Queensland Government

gateway schools to
**food, wine &
tourism industry**

Teacher Resource Kit

Tourism &
Hospitality
Work
Readiness
Program

Acknowledgments:

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BACKGROUND

The Food, Wine and Tourism Gateway to Industry Schools Program aims to help young people make a successful transition from school into further education and or employment in the food, wine, hospitality and tourism industries. By blending school, vocational and academic curricula targeted to industry needs, students are learning about the food, wine and tourism industries and the career opportunities available.

In order to further promote careers in the tourism and hospitality industry and provide school students with the essential skills to gain employment, be "work ready" and meet industry expectations, the Queensland Reference Group (QRG, an initiative of the Food, Wine & Tourism Gateway), supported the integration of a Work Readiness program into specific Certificate II qualifications in hospitality and tourism. This included the selection of elective units identified by industry as being relevant and suitable for school students to support their successful transition to employment and further studies.

It has been consistently identified by employers/businesses, industry and government bodies that there is a shortage of skilled workers in the hospitality and tourism sectors and that school students do not have the necessary skills and are not "work ready" when entering the workforce. Attracting employees to work in the hospitality and tourism sector has also been difficult.

The schools sectors have also identified that there needs to be a course that will offer similar content to the 30891QLD Certificate II in Workplace Practices accredited course (this course will no longer be offered from November 2016).

Outcomes of the inaugural Queensland Reference Group (QRG)* meeting (13 August 2015), and further consultation with QRG members, have clearly identified the need for the implementation of a program that:

- Prepares students for work
- May contribute credits towards the Queensland Certificate of Education (QCE)
- Delivers quality training and outcomes
- Leads to employment and/or further studies
- Is industry current and includes elective units relevant to industry sectors
- Is funded (VET in schools funding - VETIS)
- Can be co delivered by Schools & Registered Training Organisations (RTO's)
- Provides resources for school teachers to support career development and Work Readiness for students

The key objectives of the program are:

- To provide a successful pathway for students to transition from school to employment through the provision of a "Work Readiness" program (Embedded into a VET qualification).
- To build strong industry partnerships and networks with schools
- To give school teachers and trainers access to resources
- To strengthen student outcomes through Vocational Education and Training
- To provide quality career pathways into the Tourism and Hospitality Industry by having the opportunity to gain essential employability skills within a real workplace

*QRG members include: Gateway Schools Network- Food, Wine & Tourism, Queensland Tourism Industry Council, Restaurant and Catering Association, Department of Education, Tri -school sector representatives, Training providers (SmartSkill, TAFE Brisbane, University of Queensland, Griffith University), QLD Hotels Association, Skills IQ, The STAR Entertainment group, Accor Hotels & Resorts, QLD Wine Industry Association, McDonalds, Tourism & Events QLD and the Department of Tourism, Major Events, Small Business & the Commonwealth Games.
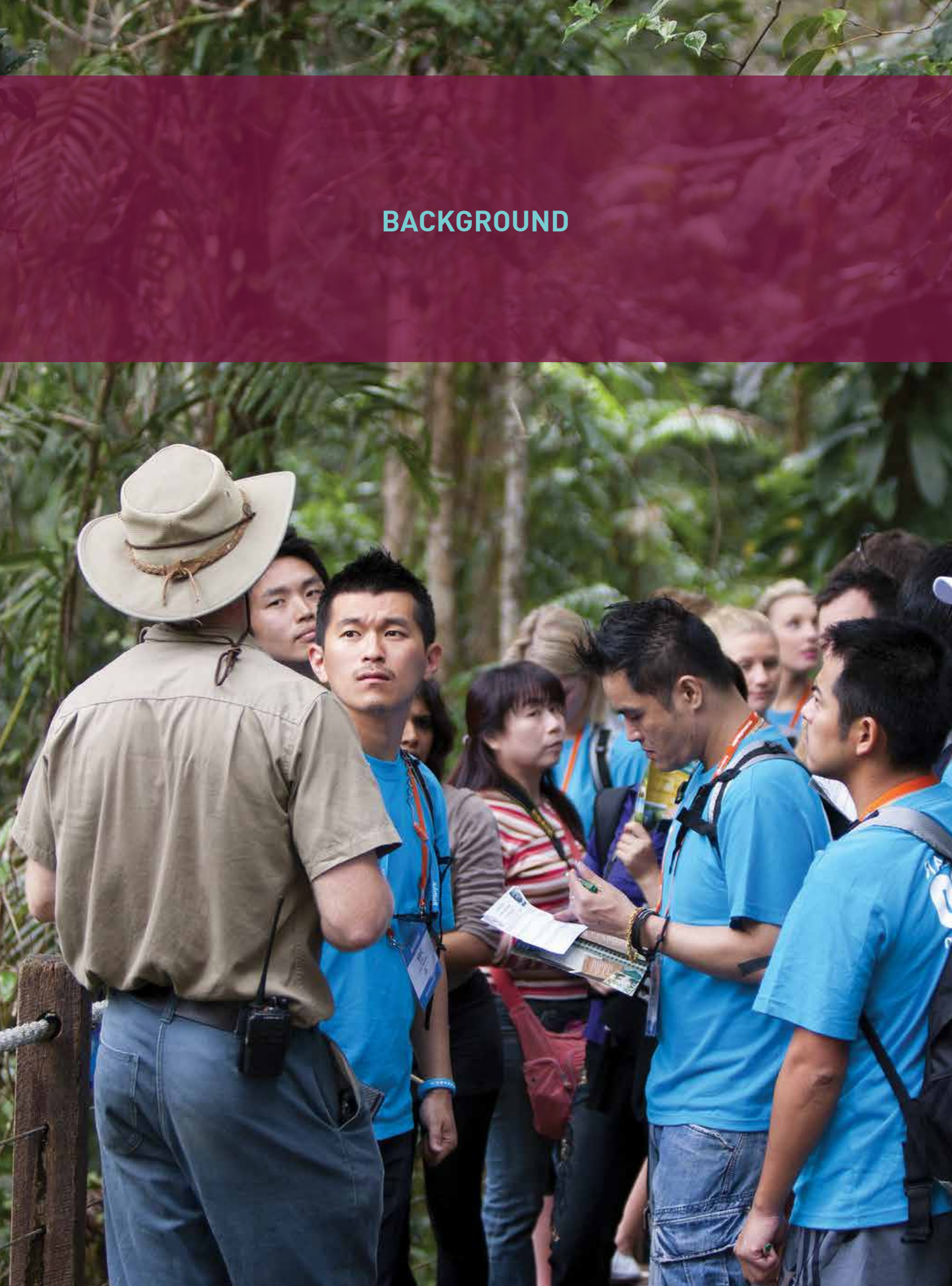
INTRODUCTION

WORK READINESS PROGRAM

WORK READINESS PROGRAM

Duration: 3 hours a week x 6 weeks

SESSION	CONTENT	RESOURCES	DELIVER	UOC ALIGNMENT
Session One Learning goals	• Learning needs and goals • Potential barriers to learning • Identifying own skills and abilities	Skills Road website Work readiness resource kit	Face to face - School or RTO	FSKLRG03 Use basic strategies for career planning FSKLRG08 Use simple strategies for work-related learning
Session Two Career Planning	• What career is right for me? • Career goals • Learning plan	Discover your career website (You tube clips, Job descriptions) Skills road website – Lesson plans, activities, quiz QTIC Career guide Work readiness resource kit	Face to face - School or RTO - Industry panel to discuss various job roles & work experience opportunities	FSKLRG06 Participate in work placement FSKLRG03 Use basic strategies for career planning FSKLRG08 Use simple strategies for work-related learning
Session Three & Four Job applications & Interviews	• Job applications • Resumes • Cover letters • Job interviews	Youth Central website Skills road website – Lesson plans, activities Work readiness resource kit	Face to face - School or RTO	FSKLRG03 Use basic strategies for career planning
Session Five Attitudes, Behavior & Expectations	• How to conduct yourself at work • Qualities valued by employers • Acceptable workplace behavior • How to communicate at work • Conflict resolution • Teamwork • Problem solving • Individual and team responsibilities	Be work smart booklet & activities Work readiness resource kit	Face to face - School or RTO	FSKLRG06 Participate in work placement BSBWOR203 Work effectively with others
Session Six Goal Setting and Commitment	• Staying focused and achieving goals	Work readiness resource kit Skills road website – lesson plans and activities	Face to face - School or RTO	FSKLRG08 Use simple strategies for work-related learning

INTRODUCTION

The Tourism & Hospitality Industry

Skill needs in Queensland's tourism industry are continuously adjusting in a highly dynamic business environment. This is due to changing demographics and growth in key markets for international and domestic visitors, the tourism workforce composition (seasonality and demographics) and the increasing adoption and use of digital technology. With the resource sector in decline, tourism is playing an increasingly prominent role in driving Queensland's economy.

The Brisbane, Sunshine Coast and Gold Coast regions are forecast to grow by approximately 13,000 tourism jobs over the next five years; compared to 7,000 jobs created in the rest of Queensland. It is projected that the greatest growth will be among bar attendants and baristas, waiters, and commercial cleaners for cafes, restaurants and takeaway food outlets[1].

Tourism workforce growth will be most significant within South East Queensland due to increased investment in tourism infrastructure (e.g. fourth runway at Brisbane airport)[1]. As such, it is important to ensure that appropriate strategies are adopted to position and prepare training providers in a timely and effective way. The Commonwealth Games will provide excellent employment and training opportunities in the near future. Investment into a new casino in Brisbane, and refurbishment of the casinos in Cairns and the Gold Coast will also drive demand for accommodation, hospitality and gaming skills and has the potential to offer exciting training opportunities.

Currently the tourism industry in Queensland supports more than 230,000 jobs (131,000 direct and 99,000 indirect jobs) ; however there is an estimated 11% labour shortage in the Queensland tourism industry. Addressing the identified skills shortage will assist in achieving the Queensland government and industry's goal of $30 billion in tourism expenditure by 2020. Employees in the tourism industry are critical to ensure Queensland remains a competitive tourism destination, delivering consistently outstanding service. To achieve this, businesses require trained and skilled staff who will deliver a world-class tourism product. Industry has reported that interpersonal skills are one of the most important employee attributes they look for in staff followed by people management, time management and active learning (i.e. learning on the job). Such skills have been identified as lacking, with many employees not meeting the expectations of their employers. The lack of skill is often attributed to the seasonal and often transient nature of the industry creating training and retention challenges within the industry[1].

Delivery of a quality tourism product or service is essential for meeting the growth and development targets of the industry and is highly dependent on the skills and abilities of its employees. A key skill moving forward is cultural awareness and ability for staff to speak multiple languages. Given the growth in the Asia market, training in Chinese and Japanese is considered a critical skill to meet the needs of tourists in Queensland[1]. The significant flow-on effect to the Queensland economy highlights the need for more targeted and focused skill sets to be utilised in order to raise the level of training in the areas identified by industry. As such, it is important to ensure that appropriate strategies are adopted to position and prepare training providers in a timely and effective way.

Industry/Work placement

Work placement provides an essential, realistic industry environment and the practical experience required for students to gain the skills necessary to work in the industry whilst completing an accredited qualification. It allows students to develop industry specific skills and generic work skills.

The student's "host" employer plays an integral role in assisting to prepare students for the workplace by providing meaningful workplace learning opportunities.

Work placement also provides an opportunity for Schools and Registered Training Organisations to build strong industry partnerships and bridge the gap between the workplace/industry and school/training environments.

Resource Kit

This resource kit has been developed to support school teachers and registered training organisations to deliver an industry "best practice" model, providing a successful pathway for students to transition from school to employment through the provision of a Work Readiness program, embedded into the following qualifications:

- SIT20116 Certificate II in Tourism,

- SIT20316 Certificate II in Hospitality

- SIT20416 Certificate II in Kitchen Operations

The elective units in the qualifications have been identified by the Queensland Reference Group as appropriate for successful pathways into employment and further studies in the tourism and hospitality industries.

The Work Readiness program can also be delivered by schools as a stand alone, non accredited program that provides students with career planning, employment support (resumes, job applications and interviews), communication and teamwork skills and awareness of employer expectations.

SCHOOL TEACHERS

The Work Readiness program provides school-teachers with the resources to successfully deliver the skills necessary to support students with career planning, school to work transition, communication and being "work ready".

The Work Readiness program can be delivered by schools as a stand alone, non-accredited program (does not attract QCE credits), co delivered with an RTO or delivered by a school RTO as an accredited program embedded into one of the following qualifications:

- SIT20116 Certificate II in Tourism

- SIT20316 Certificate II in Hospitality

- SIT20416 Certificate II in Kitchen Operations

Based on discussions between DET, Tri school sector representatives and the Gateway School Manager (FWT) it was identified that reregistering or developing a new Certificate II in Workplace Practices did not present as a viable option. The Queensland school sectors (State Schooling, Queensland Catholic Education Commission and Independent Schools Queensland) advised that accreditation for the 30891QLD Certificate II in Workplace Practices expires in November 2016 and re-accreditation will not be sought.

The Work Readiness program, embedded into an accredited qualification in tourism and hospitality provides an alternative to the accredited course 30891QLD Certificate II in Workplace Practices.

Please note: In addition to the assessor requirements under the Standards for Registered Training Organisations, the following assessor requirements must also be met by teachers if they are assessing the following Food & Beverage or Cookery units:

Assessors are required to have worked in industry for at least three years where they have applied the skills and knowledge of the unit of competency.

- SITHFAB002 Provide responsible service of alcohol

- SITHFAB007 Serve food and beverage

- SITHIND003 Use hospitality skills effectively

- SITHCCC005 Prepare dishes using basic methods of cookery

- SITHCCC011 Use cookery skills effectively

These requirements are for assessment/assessor purposes only and do not apply to the trainer delivering the unit/s.

Industry partners/employers may participate in a co-assessment arrangement with teachers to ensure that requirements under the RTO Standards (Teacher to have TAE40110 or higher qualification in adult education) and the unit (three years industry experience) are both met.

All trainers and assessors must meet all requirements for delivery

and assessment of accredited units as listed in the Standards for Registered Training Organisations.

REGISTERED TRAINING ORGANISATIONS

Incorporation of the Work Readiness program into VETIS funded Certificate II qualifications provides RTO's with the opportunity to partner with schools to co-deliver elective units that make up the Work Readiness program. It is proposed that schools partnering with RTO's to co-deliver the program are likely to have the experience and qualifications required to deliver (and possibly assess) the following units that are included in the 6 week Work Readiness program*.

- FSKLRG3   Use basic strategies for career planning

- FSKLRG06   Participate in work placement

- FSKLRG08 Use simple strategies for work-related learning

- BSBWOR203 Work effectively with others

The resources included in this kit align with the requirements of the above units. Assessments have been mapped to each unit of competency and all mapping documents will be made available to the RTO and Schools.

It is assumed that RTO's will have the following:

- The ability to deliver units from the three training packages – BSB, FSK & SIT16.

- Staff with the relevant required skills, knowledge, qualifications and experience to deliver the program

- Hold a PQS contract in order to access funding to deliver the program (VETIS) http://www.training.qld.gov. au/training-organisations/pre-qualified-suppliers/index.html

- Have access to quality, compliant, industry relevant/ current resources and assessment tools to enable them to deliver the program

- Sufficient structures and administrative processes in place to engage with and monitor the delivery of accredited units by a third party (School teachers)

- The required equipment and facilities to ensure students receive training in current industry practices

- *   Please note that it is entirely up to the discretion of the RTO to agree to engage school teachers to co-deliver accredited units of competency.

All trainers/assessors are required to meet the requirements of each individual unit, including the assessor requirements listed in the assessment requirements of each unit of competency that they are delivering/assessing and the trainer/assessor requirements listed in the Standards for RTO's 2015.

INDUSTRY ENGAGEMENT

As each of the qualifications (Certificate II in Kitchen Operations, Certificate II in Hospitality & Certificate II in Tourism) has a work placement component it is essential that schools and RTO's engage with industry to build strong industry partnerships and networks in their local area. For some regions, this can be achieved through membership in organisations such as the Gateway schools network (Food, Wine & Tourism), Queensland Tourism Industry Council, your local regional tourism organisation, local Department of Education and Training office or by organising networking events at your school or RTO.

Building and maintaining links with industry will encourage students to participate in work placement and provide them with the opportunity to gain essential skills within a real workplace, increasing their chances of gaining employment and having a successful career in the hospitality and tourism industry.

Teachers, Trainers and Assessors that deliver and/or assess accredited units must continue to engage with industry in order to remain up to date with current practices and gain input for the delivery and assessment of units and qualifications.

EMPLOYER GUIDE

An employer guide has been developed to assist employers to understand and support their role as a workplace supervisor of students completing work placement. An orientation/induction checklist is included in the guide. The guide is a user friendly industry written resource that supports quality outcomes for the student and the employer.

QUALIFICATIONS

The following elective units have been identified by the Tourism and Hospitality industry as suitable for inclusion in each of the Certificate II qualifications listed below. These elective units, combined with the embedded Work Readiness program will support career pathways into the Tourism and Hospitality Industry and ensure quality outcomes for students as they transition from school into the workplace. It is expected that each qualification will be delivered over a 12 - 24 month period.

SIT20116 CERTIFICATE II IN TOURISM

UNIT CODE	UNIT NAME	CORE/ ELECTIVE	EMPLOYABILITY SKILLS	INCLUDED IN WORK READINESS PROGRAM (Y or N)	WORK PLACEMENT REQUIREMENETS
SITTIND001	Source and use information on the tourism and travel industry	C	Communication Teamwork Problem Solving Self Management Technology Planning and organising Initiative and Enterprise	N	
SITXCCS003	Interact with customers	C	Communication Initiative and Enterprise	N	
SITXCOM002	Show social and cultural sensitivity	C	Teamwork Communication Problem Solving	N	
SITXWHS001	Participate in safe work practices	C	Problem Solving Communication	N	
SITXCCS002	Provide visitor information	E	Learning Initiative and Enterprise	N	
BSBWOR203	Work effectively with others	E	Communication Teamwork Problem Solving	Y	
FSKLRG06	Participate in work placement	E	ALL	Y	12 shifts (not a mandatory requirement in Tourism qualification but to be included in best practice model)
FSKLRG03	Use basic strategies for career planning	E	Learning Planning and Organising	Y	
FSKLRG08	Use simple strategies for work-related learning	E	ALL	Y	
SITHFAB002	Provide responsible service of alcohol	E	Problem Solving Self management Communication	N	
SITHIND001 OR SITXFSA001	Use hygiene practices for the hospitality industry Use hygienic practices for food safety	E	Problem Solving Self management Communication	N	

The highlighted (Blue) units form part of the work readiness program.

SIT20316 CERTIFICATE II IN HOSPITALITY

Please note – Only one of the following units may be chosen to meet the qualification rules: FSKLRG06 Participate in work placement OR SITHFAB003 Operate a bar.

UNIT CODE	UNIT NAME	CORE/ ELECTIVE	EMPLOYABILITY SKILLS	INCLUDED IN WORK READINESS PROGRAM (Y or N)	WORK PLACEMENT REQUIREMENETS
SITHIND002	Source and use information on the hospitality industry	C	Communication Teamwork Problem Solving Self Management Technology Planning and organising Initiative and Enterprise	N	
SITXCCS003	Interact with customers	C	Communication Initiative and Enterprise	N	
SITXCOM002	Show social and cultural sensitivity	C	Teamwork Communication	N	
SITXWHS001	Participate in safe work practices	C	Problem Solving Communication	N	
SITHIND003	Use hospitality skills effectively	C	Learning Initiative and Enterprise	N	Minimum 12 shifts (Complete service periods – mandatory)
BSBWOR203	Work effectively with others	C	Communication Teamwork Problem Solving	Y	
FSKLRG06OR	Participate in work placement	E	Communication Teamwork Problem Solving Technology	Y	Can be assessed with SITHIN003
SITHFAB003	Operate a bar*#	E	Communication Teamwork Problem Solving Self-Management Technology Planning and organising Initiative and Enterprise	N	
FSKLRG3	Use basic strategies for career planning	E	Learning Planning and Organising Communication	Y	
FSKLRG08	Use simple strategies for work-related learning	E	Communication Teamwork Problem Solving Self Management Technology Planning and organising Initiative and Enterprise Learning	Y	
SITXFSA001	Use hygienic practices for food safety	E	Problem Solving Self management Communication	N	
SITHFAB007	Serve food & beverage*	E	Communication Teamwork Problem Solving Self Management Technology Planning and organising	N	
SITHFAB002	Provide responsible service of alcohol	E	Problem Solving Self management Communication	N	

The highlighted (Blue) units form part of the work readiness program.

*Pre requisite is SITXFSA001 Use hygienic practices for food safety #Pre requisite is SITHFAB002 Provide responsible service of alcohol

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UNIT CODE	UNIT NAME	CORE/ELECTIVE	EMPLOYABILITY SKILLS	INCLUDED IN WORK READINESS PROGRAM (Y or N)	WORK PLACEMENT REQUIREMENETS
SITHCCC001	Use food preparation equipment*	C	Problem Solving Self Managat Technology Planning and organising	N	
SITHCCC005	Prepare dishes using basic methods of cookery*	C	Problem Solving Self Management Technology Planning and organising	N	
SITXWHS001	Participate in safe work practices	C	Problem Solving Communication	N	
SITHCCC011	Use cookery skills effectively*	C	Communication Teamwork Problem Solving Self Management Technology Planning and organising	N	Minimum 12 shifts (Complete service periods – mandatory)
SITXINV002	Maintain the quality of perishable items*	C	Communication Teamwork Problem Solving Technology Planning and organising	N	
SITXFSA001	Use hygienic practices for food safety	C	Problem Solving Self management Communication	N	
SITHKOP001	Clean kitchen premises and equipment*	C	Communication Teamwork Problem Solving Self Management Technology Planning and organising	N	
BSBWOR203	Work effectively with others	C	Communication Teamwork Problem Solving	Y	
FSKLRG03	Use basic strategies for career planning	E	Learning Planning and Organising Communication	Y	
FSKLRG08	Use simple strategies for work-related learning	E	Communication Teamwork Problem Solving Self Management Technology Planning and organising Initiative and Enterprise Learning	Y	
SITHCCC002	Prepare and present simple dishes*	E	Communication Problem Solving Self Management Technology Planning and organising	N	
SITXCCS003	Interact with customers	E	Communication Initiative and Enterprise	N	
SITHCCC004	Package prepared food stuffs*	E	Communication Teamwork Problem Solving Technology	N	

The highlighted (Blue) units form part of the work readiness program. | *Pre requisite is SITXFSA001 Use hygienic practices for food safety

PATHWAYS

On successful completion of a Certificate II qualification students may go on to complete one of the following career pathways:

Apprenticeships:

- SIT30813 Certificate III in Commercial Cookery

- SIT30716 Certificate III in Hospitality (Restaurant Front of House)

Further studies:

- SIT30116 Certificate III in Tourism, SIT40116 Certificate IV in Travel & Tourism or SIT50116 Diploma of Travel & Tourism

- SIT30616 Certificate III in Hospitality, SIT40416 Certificate IV in Hospitality or SIT50416 Diploma of Hospitality Management

Click on each qualification for further information or go to www.training.gov.au.

LESSON PLANS

- Session 1 – Learning goals

- Session 2 – Career planning

- Session 3 & 4 – Job applications & interviews

- Session 5 – Attitudes, expectations and behaviours

- Session 6 – Goal setting and commitment

Please note: In order to access the Skills Road website resources you must create a log in.

SESSION 1 –
LEARNING GOALS

Time:

- 3 hours: 1 hour –Skills and Abilities, 2 hours learning styles and resilience

Purpose:

- Identify individual learning style, strengths and abilities and barriers

Activities:

Skills & Abilities session

- Teacher facilitates discussion on abilities, strengths and weaknesses.
- Students complete their own Skills and Abilities sheets, sharing their experiences as they complete the sheets, in pairs or small groups.
- Students spilt in to pairs to complete the ratings of abilities for their partner and discuss these ratings and compare them with their self-evaluation ratings.
- Students consider how their strengths and weaknesses may influence their future experiences. This can be done in small groups or as a class activity. Students discuss what impact this may have on possible careers.
- Students list their abilities and identify categories of work that they are good at. They can then explore these further to identify any other possible jobs.

Learning styles and resilience session

- See Skills road lesson 4-6 –Career planning

Resources:

- Learning styles background and questionnaire (Skills road)
- Skills road lesson plans – 4-6 Career Planning (Learning styles & Resilience)
- Skills and abilities work sheet (Resources section – Session 1)

Teacher preparation:

- Review lesson plans on resources page and on skills road website
- Print skills road learning styles background and questionnaire
- Print skills and abilities worksheet
- Create teacher log in for Skills Road www.Skills Road. com.au/login?returnurl=/my-account
- An accessible school or personal email address

SESSION 2 –
CAREER PLANNING

Time:

- 3 hours: 2 hours career planning lessons, 1 hour career quiz lesson

Purpose:

- Students learn about various careers
- Students learn to identify career goals
- Students develop a learning plan

Activities:

- See Lesson 1-3 Skills road Career planning lessons
- Skills road Career quiz (Lesson 1)
- Students to develop a learning plan
- Students to create their own Skills Passport - https:// skillspassport.net

Resources:

- Various career websites - The job I love Website, Discover your career, My future (See links on resources page)
- QTIC Career guide (See link on resources page)
- Skills road lesson Plan 1-3 - Career Planning
- Skills Road Lesson Plan 1 (Career Quiz)
- Skills Road 'Worksheet 1'
- Learning plan template (Resources section Session 2)

Teacher preparation:

- Review lesson plans on skills road
- Book computer room
- Ensure skills road, other career sites and YouTube can be accessed through school internet
- Print QTIC career guide from QTIC website
- Print skills road career quiz worksheet 1
- Print learner plan template

SESSION 3 & 4 –
JOB APPLICATIONS & INTERVIEWS

Time:

- Session 3: 3 hours: 1 hour – Finding a job, 2 hours – Job applications & Cover letters
- Session 4: 3 hours: 1 hour – Resumes, 2 hours- Job interviews

Purpose:

- Students learn how to search and apply for jobs
- Students learn how to write cover letters
- Students learn how to write a resume
- Students learn how to undertake job interviews

Activities:

- Job search activity
- Cover letter & resume activity
- See Lesson 1-2 Skills Road - job interviews
- Conduct mock interviews

Resources:

- www.Skills Road.com.au/teachers/lesson-plans-and-resources/job-interviews-lesson-plans/lesson-1
- www.youthcentral.vic.gov.au/jobs-careers
- http://www.youthcentral.vic.gov.au/jobs-careers/applying-for-jobs
- http://www.youthcentral.vic.gov.au/jobs-careers/job-interviews

Teacher preparation:

- Review lesson plans on skills road
- Book computer room
- Ensure skills road, other career sites and YouTube can be accessed through school internet
- Print skills road activities

SESSION 5 –
ATTITUDES, BEHAVIOR & EXPECTATIONS

Time:

- 3 hours: 2 hours – Be work smart activities, 1 hour – Communication & Teamwork

Purpose:

- Students learn to understand employer expectations
- Students learn how to communicate in the workplace
- Students learn to deal with conflict and problem solve
- Students learn about their roles and responsibilities in the workplace
- Students learn how to work in a team

Activities:

- Activities in Be Work Smart guide
- Team work activity – see resources section (Session 5)
- Role play activity – see resources section (Session5)

Resources:

- Be Work Smart www.training.qld.gov.au/training-careers/career-info/be-work-smart.html
- Session 5 resources (in resources section of this kit)

Teacher preparation:

- Review Be Work Smart Guide & print copies for students
- Review activities in resource section (Session 5)

SESSION 6 – GOAL SETTING AND COMMITMENT

Time:

* 3 hours: Goal setting, planning, motivation & commitment

Purpose:

* Students learn how to achieve short and long term goals

* Students learn about discipline and motivation

Activities:

* Planning activity (Skills road Career planning – Lesson 6)

* Discipline activity (Skills road Career planning – Lesson 7)

* Motivation questionnaire (Skills road Career planning – Lesson 8)

Resources:

* www.Skills Road.com.au/teachers/lesson-plans-and-resources/career-planning-lesson-plans/lesson-6-sustained-appropriate-focus

* www.Skills Road.com.au/teachers/lesson-plans-and-resources/career-planning-lesson-plans/lesson-7-discipline

* http://www.Skills Road.com.au/teachers/lesson-plans-and-resources/career-planning-lesson-plans/lesson-8-motivation

Teacher preparation:

* Review lesson plans 6-8 (Career Planning) on Skills Road website

* Print activities (Skills Road)

Thank you to the Department of Education North Coast for their support in allowing us to access the Be Work Smart Program and resources and to Skills road for their lesson plans and resources. Please note that any external links/resources used in this resource kit are subject to Copyright.

RESOURCES & REFERENCES

Vocational Educational and Training:

* Foundation skills training package implementation guide
* User guide to Standards for RTO's 2015
* Trainer/assessor requirements
* SIT20316 Certificate II in Hospitality
* SIT20416 Certificate II in Kitchen Operations
* SIT20116 Certificate II in Tourism
  Unit descriptors & assessment requirements
  – Work Readiness units
* FSKLRG03 Use basic strategies for career planning
* FSKLRG06 Participate in work placement
* FSKLRG08 Use simple strategies for work related learning
* BSBWOR203 Work effectively with others

Work Readiness:

* Be work smart: www.training.qld.gov.au/training-careers/career-info/be-work-smart.html
* Job interviews: www.Skills Road.com.au/home

Careers:

* Hospitality & Tourism careers website: www.discoveryourcareer.com.au
* Careers in Hospitality - https://youtu.be/3oqklVa0qxk
* Star Entertainment Group- Careers & Training: www.starentertainmentgroup.com.au/careers-training-rto/
* Skills Passport - Students can track their training and career achievements in their very own Skills Passport. https://skillspassport.net
* QTIC Career Guide: www.qtic.com.au/resources/qtic-tourism-hospitality-careers-guide
* Career Planning & Quiz: www.Skills Road.com.au/home
* Career Guide: www.thejobilove.com.au
* Career videos: www.skillsone.com.au/
* Job applications: www.youthcentral.vic.gov.au/jobs-careers/applying-for-jobs
* Career resources: www.education.vic.gov.au/school/teachers/teachingresources/careers/Pages/default.aspx www.youthcentral.vic.gov.au/jobs-careers www.australia.gov.au/information-and-services/jobs-and-workplace/career-information www.education.gov.au/career-development?resource
* Working as a Chef - The Reality http://www.hospitalitymagazine.com.au/resources/articles/working-as-a-chef-the-reality

Useful links

* Engaging employers in vocational learning
* Skills shortages – Cafes
* Food, Wine and Tourism Gateway to Industry Schools Program
* Anti-discrimination resources
* Core Skills for Work Developmental Framework
* Working as a chef -The reality
* Working in the hospitality industry
* Working in the tourism industry

SESSION RESOURCES

Session 1: Skills and Abilities worksheet

1. You all know some things that you are good at. When you are good at something, it usually means that you gain satisfaction and enjoyment from doing it. You can further develop these abilities and apply them to your work or leisure activities. Complete the following table by placing a tick in the appropriate box.

ACTIVITIES	VERY CONFIDENT	CONFIDENT	FIND THIS CHALLENGING
Planning social activities			
Playing sport			
Gardening			
Writing stories, poems or plays			
Making friends			
Working with machines and equipment			
Remembering things			
Maths			
Playing a musical instrument			
Being responsible			
Learning new work			
Talking to people			
Fixing machines			
Being a team leader			
Cooking food			
Listening to others			
Working as part of a team			
Following directions			
Bushwalking			
Being friendly			
Speaking in front of people			
Working without supervision			
Designing things			
Drawing, painting or ceramics			
Lifting heavy objects			
Working with animals			
Solving puzzles or computer games			
Photography			
Keeping fit and healthy			
Selling things			
Being honest			
Promoting activities and events			

2.	Other things I am confident doing are:
3.a	Some of the things I am less confident doing are:
3.b	Ways that I could deal with these things are:

Abilities can be divided into different groups. One way of looking at your abilities is in terms of the following seven categories used in the Job Guide: Analytic or Scientific, Creative or Artistic, Helping or Advising, Nature or Recreation, Organising or Clerical, Persuading or Service, Practical or Mechanical. Under each of the headings below list the activities from the last table that you are good/ very good at under heading. Your teacher will explain in detail waht each heading means.

4.	Analytic or Scientific
	Creative or Artistic

4.	Helping or Advising
	Nature or Recreation
	Organising or clerical
	Persuading or Service
	Practical or Mechanical

SESSION 2:
LEARNING PLAN (WORK-RELATED) TEMPLATE

No.	Learning goals (What skills and knowledge do I require to achieve competence?)	Current Status (What level of skills and knowledge do I have now in respect to this learning goal)	Learning Strategies (How will I reach this learning goal?)	Required Resources (What resources do I need to achieve this learning goal?)	Key Performance Indicators (How can I demonstrate to myself that I have achieved this learning goal?)	Short OR Long term goal? (Will it be completed in 3 months or 2 years? Add date goal to be achieved by)
1						
2						
3						
4						
5						

Review of progress (6 weeks after initial goal setting)					
Goal	Current Status (In progress or completed)	Do I need further skills to achieve my goal?	What resources do I need to achieve my goal?	What further support and/or information can assist me to achieve my goal?	By what date can I expect to achieve my goal?
Goal 1					
Goal 2					
Goal 3					
Goal 4					
Goal 5					
Feedback from teacher/trainer					

SESSION 5: TEAM ACTIVITY

The Paper Tower

Divide students into groups of four. Using coloured paper, straws, cups, scissors, sticky tape, paperclips and rubber bands (each group receives the same amount of each item); student teams must build a tower. The team with the tallest tower wins! Students must allocate a job role/responsibility to each team member (Team leader etc.) Allow the students 10 minutes to discuss and plan the tower and 15 minutes to build it.

Students must all work together as a team to achieve their goal "The tallest tower". Each member of the team must share ideas, support one another and contribute to the building of the tower.

The tower must stand on its own (cannot lean against anything) and must only be made out of the materials provided.

Students must answer the questions below.

QUESTION	SATISFACTORY
What problems did you come across while undertaking the team activity? How did you solve the problem/s?	YES ☐ NO ☐
What was your role and duties in the team activity?	YES ☐ NO ☐
Identify areas for improvement.	YES ☐ NO ☐

Trainers/assessors must observe the student participating in this activity and complete the checklist below.

OBSERVABLE SKILL/TASK	SATISFACTORY
Student contributes constructively to team goals and tasks.	YES ☐ NO ☐
Student provides support to team members to ensure goal is met.	YES ☐ NO ☐
Student completes work requirements with their team despite time and resource constraints.	YES ☐ NO ☐
Student uses appropriate language and tone when communicating with other team members (including non-verbal communication).	YES ☐ NO ☐
Student understands their own responsibilities/duties and how they fit in with other team members and promotes cooperation and good relationships with others	YES ☐ NO ☐

SESSION 5: ROLE PLAY ACTIVITY - COMMUNICATION & DIVERSITY

Diversity encompasses all the differences present in a workplace/organisation/school. People may differ in a variety of ways, such as their nationality, gender or race. Discuss and give examples of cultural differences – religion, food, customs, language, barriers to communication and legislation related to anti-discrimination (See useful links on reference page).

Play HSBC cultural differences ads- (6 mins)

Divide students in to pairs. Students receive a copy of the following role plays. They have 15 minutes to discuss responses and practice each role. Students are then required to present the role plays to the class.

Role-play 1 – Language differences

A member of your work team speaks English as a second language with a very heavy accent.
Language differences between them and other team members are preventing them from understanding one of your workplace procedures. Respond appropriately to this situation.

Role-play 2 – Respecting cultural differences

A member of your team approaches you for advice. Another team member has told him he should remove his turban at work because it doesn't suit the image of the organisation and that he'll lose his job if he doesn't comply.

Respond in a way that respects his personal values and beliefs and adheres to anti-discrimination legislation.
Trainers/assessors must observe the student participating in the role plays and complete the checklist below.

ROLE-PLAY 1: LANGUAGE DIFFERENCES	SATISFACTORY
Student changes communication style to suit team members with language differences.	YES ☐ NO ☐
Student uses culturally appropriate communication	YES ☐ NO ☐
Student demonstrates the ability to help team members by explaining and clarifying procedures	YES ☐ NO ☐
Student role play responses:	YES ☐ NO ☐

ROLE-PLAY 2: RESPECTING CULTURAL DIFFERENCES	SATISFACTORY
Student uses communication skills that respect others' personal values and beliefs.	YES ☐ NO ☐
Student communicates in a way that adheres to anti-discrimination legislation	YES ☐ NO ☐
Student role play responses:	YES ☐ NO ☐

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COMPETENCY ASSESSMENT MATRIX

The work readiness program activities have been mapped to the following units:

- FSKLRG03 Use basic strategies for career planning
- FSKLRG06   Participate in work placement
- FSKLRG08 Use simple strategies for work-related learning
- BSBWOR203 Work effectively with others

BSBWOR203 Work effectively with others

Element	Performance criteria	Skills road activities	Resource kit activities	Workplace log book	Any other assessment used
1. Develop effective workplace relationships	1. Identify own responsibilities and duties in relation to workgroup members, and undertake activities in a manner that promotes cooperation and good relationships.			x	
	2. Take time and resource constraints into account in fulfilling work requirements of self and others.		Session 5 – teamwork activity	x	
	3. Encourage, acknowledge and act upon constructive feedback provided by others in the workgroup.		Session 5 – teamwork activity	x	
2. Contribute to workgroup activities	1. Provide support to team members to ensure workgroup goals are met.		Session 5 – teamwork activity	x	
	2. Contribute constructively to workgroup goals and tasks according to organisational requirements.		Session 5 – teamwork activity	x	
	3. Share information relevant to work with workgroup to ensure designated goals are met.			x	
	4. Identify and plan strategies/ opportunities for improvement of workgroup in liaison with workgroup.			x	

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BSBWOR203 Work effectively with others

Element	Performance criteria	Skills road activities	Resource kit activities	Workplace log book	Any other assessment used
3. Deal effectively with issues, problems and conflict	1. Respect differences in personal values and beliefs and their importance in the development of relationships.		Resource kit activity - Session 5- Role play 1 & 2	x	
	2. Identify any linguistic and cultural differences in communication styles, and respond appropriately.		Resource kit activity – Session 5 -Role play 1 & 2	x	
	3. Identify issues, problems and conflict encountered in the workplace.			x	
	4. Seek assistance from workgroup members when issues, problems and conflict arise, and suggest possible ways of dealing with them as appropriate, or refer them to the appropriate person.			x	

Performance evidence

Evidence of the ability to:	Skills road activities	Resource kit activities	Workplace log book	Any other assessment used
Identify own responsibilities in relation to the team and the organisation's requirements			x	
Work effectively in a work group including:			x	
Supporting team members			x	
Using culturally appropriate communication skills		Resource kit activity – Session 5 – Role paly 1 & 2	x	
Acting on constructive feedback		Session 5 –teamwork activity	x	
Cooperating and contributing to team goals		Session 5 –teamwork activity		
Identifying improvement opportunities				
Identify problems and conflicts and address them appropriately			x	

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BSBWOR203 Work effectively with others

Knowledge evidence: To complete this unit safely and effectively, the individual must:	Skills road activities	Resource kit activities	Workplace log book	Any other assessment used
Outline the organisational standards, policies and procedures that relate to own work role			x	
Outline team responsibilities and duties and their relationship to individual responsibilities and duties		Session 5 –teamwork activity	x	
Summarise conflict resolution techniques			x	

FSKLRG08 Use simple strategies for work-related learning

Element	Performance criteria	Skills road activities	Resource kit activities	Workplace log book	Any other assessment used
1. Prepare for learning	1.1 Identify work-related learning goals		Session 2- Learning plan		
	1.2 Identify own learning needs		Session 2- Learning plan		
	1.3 Identify preferred approaches to learning		Session 1 – skills & abilities		
	1.4 Identify potential barriers to own learning and propose possible solutions		Session 1 – skills & abilities		
2. Use strategies for learning	2.1 Select a short-term learning goal		Session 2- Learning plan		
	2.2 Locate and assess information related to the learning goal		Session 2- Learning plan		
	2.3 Identify simple learning strategies to achieve the learning goal		Session 2- Learning plan		
	2.4 Identify and access support resources		Session 2- Learning plan		
	2.5 Develop a simple learning plan which includes a learning pathway		Session 2- Learning plan		

FSKLRG08 Use simple strategies for work-related learning

Element	Performance criteria	Skills road activities	Resource kit activities	Workplace log book	Any other assessment used
3. Review own learning progress	3.1 Check progress against the learning plan		Session 2- Learning plan		
	3.2 Seek feedback from an appropriate person		Session 2- Learning plan	x	
	3.3 Identify areas for further learning and training		Session 2- Learning plan	x	

Performance evidence

Evidence of the ability to:	Skills road activities	Resource kit activities	Workplace log book	Any other assessment used
Develop a simple personal learning plan		Session 2- Learning plan		
Review own progress		Session 2- Learning plan		

Knowledge evidence: Evidence of the following knowledge must be demonstrated:	Skills road activities	Resource kit activities	Workplace log book	Any other assessment used
Own learning goals and needs	x	Session 2- Learning plan		
Strategies for learning	x	Session 2- Learning plan		
Preferred approaches to learning	x	Session 1 – skills & abilities		

FSKLRG06   Participate in work placement

Element	Performance criteria	Skills road activities	Resource kit activities	Workplace log book	Any other assessment used
1. Plan to participate in work placement	1.1 Identify details of host workplace			x	
	1.2 Identify own requirements to participate in work placement			x	
2. Use strategies for learning	2.1 Follow relevant work practices and procedures			x	
	2.2 Perform appropriate workplace tasks as directed			x	
	2.3 Collect evidence of work placement			x	
	2.4 Seek feedback on work placement from appropriate person			x	

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FSKLRG06   Participate in work placement

Performance evidence

Evidence of the ability to:	Skills road activities	Resource kit activities	Workplace log book	Any other assessment used
Plan for and participate in work placement			x	
Provide evidence of work placement.			x	
Knowledge evidence: **Evidence of the following knowledge must be demonstrated:**	**Skills road activities**	**Resource kit activities**	**Workplace log book**	**Any other assessment used**
Workplace requirements			x	
Own performance in work experience.			x	

FSKLRG03 Use basic strategies for career planning

Performance evidence

Evidence of the ability to:	Skills road activities	Resource kit activities	Workplace log book	Any other assessment used
Identify own work goals			Session 2- Learning plan	
Prepare a simple individual learning plan			Session 2- Learning plan	
Knowledge evidence: **Evidence of the following knowledge must be demonstrated:**	**Skills road activities**	**Resource kit activities**	**Workplace log book**	**Any other assessment used**
Strategies to plan for career	x		x	
Sources of information for support and advice to plan career.	x	Session 2- Learning plan		

FSKLRG03 Use basic strategies for career planning

Element	Performance criteria	Skills road activities	Resource kit activities	Workplace log book	Any other assessment used
1. Plan for career	1.1 Identify own career goals	x	Session 2- Learning plan		
	1.2 Identify learning requirements to achieve goals		Session 2- Learning plan		
	1.3 Identify own skills		Session 1 – skills & abilities		
	1.4 Identify barriers to achieving career goals		Session 1 – skills & abilities		
2. Prepare an individual learning plan	2.1 Identify learning strategies to develop required skills		Session 2- Learning plan		
	2.2 Record information on a simple individual learning plan		Session 2- Learning plan		
	2.3 Review individual learning plan and strategies		Session 2- Learning plan		

GLOSSARY

DET – Department of Education & Training (QLD)

Delivers world-class education and training services and ensures that Queensland's education and training systems are aligned to the state's employment, skills and economic priorities.

Employability skills

The skills which enable people to gain, keep and progress in employment, including skills in the clusters of Work Readiness and work habits, interpersonal skills and learning, thinking and adaptability skills.

Gateway Schools to Food, Wine & Tourism

The Food, Wine and Tourism Gateway to Industry Schools Program aims to help young people make a successful transition from school into further education and or employment in the food, wine, hospitality and tourism industries. By blending school, vocational and academic curricula targeted to industry needs, students are learning about the food, wine and tourism industries and the career opportunities available.

PQS – Pre Qualified Supplier

The pre-qualified supplier (PQS) system provides a central register of pre-approved registered training organisations (RTOs) for the delivery of training and assessment services subsidised by the Department of Education and Training (DET). This includes VETIS funding for qualifications listed on the QLD Training subsidy list.

QRG - Queensland Reference Group

As part of the Gateway Schools Network, Food Wine and Tourism initiative, the QRG was created in August 2015 to provide a structured mechanism for schools, employers, education and training system stakeholders and government to engage on workforce development and skilling issues within the Queensland Tourism and Hospitality.

RTO – Registered Training Organisation

Training providers registered by the Australian Skills Quality Authority (ASQA) or in some cases, a state or territory registering and accrediting body to deliver training and/or conduct assessments and issue nationally recognised qualifications in accordance with the Australian Quality Training Framework or the VET Quality Framework.

VETIS – VET in Schools

A program which allows students to combine vocational studies with their general education curriculum. Students participating in VET in Schools continue to work towards their Senior Secondary School Certificate, while the VET component of their studies gives them credit towards a nationally recognised VET qualification. VET in Schools programs may involve structured work placements.

VET - Vocational Education & Training

Post-compulsory education and training, excluding degree and higher level programs delivered by further education institutions, which provides people with occupational or work-related knowledge and skills. VET also includes programs which provide the basis for subsequent vocational programs.

Disclaimer

TESTIMONIALS

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At Slydogz Events we have found that providing work placement opportunities and having a school based trainee gives a young person a chance to engage with their area of passion, building their own career foundations while contributing enthusiastically to innovation, discussion, perspective and fresh ideas within the company. School-based trainees and work placement programs are a perfect way to contribute in a meaningful way to a young person's life and benefit your company simultaneously"

"

Karyn

& The Slydogz Team

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