT or other private providers.

Credit Transfer

Where you have completed a unit of competency or units of competency with another RTO (for example; White Card training, Responsible Service of Alcohol (RSA), First Aid certificate etc. and you are able to supply sufficient relevant evidence of the same or an equivalent competency, Credit Transfer may be awarded. If you believe that you may qualify for Credit Transfer, you should obtain a copy of the **Student Application for Direct Credit/Credit Transfer** from your VET Teacher or VET Coordinator who will guide you through the application and collection of evidence process.

Reasonable adjustment

Refers to a measure or action taken by an education provider to the way that evidence of student performance can be collected. Whilst reasonable adjustments can be made in the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions and the awarding of grades should not be changed in any way. This means the standards expected should be the same irrespective of the group and / or individual student being assessed; otherwise comparability of standards is compromised.

Standards of competency (outcomes) as directed by the National training Packages cannot be modified. Students must demonstrate the full range of competence to the level required by industry, in order to be awarded a vocational Statement of Attainment or certificate

Re-assessment

If your assessment is deemed not yet satisfactory you will be given one opportunity to resit the assessment task or resubmit your assessment work taking into account feedback received from your teacher. The re-sit will not contribute to a change in grade. Students must negotiate this process with their class teacher.

Assessment Feedback

Staff aim to provide your assessment results and feedback within two weeks of submitting or completing the assessment tasks. Your teacher will provide further information on how your feedback will be provided.

More information about VET is available in the VET student Handbook which is available on the school's website at https://www.kaleenhs.act.edu.au/vocational_education_and_training_vet

Materials and Equipment required.

USI

This subject requires the purchase of materials for practical activities. We request you make a consumables contribution for this subject of \$ 90.00 at the Front Office. Please note: The payment of this financial contribution is voluntary. The Education Act 2004 states that your child will not be refused benefits or services if you do not choose to contribute. Individual records of contributions are confidential.

A-E Reporting Grade Descriptors – Please Note that this course is a VET competency-based course that will, to qualify for a Statement of Attainment, require demonstrated competency in semester 1 to complete all competencies in their entirety.

The **Australian Curriculum Achievement Standards in** Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions for identified needs or opportunities of relevance to individuals and local, regional, or global communities. They work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, study has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; and economic, environmental and social sustainability factors; and use strategies such as life cycle thinking. They use critical thinking, creativity, innovation and enterprise skills with increasing confidence, independence, and collaboration. Students analyse data, evaluate design ideas and technologies, respond to feedback, and evaluate design processes used to inform designed solutions for preferred futures. Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in 2-dimensional and 3-dimensional representations. These techniques will be specific to the technologies context and may include scale, perspective, orthogonal and production drawings with sectional and exploded views. Students produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of design ideas and designed solutions. Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in 2-dimensional and 3-dimensional representations. These techniques will be specific to the technologies context and may include scale, perspective, orthogonal and production drawings with sectional and exploded views. Students produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of design ideas and designed solutions. Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans, incorporating elements such as sequenced time, cost, and action plans, to manage design tasks safely. Students apply management plans, making adjustments, when necessary, to successfully complete design tasks. They identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success.

Australian Curriculum Achievement Standard: By the end of Year 10 students explain how people consider factors that impact on design decisions and the technologies used to design and produce products, services and environments for sustainable living. They explain the contribution of innovation, enterprise skills and emerging technologies to global preferred futures. For one or more of the technologies contexts, students explain the features of technologies and their appropriateness for purpose, and create designed solutions based on an analysis of needs or opportunities. Students create, adapt and refine design ideas, processes and solutions and justify their decisions against developed design criteria that include sustainability. They communicate design ideas, processes and solutions to a range of audiences, including using digital tools. Students independently and collaboratively develop and apply production and project management plans, adjusting processes when necessary. They select and use technologies skilfully and safely to produce designed solutions.

Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:

1. Creates, adapts, and refines design ideas, processes and solutions and justifies their decisions against developed design criteria that include sustainability. V9.DST.9.04
2. Selects and uses technologies skilfully and safely to produce designed solutions. V9.DST.9.07
3. Communicates design ideas, processes, and solutions to a range of audiences, including using digital tools. V9.DST.9.
4. Independently and collaboratively develops and applies production and project management plans, adjusting processes when necessary. V9.DST.9.06

