

THE DEVELOPMENT OF STRATEGIES TO IMPROVE
CAPACITY IN HOSPITALITY AND TOURISM TRAINING AT
EAST GIPPSLAND INSTITUTE OF TAFE

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Certification

- except where due acknowledgement has been made, the work is that of the candidate alone; and
- the work has not been submitted previously, in whole or in part, to qualify for any other academic award; and
- the content of the exegesis is the result of work which has been carried out since the official commencement date of the approved research program.

Anne Rigg

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Abstract

This research project has explored the issues surrounding East Gippsland Institute of TAFE's (EGTAFE) inability to expand the training in Hospitality and Tourism (H&T). EGTAFE is a small regional public provider of training covering a large area in regional Victoria and it has a pivotal role in the provision of knowledge and skills to assist Gippsland's transition to an innovative economy (www.egtafe.vic.edu.au/corporate/corporate).

During this project discussions were held with a variety of stakeholders, namely local business owner/operators in the H&T Industry, researching issues such as industry skills requirements and also employers perception of EGTAFE. Action Research was employed as the methodology of this research project, as the cyclical process of planning, acting, observing and reflecting has facilitated the understanding and development of improvements to practices across the Hospitality and Service Industries (H&SI) team. Interviews, questionnaires and workshops were all part of the data collection method.

As a result of this research project the main outcomes that have emerged are 1) a better understanding of the needs of employers and employees; and 2) the development of a strong collaborative partnership with employers. Due to the connections with industry that were made because of this research project, the

H&SI team is now in a position not only to deliver industry skills requirements, but also to be a partner in the process.

Chapter 1

Introduction and overview

1.1 Aim

The aim of this project was twofold. Firstly to explore the reasons for the low student participation rate at East Gippsland Institute of TAFE (EGTAFE) in Hospitality and Tourism (H&T) training and secondly to develop strategies that would identify methods to increase this training. Other important factors that also needed to be addressed were employers' perception of EGTAFE and the low utilisation of EGTAFE as their training provider.

This research project had its genesis in one of those embarrassing and diabolical restaurant experiences. I had been at EGTAFE less than twelve months and went to a local restaurant for dinner with some Melbourne friends. We had a cooking apprentice at this restaurant and I had met the owner several times. Believing that this would be a great place to showcase my new environment, I booked a table of ten for dinner. The whole dining experience was embarrassing as the mistakes in service and the meal itself continued all night. There seemed no flow to the service and no urgency by the staff to serve

the customer. A scene from the classic 1970's British comedy show *Fawlty Towers* (television series 1975) would probably go some way towards capturing the elements of the situation in which I found myself. These friends wanted to know why I could not 'fix' the problem and help the employer improve the service.

A week later I spoke to the employer and offered some assistance. He did not believe that there was any particular problem and he did not want my suggestions or help in any way. Notwithstanding what may seem a negative scenario has in fact become a very positive part of this research because it forced me to go out and connect face to face with industry to understand their needs, and what it is like being a small business in a small region.

The initial driving forces for this research were to:

- ❖ Improve the skills of the industry
- ❖ Increase training opportunities for EGTAFF
- ❖ Promote the benefits of training
- ❖ Develop a set of skills to suit the needs of the industry.

However as this research progressed it became clear that the successful outcomes for all of these driving forces were not necessarily possible.

The low regard employers had for EGTAFF's ability to deliver relevant training (as illustrated on pp. 3 - 4) was the most unexpected factor that became apparent very early in my employment at EGTAFF. Bodi, Maggs and Gray

(2000, p. 14) found that generally employers did not think TAFE could assist in improving their business and that TAFE was not relevant or aware of the needs of industry. This was a critical issue and turning point as it changed my understanding of what this research could accomplish.

As a result of these initial findings, and to achieve some improvement to the level and effectiveness of outcomes in H&T training delivered by EGTAPE, this research needed to explore and investigate the following questions:

1. What factors have impacted on student numbers which have caused a decline in H&T training at EGTAPE?
2. Why were the local employers not using EGTAPE for training?
3. What are the training needs of the H&T Industry in East Gippsland?
4. What changes can be made to the EGTAPE Hospitality and Service Industries department (H&SI) and subsequently the training delivery to ensure that the industry needs are met?
5. Finally, to what extent could investigation and research into the reasons for employers' negative perceptions of EGTAPE, and the low level of student numbers in H&T, direct improvements to practices by EGTAPE and the industry?

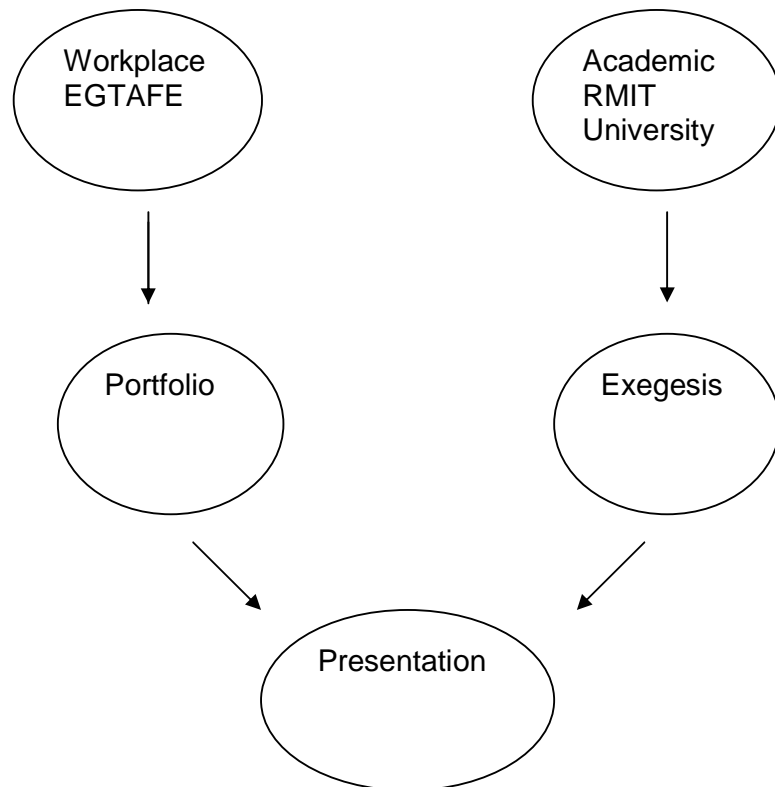
1.2 Rationale for the research

EGTAFE is a small regional Registered Training Organisation (RTO) which covers 14% of the state of Victoria. It has 17 sites including two main campuses in Bairnsdale and Fulham, outside of Sale, and seven outreach offices covering areas from Stratford to the New South Wales border and from Yarram to Mt Hotham (see Appendix A).

When I applied for the position of the Manager of the H&SI department in late 1997 one of the key elements of the position description was to liaise, negotiate with and foster effective relationships with the H&T Industry and the community (see Appendix B). It was highlighted during my induction that it was important that the department deliver appropriate skills that would (a) ensure that our students gain effective and fulfilling work in the region, (b) raise the profile of EGTAFE, and (c) improve the outcomes for H&T business owners and EGTAFE. However, once I realised that there were some serious challenges (as highlighted on pp. 4- 5) that influenced my ability to delivery what was explicit in my position description, finding solutions became vital.

1.3 The research

This higher degree by project has a workplace and academic component.



Brown, M. (unpub.)

Figure 1 – The Research Journey

The workplace component is the portfolio which is referred to in chapter five of this exegesis and the academic component of the study is explained in this exegesis.

1.3.1 Workplace component - Portfolio

The portfolio documents the journey from where the EGTAFE H&SI department was placed when this research commenced, including an evaluation undertaken during a meeting with our permanent staff in Mallacoota in 2001. This resulted in a restructure of the department and a change of name from Hospitality and Tourism Department to the Hospitality and Service Industries Department. The portfolio includes examples and reports on the different strategies that have been used to improve the training levels of EGTAFE in H&T and are explicitly linked to the progress, finding and outcomes highlighted in this exegesis.

1.3.2 Academic component - Exegesis

The exegesis documents the process of data analysis, theorising and the knowledge production (RMIT 2002, p. 8). This exegesis has been divided into five chapters. This first introductory chapter opens the discussion and establishes the aim and rationale for this research. An action research method and methodology is then considered in the next chapter explaining how and why the data was collected.

Chapter three outlines the background of the three main elements, the researcher – the teller, the H&SI team at EGTAFE and the H&T Industry. It analyses the motivation (driving forces) and barriers to each element to gain a better understanding of the difficulties involved for them, to meet the aims of this research. The research journey is discussed in chapter four and considers the data and analysis that affected and altered the research cycle. The final

chapter highlights the findings and actions, expanding on the several tangible outcomes that have improved results in learning and training in H&T for EGTAFE and the industry.

1.4 Conclusion

This research relates to H&T training in regional Victoria and the following chapters will emphasise the difficult journey the research had in coming to terms with the role of training at EGTAFE and what changes and improvements to practices were needed. From this research it is also evident that all the findings can be duplicated within all RTOs in regional Australia.

Chapter 2

Research design

2.1 Introduction

The driving force for this research was to explore the reasons for the low student participation rate at EGTAFE in H&T training and develop strategies to identify methods of increasing this training. Looking at why employers did not use EGTAFE as their training provider became an important part.

The aim of this chapter is to outline the chosen methodology process that propelled the project. This chapter has been divided into three sections. Firstly, the overview of the chapter followed by the method used to gain the information, and finally, the methodology and basis of the choice.

Action research has been outlined by several writers such as Schmuck (1997) who discussed the responsive action research where he differentiated between responsive and proactive action research. Responsive and proactive

approaches share many of the same practices - the key difference is at the commencement of the process. Unlike the latter, which commences with the trialling of new practices, responsive action research commences with the collection of data.

Clearly the urge to collect data is not necessarily spontaneous but is likely to emerge from the dissatisfaction with the current situation or perhaps an uncertainty or a problem that has not been properly defined. The six steps identified by Schmuck were: collect data; analyse the data; distribute the data and announce changes; try a new practice, check others' reactions; and then collect new data. Another process was discussed by Kemmis and McTaggart (2000) who interpret action research as being spiral steps of planning, acting, observing and reflection. The framework for my research is a blend of both processes where there was dissatisfaction with the current situation. My project follows the actions of planning, acting, observing and reflecting.

As this project concerns training in the H&T Industry, using a metaphor of a restaurant menu was useful in explaining the stages of the research process. Accordingly the method of data collection can be compared to how we structure the menus at our training restaurants, including our commercial training restaurant, Café Rossi in Sale (refer Portfolio 5 and p. 110). An a la carte menu traditionally is a menu with items priced separately, but which still forms part of the whole dining experience. Similarly each of the steps of this research, the

interviews, the questionnaire and the workshop were separate, but formed part of the whole process.

Each item on this menu is characterised by the following four cycles with the final two cycles occurring continuously. These are:

- i Planning
- ii Action
- iii Observing
- iv Reflecting

Crotty (1998, pp. 13 – 14) stated that every piece of research is unique and calls for unique methodology. This applies to research that is either qualitative or quantitative or both, without being in any way problematic (Crotty 1998, p. 15). Crotty (1998, p. 13) went on to note that often research starts with real life issues and evolves from there, moving between various views and perspectives. This essentially was how this research evolved. However the continuous movement of ideas, themes and perspectives was one of the frustrating and challenging aspects of this research, with only a final understanding while producing this exegesis.

Crotty (1998, pp. 214 – 216) suggested that when novice researchers commence a research project they do not have to link their proposed methodology and methods to any other lines of thought. Further Altrichter (1992, p. 89) suggests that the main intention of the methodology is to keep the

space of research and insight open as new procedures and methodologies may be developed that cannot be foreseen. Crotty (1998, p. 3) further said that methodology is the strategic plan of action behind the choice and use of particular methods. However it became apparent during this research that action research needed to be used, because what was occurring affects practices, changing them at a number of levels (Cherry 1999, p. xii). Further as Morgan (1983, p. 373) said when engaged in action research we are in processes through which we actually make and re-make ourselves as human beings. The H&SI department has remade itself, continually improving, focusing on remaking itself into a customer-focused team, striving to make a difference in H&T training.

2.1.1 Ethics

For all contacts, both interviews and the mail out questionnaire, a copy of the Plain Language Statement was given or sent to participants (see Appendix C). The purpose of the Plain Language Statement was to outline to the participant what the research was about, why it was being done and what method of data collection would be used.

It also outlined for the participant the confidentiality of the data collected and specified how the data would be stored. Attached to this letter was a consent form (see Appendix C) and it was explained in the Plain Language Statement that once contact of any sort with participants occurred, a signed copy of the consent form would be needed. All through the face-to-face and questionnaire

processes the participants were informed that names and businesses would be kept confidential and the raw data from this research would be stored securely in accordance with RMIT policy and procedures.

2.2 Method

As mentioned on page 11 the method of collecting the data is explained using the a la carte menu metaphor from starters (welcoming the guests) to entrée (finding more about the guests preferences) and finally the main course (where the meal is presented).

A la Carte Menu

Starters:

**Greeting the guests: Welcoming your guests into your restaurant,
ascertaining their needs**

Research Starter: Face-to-Face Interview – Six Stakeholders
Objective: Visit the employer and gain some information

Entree:

**Expanding the menu: Finding out more about the guests' preferences and
special requirements, discussing the specials**

Research Entrée: Questionnaires – 464 posted
Objective: A need to gain more information from a wider cross section

Main:

**Presenting the meal: Making sure all the needs of the guests have been
addressed**

Research Main: Workshop 54 invitations and local paper advertisement
Objective: Give feedback to employers, give them an opportunity to
'have their say'

2.2.1 Overview

Initially the preferred method of data collection for this research was to complete a large number of interviews. However once commenced the initial few proved very time consuming, and changes to the method were required. Fontana and Frey (2000, p. 645) said that asking questions and getting answers face-to-face is much harder than it seems. At the same time the benefits of these interviews, the interaction with small business throughout the region proved a good opportunity to gain first hand knowledge of their business. However, Williamson (2000, p. 27) suggested that the most common research instrument is the use of self administered questions which became the second cycle of this research. Finally, to ensure all stakeholders were informed, workshops were planned.

2.2.2

Starters:

Greeting the guests

Welcoming your guests into your restaurant, ascertaining their needs

(Face to face interviews)

Six key local industry H&T entrepreneurs were asked to participate in this research (see Appendix D). These employers were firstly selected because they were medium sized businesses in the industry (in regional terms large businesses), and secondly because they all had some input into regional development by serving on various committees. Most had some direct liaison with our department, however two were chosen because EGTAFE did not deliver any training for them. They either used other providers or did the

training themselves. The last two were chosen because I had received from them, indirectly, some negative feedback regarding EGTAFE and one of these two was also the employer who advertised very strongly that TAFE should stay out of commercial business (see p. 111).

Time was then spent developing appropriate questions (see Appendix E) that would be asked in an open-ended style so that comprehensive understanding of the issues could be obtained. These questions were then tested on some internal staff of EGTAFE and amended.

After the completion of the first interview there was an unavoidable delay of approximately eight months. I thought it pertinent to delay the process when I was informed that Tourism Training Victoria, (now Service Skills Victoria (SSV)), the H&T Industry Training Board, had undertaken a government funded skills identification survey of some 903 businesses around Victoria. As their focus seemed similar to mine, I was concerned firstly that their findings may have implications for my research, which could mean a reappraisal of my project. Secondly the surveys may overlap, and possibly cause confusion and frustration for employers involved with participating in two very similar forums for comment. In the meantime a letter was sent to the remaining interviewees explaining the situation and informing them that they would be contacted in due course (see Appendix F).

By March 2003 the results of this survey had not been released by Tourism Training Victoria, although a draft discussion paper was produced (see Appendix G). This government report discussed facts but gave few solutions so my research re-commenced.

Adding to this delay I found that during the initial interview it was difficult to follow the sequence of the set open ended questions. Continually I had to bring the discussion back to these questions, which often prevented the flow of the discussion. It was clear to me that the format needed to be changed from a structured interview to an unstructured format. In line with this a new interview tool was developed (see Appendix H). Another issue that came under consideration at this point was the challenge of interviewing the employer in their workplace. At times I felt that the employer was controlling the process and if any negative comments about EGTAFF were made, any attempts to challenge the employer at that point were not appropriate.

Nevertheless, during all the interviews I felt that there was a common understanding that better outcomes for the industry were needed and wanted. A multitude of other issues also emerged but these issues were well outside the scope of this research. However these issues did affect the progress as again they influenced the direction that the research was taking which meant time was wasted reassessing the aim and purpose of the research. However the personal interaction and relationships which were formed during the face to face interactions had excellent outcomes for me as I believe that these employers

felt that they were more involved in what EGTAFE was doing. The outcomes of these interviews are further discussed from page 58.

2.2.3

Entrée

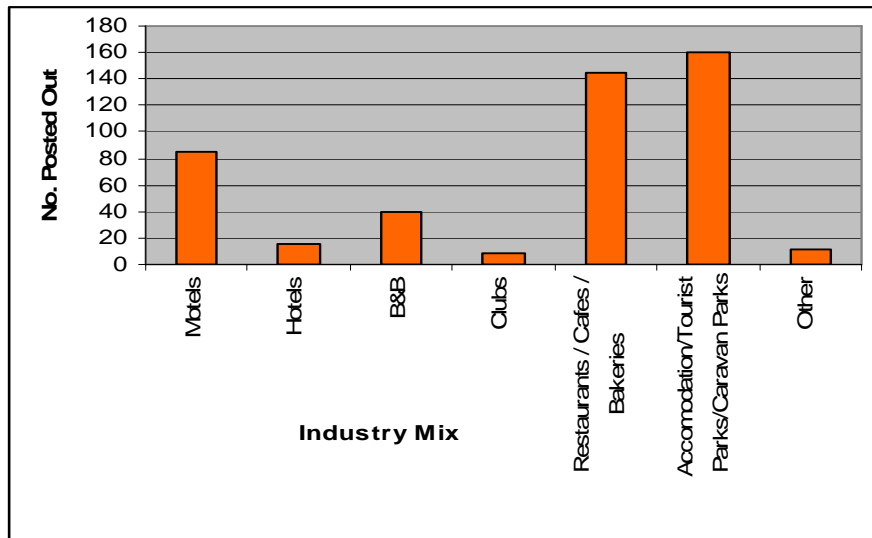
Expanding the menu

*Finding out more about guests' preferences and special requirements,
discussing the specials*

(Mail out questionnaires)

Although the interview process was successful in giving forums to discuss issues with employers, most of the issues raised were not new information. Issues such as the role of EGTAFE and what strategies were needed to improve EGTAFE's practices were not resolved, so a wider network of informants was necessary. On reflection the employers interviewed were not the really small business operators that I should and needed to target, with most interviewees employing more than 20 people. As noted in Bodi, Magg and Grey (2000, p. 2) 86% of employers in this region employ fewer than 10 people and 60% employ fewer than five people. Being at the mid point of this research I felt it was important to gain the input and opinions of the smaller employers.

In May 2003 I contacted four hundred and sixty four Hospitality and Tourism employers from the Gippsland region. These were sourced from the Yellow Pages and included hotels, motels, restaurants, cafes, bistros, RSLs, clubs and bed and breakfasts (B&Bs) within a two hundred kilometre range of Bairnsdale, from Warragul to Mallacoota as the following graph outlines.



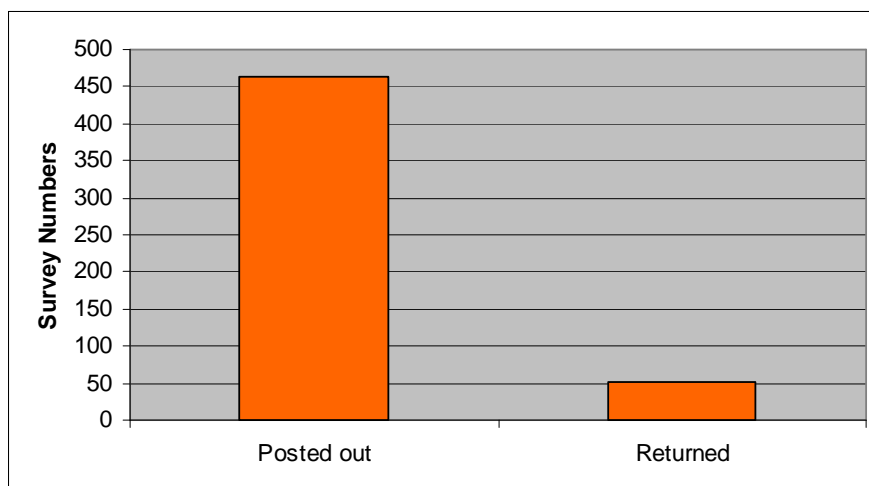
Graph 1 - Industry mix who received the questionnaires.

This graph indicates the industry mix and the main characteristics of local industry which is of few large establishments, more accommodation and cafés and small B&Bs.

Several open-ended questions were developed to get an idea of what skills were important to employers. These were circulated to selected staff members for trial and constructive comments were made. One response was that the questions needed to be more structured, asking them to fill in the space or tick the box. The feedback from staff was that the employers would not comment nor bother to return the questionnaire. They felt that I would receive more responses if the questionnaires were more structured, so the original set was amended, following this feedback (see Appendix I).

Each employer was sent the questionnaire, a copy of the Plain Language Statement and a consent form (see Appendix C). Respondents were invited to return their completed questionnaires in the enclosed reply paid envelope within two weeks. The questionnaire consisted of seven questions with a mixture of open-ended and subject specific questions.

Four hundred and sixty-four questionnaires were posted with 51 responses. However six responses were from employers with no staff and no plans to employ, (although three made relevant comments so 48 responses were used).



Graph 2 -Number of invitations and responses.

With these 48 responses (10%) in addition to the data from the interviews, I felt that this cross section of employers was enough to make the information that I collated viable to make some informed decisions which are discussed from page 73.

2.2.4

Main

Presenting the meal

Making sure all the needs of the guests have been identified

(Workshops)

The questionnaire also provided the option for the respondents to indicate if they wished to be informed of the outcomes. By signing and returning the consent form, participants would subsequently be informed of the next step in the process. So having collected information from six interviews and forty- eight questionnaire responses, the final step was to present the findings at a workshop to those employers who requested to be informed of the process.

Over the period of this research, I found that the original contact list and mix of employers had changed, generally due to changes of the business ownership. In an attempt to maximise the opportunity for input to the workshop, I decided to send an invitation to all employers of current H&T trainees and apprentices at EGTAFE, and also those who responded to the questionnaire (see Appendix J). Furthermore the employers previously interviewed were also invited, although I did mention that their attendance was not mandatory. In hindsight this was clearly a mistake as their involvement may have given more credibility to the process from other stakeholders in the workshop.

Fifty-four invitations were sent, which was made up of twenty-five questionnaire respondents who consented to further contact (as discussed previously). Current employers were also contacted in addition to an advertisement was

placed in the local paper (see Appendix K), to ensure that all stakeholders had an opportunity to participate. Interestingly, two employers who 'forgot' to complete the questionnaire contacted me and said they would attend (although only one attended). Unfortunately only four in total attended the workshops, one in Sale and three in Bairnsdale. This lack of response was very disappointing and at that point I questioned the purpose and reason for continuing. The outcomes of these workshops are outlined from page 89.

2.2.5 Method Summary

This research commenced following observation of some major challenges affecting the future of EGTAFE H&SI department. Informal discussion and personal observation with individuals in the industry promoted the need for a more systematic investigation. Interviews followed by mail out questionnaire and workshops were part of the process of data collection.

In the initial research phase I had considered that the six face to face interviews would give me the necessary data and insight into what was needed to address the aims and purpose of this project. Quite clearly this was incorrect, although I have kept in close contact with these six interviewees and, as discussed, the benefit of face-to-face communication was professionally rewarding. The mail out questionnaire was not as revealing as the interviews, however it did identify several issues, while the workshop proved unsuccessful and uninformative due to lack of numbers.

Overall the whole process was slow and mostly tedious, but did provide some interesting and core information. For instance the low regard that employers have of EGTAFE's ability to address their training needs came as a revelation and I found that this was something that needed addressing.

2.3 Methodology

Action research was chosen as the methodology used as it involved planning, acting, observing and reflecting, and it is about development and change. Cherry (1999, p. xv) discussed the importance of carefully choosing the research tool, saying that the research tool must be used 'knowingly' and kept finely honed. Cherry continued by saying the researchers' own behaviour and practice became the subject of research (1999, p. xv). This action research involved asking questions and questioning self and was about developing improved practices to manage EGTAFE business and making organisational changes to the way EGTAFE delivered learning and training in H&T.

2.3.1 The nature of action research

This action research project involved actions such as improving strategies and having a greater understanding of what is achievable when changing the mind-set of both internal and external stakeholders of EGTAFE.

Zuber-Skerritt (2001, p. 12) linked action learning (AL) to the outcome of action research and discussed action learning and action research (ALAR), stating that whatever we have conceptualised and learnt must lead to action, improvement,

development or change. Zuber-Skerritt further proposed that there is no learning/research without action to follow, and no action without a knowledge foundation based on prior learning/research (2001, p. 12). This does occur in our practical classes and particularly Café Rossi (refer Portfolio 5 and p. 110) where the skill is shown and then continually practiced.

In Cherry (1999, p. 6) Freire said action research could challenge the action researcher because it questioned how far we were prepared to fundamentally challenge everyone including our own practices and mindset. Cherry (1999, p. 78) went on to discuss the issue of 'ownership' of the research. Kemmis and McTaggart (1988) in Cherry (1999, pp. 78 - 79) said that the researcher needed to discriminate between one's own values and meaning and those of others involved in the research. Clearly the views that I held when this research commenced have changed dramatically, including my understanding of what the industry needs and where EGTAFF fits in. Also plainly I needed to separate my own understanding of what skills were needed and to focus on the data that was coming out of this research.

2.3.2 The cyclical nature

Kember (2000, pp. 23 – 37) described action research as proceeding in a spiral of steps each of which is composed of planning, acting, observing and reflecting the result of the action.

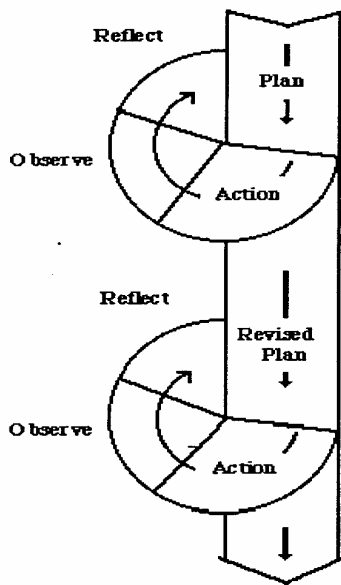


Figure 2 - Action Research Spiral, Kemmis and McTaggart (2000, p. 596)

Kemmis and McTaggart (1988, p. 8) said action research is a general plan of achievable steps, each step taken one by one. Kemmis and McTaggart (2000, p. 595) also discussed issues around participatory action research saying that this generally involves a spiral of self-reflective cycles of planning a change, acting and observing the process, and considering the consequences of the change (see figure 2). It means reflecting on the processes and consequences and then replanning, acting and observing, reflecting and so on.

Kemmis and McTaggart (2000, p. 595) further noted that the process may not be neat and stages may overlap. In addition initial plans quickly become obsolete when learning from experience. Again this is evident in this research

journey where initial plans quickly changed, such as my belief that EGTAPE could provide all the training that the industry needed.

2.3.3 Reflective nature

Reflection has been an important aspect of this research and is continual. Cherry (1999, p. 82) discussed Smith (1992) who argued reflection is essential to all phases of action research and should be interwoven into all stages. While Kemmis and McTaggart (1988, p. 10) 'consider each moment separately'. Cherry (1999, p. 82) believed Kemmis and McTaggart underestimated the importance of reflecting. McGill and Beaty (1992, p. 11) also discussed the importance of reflection stating that it was all about thinking through past events and making sense of this. Like Smith (1992), I found reflection invaluable in my ability to make sense of the data I was gathering, and to ensure that only relevant data was retained and used.

However, as I have previously identified, clearly the disadvantages of action research methodology is that for a major part of this research journey, I felt as if I was constantly shifting direction, moving all the time and with too many issues to consider. The flow on from this was that I felt an inability to really home in on the real issues that I wanted to address, which I found very frustrating.

2.4 Summary

Action Research was the research design chosen as a qualitative and quantitative approach to gathering information and data on issues that impact

on skills and the requirements of all stakeholders in this region. Action Research had its disadvantages as discussed for this research, however the mere act of asking a question and hearing or being given an answer inevitably brought some form of change.

The most important aspect for me was linking with employers either face-to-face, over the phone or via written correspondence, which helped me connect and get closer to finding out what employers wanted from EGTAFE. 'Action research is a learning process, the fruits of which are the real and material changes in: (a) what people do, (b) how they interact with the world and others, (c) what they mean and what they value, and (d) the discourse in which they understand and interpret their world.' (Kemmis and McTaggart 2000, p. 596).

The next chapter will look at the three main elements that were the foundation for this research as ongoing planning, acting, observing and reflecting became the basis of the work that followed.

Chapter 3

Background

3.1 Introduction

As previously identified this project had two aims, firstly a need to explore the reasons for the low student participation rate at EGTAFE in H&T training and secondly to develop strategies that identified methods of increasing this training.

For this action research the process of planning, acting, observing and reflecting (as discussed in chapter two) involves three elements. The two main elements are the H&T Industry and the H&SI team at EGTAFE. The third element is the teller of the tale, as outlined by Cherry who said the teller brings to the telling important 'bits' no matter how brief (1999, p. 96). In order to gain an understanding of each element this chapter explores the background then identified some driving forces and also outlines the barriers that prevented growth.

For the purpose of this research it is important to note that although there are different definitions for the terms 'Hospitality and Tourism', as Bodi, Maggs and Gray (2002, p. 1) outlined, Tourism Training Australia (2000) also divided the two. Under their definition Tourism is dealing with travel which includes meetings, events and guiding sectors while Hospitality covers the service of food, beverage and accommodation. This report will include both under the banner of Hospitality and Tourism (H&T) as our students generally perform aspects of each, and need to transfer their skills between the industries. In this way they become multi skilled.

3.2 Elements

Reason (2001) outlined three strategies for action research practices:

1. First Person - the researcher - Anne Rigg
2. Second Person - H&SI at EGTAFE
3. Third Person - a wider community, the H&T Industry

This chapter examines the above three elements:

3.2.1 The first person practice/element addresses the ability of the researcher (Anne - the teller) to foster an inquiring approach

- ❖ Outlines my experiences and knowledge as a practitioner in the Hospitality Industry giving credibility to this research

3.2. 2 The second person practice/element (H&SI/EGTAFE) involves issues of mutual concern to the researcher

- ❖ Investigate the H&SI team at EGTAFE outlining issues that affect its ability to meet the needs of the stakeholders

3.2.3 The third person practice/element (The H&T Industry) aims to create a wider community of inquiry

- ❖ Look at what is occurring currently in the wider community of the H&T industry and what factors impact on where H&T training is now

For each of these elements their motivation/driving forces are discussed, highlighting what each element is striving for and the perceived barriers that could be inhibiting the growth of the industry.

3.2.1 Anne – The first element

Outlines my experiences and knowledge as a practitioner in the Hospitality

Industry

Driving Force	Barrier
Background	Nil
Industry experience	Nil

Driving Force: Background & Industry experience

Barrier: Nil

My entire working life has been involved in the Hospitality Industry, commencing at an early age to work within my family's contract business, Dennis Catering Pty Ltd. From this experience I gained a large amount of knowledge and have since seen the changes in the skills required to work in the H&T Industry. I have worked in medium sized hotels, managed reception houses and hired staff for catering activities during the Melbourne Cup Carnival and the Royal Melbourne Show.

Between the years 1982 to 1992, while working for Nationwide Catering Services (now Spotless Catering Services), I was employed as Catering Manager and Regional Manager for several establishments including Melbourne University Union House Catering, Channel 9 and Channel 10.

In 1994 I commenced teaching at Dandenong TAFE (now Chisholm Institute) in the School of Hospitality and Tourism where I taught computer studies,

accounting and management theory subjects and also restaurant service theory and practice. At Dandenong TAFE student numbers far exceeded places with a waiting list at the commencement of each year. This excess demand for places meant that there was very little need for interaction with employers. I progressed to the role of Assistant Program Coordinator and then Department Manager in 1997. In January 1998 I embarked on another change with a move to East Gippsland to take up my current position as Manager of Hospitality and Service Industries.

As already discussed the initial challenge that was presented to me at EGTAPE was that H&T student numbers were very low. Consequently I contacted local employers with the expectation that EGTAPE could step in and train their staff. I did not understand at the time that there was no apparent link between industry and EGTAPE. At the same time I also found that issues relating to learning and training in the country were very different from the city.

With more than 85% of the businesses in this region being a small business, employing fewer than ten people (Bodi, Maggs & Gray 2000, p. 2), this research has identified that regional employees needed a different skills mix to metropolitan employees, from making coffee to making a bed, to taking the customer on a tour. It was also evident from personal experience, as previously outlined on page 4, that the fundamental level of service was below what I had experienced in the metropolitan area. Across the whole range of skills within

the H&T Industry, including cooking, there seemed no urgency in the actions of its practitioners.

Concurrently EGTAPE was under delivering its training hours in Hospitality and Tourism in this region. During my first two years I looked closely at the makeup of our classroom-based students and established that EGTAPE's target market was not post Victorian Certificate of Education (VCE) (final year 12 students just leaving school) but more mature aged people, changing their career or re-entering the work force. This again was a change to what I had experienced in the metropolitan training environment.

3.2.2 H&SI team at EGTAPE – The second element

Investigate the H&SI team outlining issues that affect its ability to meet the needs of the stakeholders

Driving Force	Barrier
Economic viability	Student Numbers - Choices i.e. VETIS program - Youth number, leaving area
Growth	Government Policy - Priorities
Flexibility	Industrial Relations - Teaching Award
Delivering what is needed	Funding - Not meeting the needs of employers

Background

The H&SI team at EGTAFFE covers several streams or areas of study relating to food and people. There are five individual course coordinators who report directly to me as Manager. The Department not only covers the learning, teaching and assessment in the H&T and other industries but also runs three restaurants, two canteens and an accommodation unit in the Fulham campus, outside of Sale. Twenty six full and part time contract teaching staff are employed, together with twenty others to fill the management, cooking, administration and ancillary roles.

At the commencement of this research our department was entitled the Hospitality and Tourism Department, but was renamed the Hospitality and Service Industries (H&SI) Department as an early outcome of this research process. Changing the name was something that the department coordinators wanted as they felt that Hospitality and Tourism (H&T) did not fully describe the department's capabilities and scope (see Portfolio 6 for meeting notes and rationale from p. 113).

In 2003 our department collectively delivered training with a value of approximately two million dollars, with over 60% funded by State and Commonwealth appropriations, and the remainder from fee-for-service activities funded by businesses and other TAFE ancillary trading and sources. The fee-for-service training activity within the H&SI department was usually for legislative skills such as responsible service of alcohol and gaming and food

handling. However the other TAFE ancillary trading and revenue sources for our department were Café Rossi, two student campus-based canteens, accommodation units, some external catering, not training.

Our department covers several industries including restaurants, hotels, motels, culinary, caravan parks, food processing (including baking), butchery, sport and outdoor recreation, and also asset maintenance (cleaners). (The department is also responsible for Equine training, but this is neither relevant nor included in this study.)

Driving Force: Economic Viability

Barrier: Student numbers

The first barrier to EGTAPE's economic viability is the impact of the Victorian Education and Training (VET) in Schools program (VETIS). From 1999 at EGTAPE the increase in numbers of VETIS students doing basic food, beverage and cookery training within Year 11 and 12 at secondary school (see Table 1) negatively affected post VCE courses and classroom based student numbers (see Table 2).

Year	VET students	Variance
1998	80	
1999	90	+12.5%
2000	103	+14%
2001	113	+9%
2002 – 2003	122 - 130	Constant

Source East Gippsland Institute of TAFE Student Management System.

Table 1 – VET in Schools (VETIS) enrolments

The students are getting their 'taste' for basic training in food, beverage and cooking via the secondary school system. For this program the students came to TAFE for a period of time, usually one day per week, however, they are classified under the secondary school data. More importantly, in 2002, fewer than ten out of approximately 122 students from all schools in this region who participated in the H&T VETIS program in Year 11 and 12 in 2001 at EGTAPE, continued on to further Hospitality or Tourism training. Only one student out of the ten, as stated above, came to EGTAPE with all others going to Melbourne to further their training in H&T.

With the increase of VETIS, the number of students enrolled in Certificate IV in Hospitality (Supervision) or (Food and Beverage) declined at EGTAPE. (This is the course commonly chosen by students who want a career in the H&T

industry following their VCE.) The numbers of students doing classroom- based learning and training is set out below:

Year	Student numbers	Variance
1997	60	
1998	60	Nil
1999	40	-33.3%
2000	30	-25%
2001 – 2005	30	Constant

Source East Gippsland Institute of TAFE Student Management System

Table 2 – Certificate IV in Hospitality (Supervision).

Curtain Consulting (April 2002, p. 15) reported that in the Wellington and East Gippsland school clusters (which covered twelve secondary schools, excluding Gippsland Grammar) from the local region, there were 864 students doing Year 12 in 2001. Interestingly this report also highlighted that there is a large percentage of young people who are not staying in the region once they have completed Year 12. The report stated that in 2001 there were 5671 15 – 19 year olds in the two study areas, (Wellington and East Gippsland) with only 3396 20 – 24 year olds in that same period. This report further stated that the reason these young people left the area is the perceived lack of opportunity in both educational outcomes and work (Curtain Consulting April, 2002, p. 14). Although vital to regional areas the issue of youth being drawn to capital cities will not be solved in this action research process. However, fundamentally for

EGTAFE, these statistics signal a decrease in classroom-based learning and training numbers particularly of the young (under 25 years old).

Driving Force: Growth

Barrier: The Government

Every year the Federal and State Governments place a strong emphasis on the importance of government funded traineeships and apprenticeships. In Victoria, Schofield (2000, p. viii) was commissioned by the Minister for Post Compulsory Education, Training and Employment, the Hon. Lyn Kosky MP, to investigate the quality of traineeships and apprenticeships and her conclusion was that the system was at a quality crossroad. She noted that intervention by the Victorian Government was needed in order to achieve the required outcomes of skills, pathways and valued qualifications.

Further partnerships with industry and the importance of skills was identified by the Australian National Training Authority (ANTA) report (2003, p. 2) which stated 'Vocational Education and Training (VET) must provide the skills and knowledge for work and to assist life long learning'. This report stated that it recognised that VET has a strong link between learning, skills development and employment.

Nevertheless the government sent very mixed messages concerning H&T training needs and outcomes for this region. In June 2002 a paper 'Knowledge & Skills for the Innovation Economy' (Kosky 2002, June, p i) discussed the

future direction for the Victorian vocational education and training system. This paper stated that 'Victorian businesses needed to access the right skills and knowledge if Victoria is to develop as a highly skilled economy'. But in mid 2003 the Victorian Learning and Employment Skills Commission (VLESC) reported to the Office of Training and Tertiary Education (OTTE) on the priorities for Vocational Education and Training (VET) in Victoria (see Appendix L). This report indicated that the government believes that the H&T industry in regional Victoria was a low priority for funding or incentives particularly for traineeships for new entrants aged twenty five plus years.

On the one hand, because of the lack of young people in this region (see p. 38) the target market for employees in H&T, and potential students for EGTAPE, is the over 25 years old group, which is returning to industry and who want and need retraining. However, the Victorian government message is that H&T traineeships over 25 years are a low priority. This report (see Appendix L) also indicated that all H&T training (except cookery) was overall a low priority for government funding. Obviously being deemed a low priority will mean even less training for the H&T industry in regional areas as RTO management will shift the training emphasis into high priorities to ensure that they retain the government funding (refer p. 42 for more information).

In Smith and Freeland (2002, p. 15) the decreasing number of younger workers was discussed and the work suggested that Australian industry may have to look at training existing older workers. Unfortunately the VLESC report as

discussed above clearly does not agree with these findings, highlighting the need for reduced funding for traineeships for people over 25.

Driving Force: Flexibility

Barrier: Industrial Relations

There are external issues which have significant bearing on the research but cannot be controlled. The world economy, the local economy, world security and its subsequent impact on the tourist industry are some external factors. But particular to this research were the indeterminate effects of the current TAFE employment structure.

The current industrial relations scene within the TAFE system is continuing to pose a challenge and is a barrier to our ability to meet the needs of industry. This was exacerbated with the introduction of the Multi Employer Certified Agreement (MECA) which commenced in late 2004.

In the past, as part of the H&T Department's 2001 restructure it was agreed that to give staff more flexibility with duties and hours of work, trainers and assessors would be employed under the Professional Administrative, Clerical, Computing and Technical (PACCT) award. The trainers and assessors could deliver up to 1000 teaching hours (that is face-to-face delivery) versus 800 teaching hours if they were classified as a teacher. Working within the PACCT award also gave staff the ability to take time off in lieu (TOIL) at a time convenient for them for any excess hours worked. Staff often preferred this

TOIL arrangement due to the large increase in tax accompanying overtime payments.

One of the major changes to MECA has been that trainers and assessors with H&SI will be incorporated into this agreement with teachers. Under MECA teachers are only able to deliver 800 teaching contact hours per year and are 'accountable' to management for 30 hours per week for 42 weeks of the year. Thus the flexibility of delivery to meet the needs of industry will, over time, be severely hampered as all overtime will incur major monetary costs, making some training not economically viable for EGTAFE or industry.

Driving Force: Meeting industry needs

Barrier: Funding

Since moving to East Gippsland, the importance of TAFE funding has been strongly highlighted to me and was a significant change from what occurred in a large metropolitan TAFE. The change in the political environment in Victoria, since I moved to regional Victoria, possibly has something to do with the change in thinking. However at EGTAFE, fee for service activity has become vital and now each TAFE is required to raise a certain percentage of the revenue from commercial work. As outlined in a report by Seddon (1999, p. 38) the reforms in the TAFE system have meant TAFE Institutes are strongly required to pursue fee-for-service activities, including the expansion of industry based education and training. The report went on to say that recurrent funding was declining and competitive tendering and user choice was developed.

Therefore if recurrent funding is declining, management at RTO's will move the training hours away from low priority which will effect H&T training. Added to this, as previously discussed, the H&SI department's fee-for-service revenue is usually gained from money generated by Café Rossi and the two campus-based student canteens, not necessarily from training and education. The need to continually look for activities other than the recurrent funding, as discussed, is difficult particularly in regional Victoria where there are fewer large industries.

3.2.3 The H&T Industry – The third element

Look at what is occurring currently in the wider community and what factors impact on where H&T industry training is now

Driving Force	Barrier
Economic viability	Industry casualisation
Industry skills	Employer lack of industry knowledge
High quality employees - motivation, how they learn	Skills of employees – pathway to careers Skills of employers
Identify and meeting the skills requirements	Set of Skills - enterprise not industry specific
Future	Nil

Driving Force: Economic Viability

Barrier: Industry casualisation

Casual employment is common in the H&T Industry. Needless to say it has serious implications for the level of skills within the industry. Hiring casuals

increases flexibility for the employer in issues such as rostering and long term commitment and provides a higher rate of pay with penalties for the employee. My research also indicated small businesses in small towns hire an abundance of staff paying cash in hand which means statistically that they are not counted as an employee. In these cases there is no depth to the relationship between employer and employee which can tend to breed a lack of mutual commitment. Smith and Freeland (2002, p. 15) stated that this lack of commitment had an effect on the participation in learning and training for casual staff, and noted that casual employees mostly funded their own training.

Further in Smith and Freeland (2002, p. 7) Smith and Hayton highlighted an interesting aspect when they investigated the determinants of enterprise training and found that workplace change stimulates industry training. However, in this region, 'change' only occurs when there is a change of ownership or management of the business. Inevitably this means changes of employees as new owners usually do not use the staff from the past employer and bring in new and generally untrained employees.

The Tourism Training Victoria report (1999, p. 125) indicated that there were approximately 1723 people employed in the H&T Industry in this region. This figure would not include the cash in hand employees however adding the two groups together and looking at the low numbers being trained at EGTAFF, the casualisation of this industry appears to have an impact on EGTAFF levels of training and the number of students being trained.

Driving Force: Industry skills**Barrier: Employers lack of skills and knowledge of the industry**

A key element of my job description (see Appendix B) outlined that I must liaise with employers. From these initial discussions, I found that employers were aware that being a “people person” is essential to being successful in the H&T Industry. However, my experience also shows that specific skills including knowing the customer, basic food and beverage skills, marketing, rostering staff, workplace relations, food safety, risk analysis, computer skills and financial management are invaluable skills that are also needed to be successful in the H&T Industry.

This research identified that some employers had little background, knowledge and experiences in the H&T Industry themselves prior to obtaining and running a business. It was also evident from discussions with some employers that the long hours and the physical stress of a small business became part of the reason that training was not high on their agenda. As one successful long term employer stated ‘many of these employers are novices in our industry’.

Even when training did take place, EGTAPE was not the training provider that employers contacted. This was evident at the commencement of this research when I contacted one of the medium sized local businesses (in regional industry terms, one of the larger employers) about delivering skills and development training for their new staff. The employer said he always used an RTO from Melbourne. He further said that his staff only needed skills to cover legislative

requirements such as required under the Health Act or Occupational Health and Safety legislation. The employer went on to say he would never use EGTAFE for training because he felt that EGTAFE did not meet the needs of industry.

Employer perception of TAFE is an important part of this research and I suggest a barrier to EGTAFE's growth. Bodi, Maggs and Gray (2000, p. 14) suggested that some employers felt that TAFE training was nothing more than a revenue stream and that what is delivered is poor and not relevant.

Driving Force: High quality employees

Barrier: Learning environment

It was important for this research to identify how people obtain the skill to do their job. Brown (2003) quoted others saying that there are three ways people develop work-related learning:

- structured off-the-job learning experiences and activities
- structured on-the-job experiences and activities
- unstructured on-the-job experiences

(Billett 2001, Henry et al. 2001).

The workplace has a role in ensuring that employees gain the correct skills to get the job done. However Down (1999, p. 5) also discussed the employee motivation to work, saying one's motivation or willingness to learn was important in determining one's engagement to learn.

With the practical nature of the H&T Industry, learning occurs with action (see p. 25) however the workplace must 'afford' the employee the opportunity to learn. Billett (2000, p. 16) suggested that the blend of doing and learning through work is referred to as co-participation at work and it includes the opportunity to learn and the guidance to do the job. Billett (2000, p. 16) discussed the importance of the workplace and how we learn at work and what we learn related to the activities and guidance we obtained. EGTAPE's role should be to support the workplace learning, however if the employer's perception of TAFE training is that it is not relevant and does not meet the needs, outcomes for EGTAPE will not change. Baker and Wooden (1995, p. 7) also stated that the reason small businesses did not participate in training was that they did not see the need for training and believed that training would make little difference.

Driving Force: Identify and meeting the skills requirements

Barrier: The skills set enterprise not industry specific

Of paramount importance to this research was the requirement to understand the needs of H&T training for employers and employees in the industry. Initial research showed that many employees and employers believed that they had the skills to do the job without formal structured training. Their businesses were financially successful so they questioned how training could improve their business or their profitability.

However, from my *Fawlty Towers* experiences as previously discussed and from my ongoing research, it became clear to me that a set of skills needs to be

developed to suit the requirements of the employers in this region. The current Tourism and Hospitality Training Package was developed with industry consultation, but the industry that was part of that consultation included five star establishments (see Appendix M). These large organisations can afford to employ specialist staff as receptionists, room attendants, maintenance, food and beverage attendants, cooks and kitchen hands. However in the much smaller establishments, one person may need to undertake all these roles. In regional Victoria there are few large five star establishments and in East Gippsland there are none, thus indicating the multi-skill requirements of the regional employees.

In an effort to address the issues of the skills mix required for industry and how to achieve results for all stakeholders within the H&T Industry in Victoria, there is an educator network that meets regularly to moderate TAFE delivery in Hospitality, Tourism and Cookery across the state. I am currently the Chairperson of the Victorian Hospitality Educators Network (VHEN) which meets four times per year and holds an annual two day teachers' conference, working continually to improve delivery and assess the relevance of the set of skills (refer Portfolio 2 and p. 105). These networks also discuss issues regarding funding, learning and training.

As I have been involved with this network for many years, since moving to regional Victoria I have continued to analyse and confer on the needs of regional training with my colleagues from other regional TAFE Institutes. It was

clear to me that the 'challenges' faced in East Gippsland were mirrored across the state. Furthermore, the training that is delivered using government funding must be based on national curriculum which this research identifies does not suit the needs of industry because the curriculum is too structured and metropolitan focused. These funding models serve to inhibit innovative learning and training, particularly in regional Victoria.

As a consequence of feedback to the national training authorities from the educators' network, challenges posed by issues such as curriculum, delivery and funding are all being discussed. In the review of the Tourism and Hospitality Training Package being conducted by Service Skills Australia, the industry training board, (formally Tourism Training Victoria (TTV)) released a report in August 2005 (see Appendix N) stating that there is an emerging focus on a skills set and recommends development of a skills set in areas where the approach would be highly valued by industry.

Once this skill set has been identified, ensuring the student gain that skill needed to be investigated. Marsh and Stafford (1988, pp. 25 - 51) outlined theories relating to gaining knowledge in relation to developing curriculum, however the basic information did not have a relationship to this research. They theorised that gaining knowledge could be developed in two ways. The first was structured/controlled, whereby the student gained the knowledge in a step by step method, where the environment was controlled. The second was person-centred, whereby knowledge is gained by understanding that people

needed to develop themselves, having an experimental attitude towards life. Both these theories have a place in structuring training for the H&T students.

In Stevenson (1994, p. 195) the issue of on campus delivery of training was discussed and it was noted that a greater emphasis on a variety of activities connected to real world tasks was needed. He also said that just because trainers had created a learning environment with the physical characteristics of the workplace, it did not mean that the learner would be an expert on the particular skill. The H&SI department has attempted to address some of the issues around the workplace learning realities by creating a real life environment such as Café Rossi (refer p. 110).

These issues of how people learn is something that EGTAPE must understand prior to developing any skills set or training plan and creating Café Rossi is just part of the package. However past learning habits need consideration, particularly for the school leavers. Down (1999, p. 4) explored the notion that people will have difficulty changing their learning habits when for the best part of eighteen years all their learning was in a formal structured classroom environment which maybe did not prepare them for work situations. Down (1999, p.4) also suggested that formal learning was done in the same manner as it had been for the last two hundred years, and the notion of changing something as fundamental as this lock step training was interesting.

At EGTAFE, as with most RTO's, the workplace trainee/apprentice learner is in more control of their learning than the classroom-based student. For students whose training is entirely in the workplace an individual training plan is discussed with the employer and the trainee/apprentice, listing all the elements and skills that are required (as outlined by the training package). The learner is then given the underpinning knowledge by our trainer at the workplace and completes the practical learning on the job, usually with employer's supervision. This does have several challenges as often the trainee/apprentice does not have the opportunity to perform each practical skill required in the training plan because the workplace may not require that skill to be undertaken. Butchery skills in the commercial cookery section of the Tourism and Hospitality Training Package are an example of particular skills where this occurs. Most workplaces now do not require the trainee/apprentice to bone out a leg of lamb as the employer purchases the boned leg of lamb from the meat supplier. What is also important to note at this point is that the employer/supervisor of a trainee/apprentice is not required to be qualified in the relevant trade that the apprentice/trainee is completing. Added to this, due to funding constraints, the RTO receives funding one teacher per twelve to fifteen students, which equates to approximately six one-on-one face-to-face workplace visits per year. Thus, the employer and their skill have a huge role in the learning of that workplace based trainee/apprentice.

Down (1999, p. 5) produced a model of learning which is being adapted by our department when we discuss the changing needs of our clients. This suggests

that we need to become facilitators of information, helping the learner 'unpack and repack', 'deconstruct and reconstruct', whether formally or informally. Yet in another argument Figgis et al. (2001, p. 15) noted '...informal learning by itself can run the risk of restricting people to old ways of thinking and working'. However, my research indicated that this could also be true for classroom-based formal training where trainers who have been out of the industry too long, keep to the old ways. It is clear that collaborative partnerships with industry are vital to ensure that the correct skills are being taught in the correct manner and funding bodies need to understand this. Further Figgis et al. (2001, p. 5) said that informal learning and expanding the knowledge base is more important than the Australian Vocational Education and Training (VET) sector acknowledges.

In addition, Billett and Cooper (1997, p. 7) outlined that small business owners are preoccupied with short-term survival and this is particularly true in regional areas such as East Gippsland, with the highs and lows of the seasonal client base. Interestingly, Billett and Cooper (1997, p. 8) noted that Cooper and Lybrand (1994) undertook a study of 800 small businesses and found that training was not readily identified as a 'top of the mind' way to address problems or issues limiting growth. Training was often seen as 'not relevant', 'too theoretical' and 'without immediate benefit to the business', which was close to the findings of this research. If a suitable set of skills is developed and funded linking the formal and informal/authentic skills relevant to the individual worker and workplace, this could improve this situation. However Field (1998, p. 49)

stated that overall research which has been conducted and funded by various sources, including the Australian National Training Authority (ANTA) seems to have limited interest in the unplanned and unstructured processes by which people can acquire skills. This informal learning that is occurring does not always 'fit' the requirements as outlined by ANTA and therefore does not get counted in the statistics and it would need a major policy change to fund informal learning.

Driving Force: Future

Barriers: Nil

Acquiring the generic employable skills required to get the job done will, I suggest, become more important in the future for employees in the H&T Industry and EGTAFE training.

In working papers by NCVET (2003, p. 1) the question was asked, 'Why are generic skills important?' and one response was that these skills are important because of changes that have occurred in the workplace. It goes on to say that it is becoming increasingly important for employees to be flexible, show initiative and be able to undertake a variety of tasks involving social skills. In the VETASSESS News (2003) it was stated that the Office of Training and Tertiary Education (OTTE) has funded VETASSESS to develop a guide for RTOs on implementing generic and employability skills in VET courses throughout Victoria, in an effort to ensure that employees have the skills required to meet the needs of existing and emerging industries.

3.3 Conclusion

Outlining my background and discussing the motivation and driving forces of this research highlighted some barriers and challenges that needed to be addressed. Garman (1996, pp. 27-28) said the 'self' makes sense of the situation and can see and interpret aspects. Looking at the industry as 'mine' and interpreting what is needed became important.

East Gippsland is known for its pristine lakes and river systems, and its beautiful mountains and valleys. In East Gippsland it is possible to water ski in the morning and snow ski in the afternoon. All stakeholders in the industry should be involved in producing high quality skilled staff, providing quality service and offering and promoting a wonderful hospitality and tourism experience for our region. I often visit establishments in this region, which have everything except good service. The food is good, the ambience is great, but the service is poor.

During a tourism workshop run by the East Gippsland Shire in April of 2003 (see Appendix O) it was highlighted that East Gippsland was not known as a holiday destination in Victoria as compared to other regions. So not only was the region not a destination that the travelling public identified with, but once visited some may not return if the experience was not acceptable.

This chapter looked at the three main elements that form the basis for this research. The next chapter looks closely at the research narrative, outlining the

steps that were taken as part of the need to develop some outcomes that will address the issues that face all stakeholders.

Chapter 4

The Project Narrative

4.1 Overview

The aim of this project is to investigate the issues surrounding the low participation rate in H&T training at EGTAFE and develop strategies that would increase this training. In the previous chapter the main elements of the three stakeholders to this research were discussed and the barriers that prevent better outcomes for the individual elements were highlighted. The purpose of this chapter is to review the data that was gathered in an effort to overcome these barriers and solve the challenges that faced the H&SI department at EGTAFE, thereby improving the outcomes for the stakeholders.

The narrative and processes of this project are important to impart. As noted in Cherry (1999, p. 96), the telling and retelling create a clarity of perspective that incorporates the paradoxical qualities of closeness and distance central to 'critical knowing'. Further noting, the teller brings to the telling, important 'bits' of them, no matter how brief the 'bits' are. Each stakeholder has given

'important bits' of themselves and no matter how brief or insignificant the information seemed, it all became part of the reason for this project. The lack of students, the apparent lack of skills and the low regard that industry had for EGTAFE training in H&T, was the catalyst for this research.

4.2 Data Collection Journey – A la carte menu

As previously outlined in chapter two the narrative of this project can be compared to the list of options on a menu with each item independently priced and ordered separately but part of the whole dining experience. Similarly each step in this project can be viewed separately, but ought to be seen as a coherent whole. This chapter is an a la carte menu with three options, starters (interviews), entrée (questionnaire) and finally main course (workshops), with more discussion around outcomes and findings in chapter five.

A la carte menu

Starter - The interviews

Entrée - The questionnaire

Main - The Workshops

4.2.1 Starters – Face to Face Interviews

At the commencement of this research I considered that interviewing a sample cluster of local employers was the best method of getting an understanding of what they needed and how EGTAFE could assist them in their training needs. Interviewing in their workplace was planned so these employers would not be inconvenienced. For two of these interviewees this was EGTAFE's first formal meeting regarding anything to do with H&T training. As EGTAFE wanted the information from the employer, it was clear that EGTAFE needed to go to the employer.

As previously outlined this first stage entailed interviewing, welcoming the guests, talking to the interviewees in their workplaces. Cherry (1999, p. 94) said that the point of interviews is not to gain evidence of the speaker's ideas

and activities, but to explore the way the other person sees the world. I found this a very powerful statement as it clarified what I was looking for - the employers' real opinion of EGTAFE.

Six local industry H&T entrepreneurs were asked to participate in this interview process, each having some relationship with EGTAFE. The intention of these six interviews was to obtain qualitative data from employers about:

- a. What skills are needed before and after employment?
- b. Who is responsible for the learning and training?
- c. What can EGTAFE do to assist?

A set of questions was developed, tested on some internal staff of EGTAFE, amended and then copies made ready for interviews.

The first employer (to be known as Matthew for this process) was first asked the set of questions (see Appendix E) regarding his workforce. Customer service, people skills and a willingness to do the job were deemed paramount to his business. Matthew looked for a 'good attitude' in all his staff and needed them to be open, honest and willing to learn. He was also very interested in his staff's continual learning and thought 90% on-the-job learning and training would suit his business. For Matthew, the outcomes of training were clear, with skills in improved customer relations a priority. The staff's improved understanding of the job and their expectations of the industry were also considered to be important. The flexibility of the content of the training was also significant and he indicated that what TAFE currently delivered as part of a

government funded traineeship was not always what his staff needed. However he indicated that he understood the structure that EGTAFE was working under, whereby EGTAFE must deliver what is dictated in the training package.

Matthew brought up the difficulty of getting good staff that wanted to stay in the region and voiced his concerns about the overall standard and work ethic of current youth.

As I have been in management positions within the hospitality industry for a number of years, I identified and discussed several issues that would assist Matthew with some internal communication challenges in his business. However, no changes were ever made and directly challenging the client's methods within their business is difficult to do, particularly if their business is successful.

Furthermore the number of businesses that EGTAFE's H&SI department deals with does dictate the extent of my involvement and I 'client-manage' Matthew and some of the other employers interviewed for this research. Over the last few years client relationships management has become a team manager's role; this entails regular interaction. All matters pertaining to that client from EGTAFE's perspective is dealt with by one client manager and in this respect I was Matthews's client manager. Whether this put either party into a position of power, influencing the outcomes, was hard to tell in the interim.

At this stage of the narrative, on reflecting on the first interview, it seemed clear that not enough information was obtained. The interview questions did not bring out any new information and needed a re-work. Changing the interview questions seemed appropriate but at the same time I became aware of a major, extensive survey of industry which is outlined on pages 17 – 18.

New less structured open ended questions were researched and tested, and with no apparent outcomes being released to the public from that major survey (as discussed on pp. 17 – 18), the interviews for this research were recommenced. The remaining five interviewees were contacted by phone to confirm the interview.

A great number of issues outside the scope of this research were again discussed as part of the second round of face to face interviews. Suffice to say that I gained more insight into the employers' businesses and what they were looking for, as well as, perhaps, how EGTAFE could be of assistance. However, who controlled the interview process did become an issue that could have affected how I handled the interview and how it flowed. As previously mentioned, I was interviewing current or potential clients, who had achieved relative success in their businesses, and who had been there for more than five years.

As there were only five remaining interviews once the information was collated, recording the outcomes as a percentage would only detract from the content.

The information obtained from the interviews was kept separate from the questionnaires as having interviewed them within their workplaces; I gained more insight into their needs and gained a connection to them, giving me another level of understanding. As will be highlighted later in this chapter, interestingly, the overall outcomes of these face-to-face and the mail out questionnaires were very similar.

Question 1	Responses
<ul style="list-style-type: none"> • What skills do you think staff need prior to employment? 	<ul style="list-style-type: none"> • Life skills, people skills, customer service, willingness, motivation, attitude, aptitude, organisational skills, sense of urgency, attitude, commitment, wanting to work, speaking correctly • Generic skills.

Comments/Discussion:

Life skills came up in a variety of discussions. The willingness to do the job and the motivation and attitude to commit were seen as vital. One employer mentioned that he would like his employees to be able to speak correctly. The issue of the employee wanting to work also came up several times. There was general agreement that it was difficult to find good staff with the right attitude who wanted to work. Needless to say, even with changes to EGTAFF as a consequence of this research, gaining measurable data on improvements to these life skills will be difficult to gauge. Understanding these needs is an important step.

Critical Analysis: The provision of customer services, people skills and the sense of urgency are vital to our industry. Clearly more importance needs to be placed on them. Delivering short sharp cluster training within our training restaurant has been trialled in 2006 and proved successful with students who gained the ability to serve the customer with a smile. The next step in late 2006 is to deliver this type of training in the workplace. After one contact with a new client with the hotel industry in this region, short sharp skills cluster training has been planned for November 2006.

Question 2	Responses
<ul style="list-style-type: none"> • How much informal training and learning occurs? 	<ul style="list-style-type: none"> • continual, which improves you and staff • continuous • empowering employees to continuously improve.

Comment/Discussion

Most employers suggested that the learning and training be continuous and if there were ongoing problems which the workplace learning and training did not solve, the employee should not continue to work there. The issue regarding capturing this informal learning and training was discussed. Unfortunately none of the employers documented any of the information except when it was part of a formal induction. One employer talked about empowering employees to continuously improve. They looked for staff who they believed were able to take that next step.

Critical Analysis: This links to life skills of attitude and a willingness to take the next step, which all need to be taken into consideration when developing training.

Question 3	Responses
<ul style="list-style-type: none"> • What do you think of TAFE training? 	<ul style="list-style-type: none"> • There is not enough interaction. • EGTAFFE lacks ability to work with small business. • All EGTAFFE does is give basic industry skills and nothing else. • TAFE training was totally irrelevant, lacking current industry knowledge. • EGTAFFE training was all about profit making in the training and ticking and flicking and no real skills development. • EGTAFFE training was too rigid and inflexible and does not meet the needs of the enterprise or industry.

Comment/Discussion:

Most of the employers interviewed were aware that EGTAFFE is a business, but some suggested that our role should be a service to the community. Being financially viable and focusing strongly on a commercial return (see p. 42) was not something about which I was fully aware when I commenced this project, nor was it explicit in any discussions I had with EGTAFFE regarding my role as Manager of the H&SI department. Clearly the financial aspect of the EGTAFFE being required to run as a viable commercial business was important for some who participated in this project. This question also brought out a number of

other responses, some predictable and some straight to the point, which was the reason for the interviews. EGTAFE needed to work with small business, perhaps just to focus on the basic industry skills and legislative requirements of the employee and leave the rest to industry. Some said that EGTAFE was irrelevant and most of EGTAFE staff lacked current industry knowledge. Another said that EGTAFE training was about profit making and not real training. Finally EGTAFE training was found to be too rigid and inflexible.

Critical Analysis: As these interviews were part of the research, I was unable to contradict or respond in support of EGTAFE's purpose and current direction. Clearly EGTAFE needed to make changes to what we were doing. Overall the direct responses to these questions were another critical incident point as I was not aware that the industry's view on EGTAFE was this low. EGTAFE needs to market itself better to improve the perceptions of all stakeholders.

Question 4	Response
<ul style="list-style-type: none"> • What changes would you suggest to TAFE? 	<ul style="list-style-type: none"> • It was felt that EGTAFE had to think about the employer and what they needed and not what EGTAFE wanted. • In the past EGTAFE did not discuss the work experience needs of the students and felt more input from industry is important. • Flexibility was also mentioned as vital to the needs of industry and that EGTAFE in the past had been very inflexible. • EGTAFE needed to meet employers in the middle, with some on-the-job and some off-the-job training which was relevant to their business.

Comment/Discussion:

Reflecting on what EGTAFE was doing and changing to meet the needs of employers is important to a successful outcome. Part of this action research was looking at what EGTAFE was delivering and by planning, acting, observing and reflecting, should assist with some tangible outcomes. Listening to employers, being flexible and addressing the needs were highlighted as priorities for EGTAFE. As discussed on pages 39 - 40 of this paper, to deliver government funded training, the training package qualification rules must be followed which, as already stated and which will be later in the paper, do not address the needs of small business employers.

Critical Analysis: EGTAFE needs to look critically at our role and purpose. Supporting industry and working collaboratively is the future.

Question 5	Responses
<ul style="list-style-type: none"> • What is your knowledge of Apprenticeship/Trainee government incentives? 	<ul style="list-style-type: none"> • Respondeees were all aware of incentives. • Concerns regarding outcomes of these programs were mentioned.

Comment/Discussion:

Most were aware of the incentives. One employer felt that there were no measurable outcomes for the industry of apprenticeships/traineeships programs. He preferred to employ and train his own staff in what he wanted.

Critical Analysis: With the skills shortage as discussed in several forums, it is important that EGTAFE highlight the benefits of trainees and apprentices. But also important is the method and content of that delivery.

Question 6	Responses
<ul style="list-style-type: none"> • How can TAFE use its facilities and funding dollar to help you and your business? 	<ul style="list-style-type: none"> • EGTAFE must connect with employers, working with them and discussing future programs. • Employers have to encourage and support EGTAFE in identifying ways to help each other. • EGTAFE should do its basic training and leave the skills training to them. • EGTAFE should be a leader in the community, and create the opportunities that would increase exposure to our region. • EGTAFE should do consulting work – come out and work with industry in the workplace not in the classroom.

Comment/Discussion:

As the responses show, there were several views, but each mentioned EGTAFE's role in creating opportunities for the whole industry, as occurred in 2001 and 2002 when we participated in the Food and Wine Festival catering for the Victoria's Longest Lunch, and also the holding of the 'Master Chef Classes'. Furthermore, TAFE is no longer a community college and with the push by government for TAFE to be more commercially driven and funded (see p. 42) this issue needs further discussion, but is outside the scope of this research. Conversely one employer thought that EGTAFE needed to be encouraged and

supported in the drive to skill up the industry. Another employer felt that we needed to get out of the classroom and come into the workplace, working with industry to improve the skills. The issue of who would pay for this training would need to be the next question asked. As mentioned several times, the curriculum of the government funded training, is dictated by the current rules set down by the training package which from my observation does not meet the needs of industry. (Refer Portfolio 2 and 3 and see pp. 105 and 107 for more information.)

Critical Analysis: Training partnerships with employers are vital to improving outcomes. Continual positive dialogue with employers and looking at their individual needs must become part of the normal training planning practice. Action 1 (see p. 104) which discusses a communication tool, goes some way in addressing this, although it will need to be built on.

Question 7	Responses
<ul style="list-style-type: none"> • What should the method of delivery be? 	<ul style="list-style-type: none"> • combination on-the-job and off-the-job • one employer preferred on the job done by the employer.

Comment/Discussion:

Most employers felt that there was a place for some skills being delivered in a classroom (such as safe food handling), and on-the-job practical experience was deemed very important. One employer wanted it all done on the job by the

employer, but most agreed that a combination on-and off-the-job training was appropriate and preferred.

The concept of competition with regard to EGTAFF's commercial training restaurant in Sale (see p. 110) came up in this question. One of the interviewees was the employer who was against EGTAFF being involved in a commercial venture, outlining that it was not EGTAFF's business to be in the marketplace competing with industry. His preference was that EGTAFF's role was training, no matter where, and this issue perhaps clouded his response to this question.

Critical Analysis: Responses were mixed, with those who had no other issues (i.e., our commercial training venture) all preferring a combination of on-the-job with off-the-job delivery.

Question 8	Responses
<ul style="list-style-type: none"> • What do you think are the outcomes of learning and training? 	<ul style="list-style-type: none"> • EGTAFE must start to help the industry's image and professionalism. • There is the issue of difficulty in finding staff who want to work, much less learn. • The outcomes of training must be on-the-job training which would improve the bottom line of the workplace. • One employer wanted confident, efficient staff that could be empowered to go the next step. • One employer felt perhaps what we all want is not achievable in regional Victoria. • Outcomes should be giving the employee the confidence to do the job, as perhaps they already had the skill. • EGTAFE's role should be as a consultant, helping businesses with specific issues.

Comment/Discussion:

Several employers mentioned the issue of other employers not having a background in H&T and therefore not being aware of the skills to get the job completed effectively and efficiently. This they believed affected the industry as a whole. Employability skills were mentioned which again is all about giving the students the current skills to obtain a job. Again the problem of not finding employees who wanted to work or learn was stated and the notion of being able to offer incentives to stay in the region was also discussed. One employer indicated that all his children had left the area, moving to a large centre for

educational or work related reasons. Some employers felt that EGTAFE must improve the image and professionalism of the industry, while another felt that trying to improve the skills of all employers in the H&T Industry was not achievable in regional Victoria.

Critical Analysis: The role of EGTAFE needs to be identified and promoted so all stakeholders both internal and external understand our purpose. Again, continual communication which is addressed in Action 1 (p. 103) is imperative.

Interview summary

As shown from the response to Question 6, one of the employers interviewed said 'EGTAFE should do basic training and leave the skills training to them'. Other employers stated that 'TAFE training was totally irrelevant, lacking current industry knowledge' and 'EGTAFE training was all about profit making in the training and ticking and flicking and no real skills development' and finally 'EGTAFE training was too rigid and inflexible and does not meet the needs of the enterprise or industry'. All these comments highlight clearly that employers do not want EGTAFE's help in developing many skills. From conversations throughout the research process, some employers believe they have the knowledge and others believed that their way is the best way. I suggest this also amplifies what I have perceived to be the lack of confidence the employers have in the ability of the EGTAFE staff and the trainers currently employed in the department to meet industry needs.

Interviewing employers gave me the chance to talk to the employers at their place of work, observing their particular needs and understanding issues specifically relevant to their businesses. It also afforded me the opportunity to approach the notion of the formation of an advisory group that would help in decision making for the future of our department. Actually going out and spending time at the employers' business locations was for me the most beneficial aspect of the data collection process. This interaction proved more valuable than structured questions. The comment was made that EGTAFE needs to be out there to be seen by the clients.

When this research commenced I was positive that I would gain enough data and to be in a position to improve the outcomes for all the stakeholders as discussed in Chapter three. It was disappointing that not nearly enough data was gained from these interviews to develop an in-depth research paper on the main issues about the employer perception of EGTAFE, or the appropriate skills that employees needed when working in our industry. Nor did the employers really address issues about the overall improvement of the learning and training and the appropriate role for the H&SI department at EGTAFE. There was a large volume of information regarding what was wrong, but no remedies, although this could also be about the way the questions were structured. The discussions with employers leaned more towards the current state of the industry, the overall problem in recruiting good employees and any other pressing issue which was affecting their business or the economy. Over the period of the interview process, with phone calls and delays (as discussed), I

had further cemented my connection with these employers and all participants seemed reticent to challenge what I was doing. Two employers were very critical of EGTAFE, commenting that it was not personal. The most vocal employer against EGTAFE opening the restaurant in Sale ended our discussion by saying he agreed to disagree with me, but if I needed anything I should not hesitate to contact him.

4.2.2 Entrée – The Mail out questionnaire

Having gained insufficient information from the interviews more data was required if this project was going to have any impact. Several actions to gain more information were then considered and knowing that more interviews would be too time consuming, some sort of mail out letter survey to a good cross section of regional employers would hopefully assist in gaining more relevant information. Accordingly, a mail out questionnaire became the next step (see Appendix H).

The first issue was to plan the format of the questionnaire and what the questionnaire should look like. As stated in Frazer and Lawley (2000, p. 2) the questionnaire design and administration is a critical component of many research projects. If these questionnaires were not presented to the employer in the correct manner, nor timed to fit in with their needs, little feedback would be gained. Between the periods of November to Easter, most employers in regional tourist areas are particularly busy running their business with little time for extra activities. This became clear when working with workplace-based

trainees as employers requested that EGTAFE refrain from large amounts of training, leaving the training to the quieter period of late March to October. Therefore I assessed the appropriate time to mail out the questionnaires was May to gain as much information as possible. What finally influenced me to use a questionnaire method were timelines and wanting to gain a considerable amount of information in a short time, and then report back to employers. What also influenced the need to gain some information and make changes was an EGTAFE H&SI imperative to gain more training work within the H&T industry before the training dollars were shifted to higher government priorities and skills shortage areas (see p. 42). The questionnaire was sampled by several part time staff members who were also employers and/or currently working in the industry. They were asked to look at the questionnaire from an employer point of view and give feedback on the whole process of receiving the questionnaire, having to think about the responses, followed by putting the questionnaire into an envelope and finally mailing the questionnaire back to EGTAFE within 10 days. As highlighted on page 20 some of the staff commented that the questionnaire needed to be more structured and to give the employer only a space to tick or cross their response. The questionnaire was then amended following these responses.

Once the questionnaire was amended the next step was to locate an appropriate mailing list. This was done via the internet Yellow Pages which proved to be the most efficient and appropriate data source. Questionnaires were subsequently despatched with 10% returned in just two weeks.

Data Outcomes

Four hundred and sixty four questionnaires were posted out with 51 responses, three of which had no employees, so the following data and discussion is based on the return of 48 responses, which is approximately 10% of the overall questionnaires posted out.

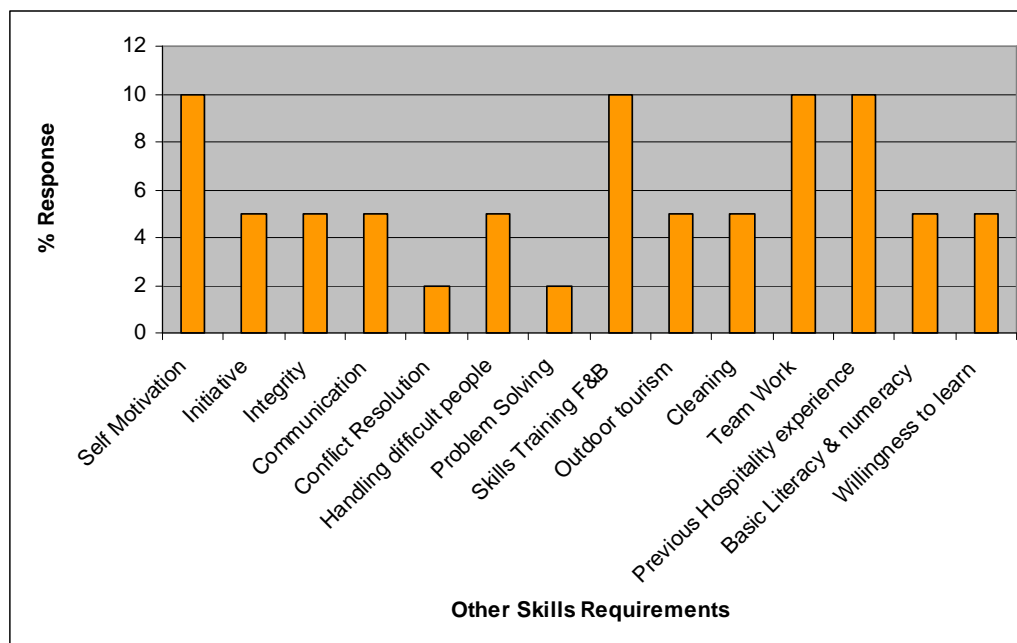
Following are the questions, the responses, comments and discussion in addition to some analysis of those 48 responses.

1. What skills would you like staff to have prior to employment?



Graph 3 – Skills prior to employment

Specifically mentioned:



Graph 4 – Specially mentioned training that employers wanted staff to have

20% indicated other skills:

Self Motivation, Initiative, Integrity, Communication, Conflict Resolution, Handling Difficult People, Problem Solving, Skills Training Food & Beverage, Outdoor Tourism, Cleaning, Team Work, Previous Hospitality Experience, Basic Literacy & Numeracy, Willingness to Learn

Comment/Discussion

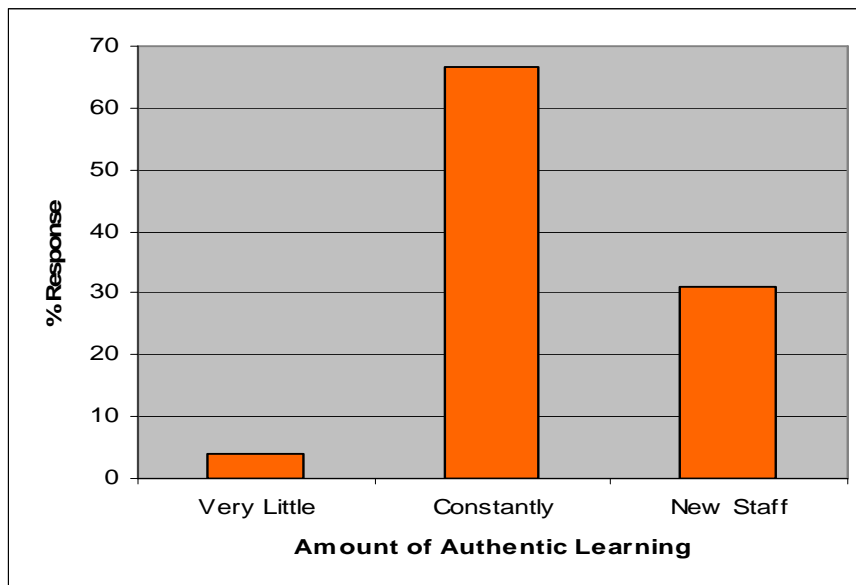
On the questionnaire five skills were mentioned and room was given for adding more. As the above graph shows, most employers wanted specific things relative to their business but they also mentioned that the 'generic skills' are becoming more important. Communication, self motivation, basic literacy and numeracy and also willingness to learn are all mentioned, which again is in line with current government moves to look at generic/employability skills.

This also shows that the training in the practical skills of food and beverage service is not something industry particularly wants EGTAFE to do. With such a low percentage wanting food and beverage skills prior to employment, this graph indicates that the thirty Certificate IV in Hospitality students (see Table 2) were not and may not gain work in the region in H&T. Customer service and Occupational Health and Safety (OHS) issues are indicated as being needed and yet current H&T courses only do a small percentage of this. It is evident that small skills development would be advantageous and there needed to be changes to what EGTAFE H&SI delivered to our mainstream classroom-based students.

Critical analysis: Employers want their employees to have some fundamental skills which have been recently titled 'employability skills'. These include the skills of self motivation, enjoying the job and having the confidence to complete the task to ensure the client received what they paid for and are return customers. TAFE will have difficulty delivering these employability skills without the action of implementing the skill within the workplace environment.

2. How much 'authentic' training and learning occurs in your workplace?

(The meaning of 'authentic' within this research is the real learning on the job, but is unstructured – not formal.)



Graph 5 – Extent of 'authentic' training and learning in the workplace

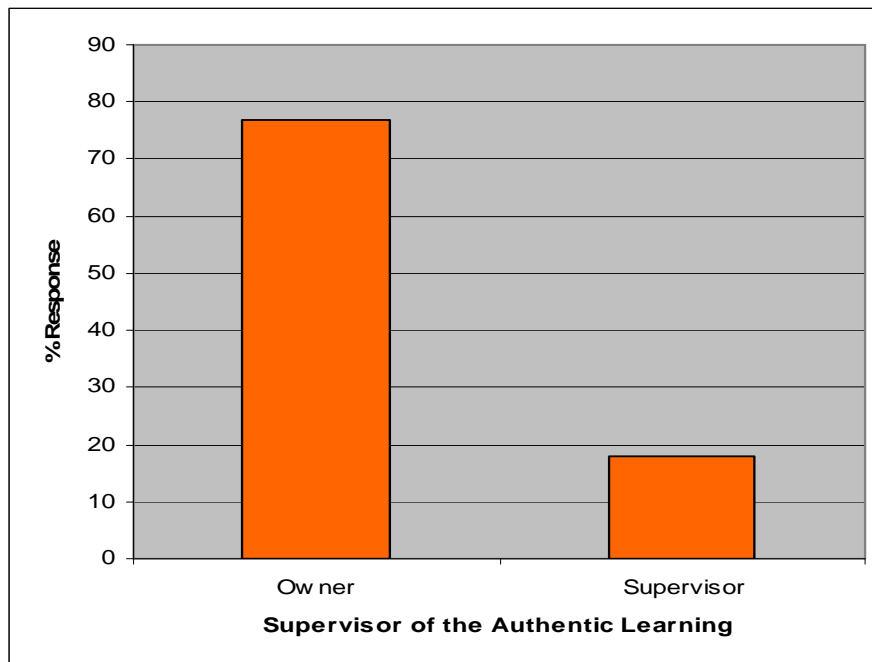
Comment/Discussion

If the employer believes that training and learning in the workplace is occurring constantly, what can EGTAFE offer that would assist and be relevant to the needs? Added to this rationale, as previously outlined, the training that is occurring is generally enterprise specific which may not meet the needs of the industry as a whole.

Critical Analysis: EGTAFE's role in training has been seriously challenged, and this is confirmed as industry is currently not using EGTAFE. What can be delivered by EGTAFE that would improve the outcomes for the employers must form part of the overall outcomes.

3. Who supervises this 'authentic' learning and training?

(Authentic means the real learning on the job, but is unstructured – not formal)



Graph 6 – Who supervises the training?

Comment/Discussion

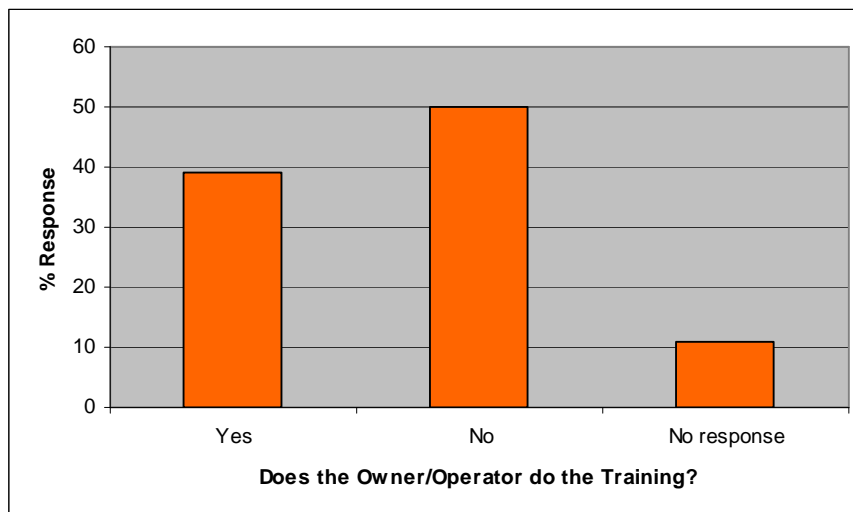
This emphasises that employers understand that employees do need to be supervised when training occurs, with a greater percentage being directed by the owner. It would have been interesting to know the size of those businesses who said the owner supervised the training, compared to the businesses who said the supervisor is the one responsible, as clearly size does affect the training levels. This was a predictable outcome.

The reason for this question was twofold, firstly to find out if employers understood that training was hand in hand with the action. An example of this is coffee making where, once shown correctly, regular practice helps perfect the skill. Secondly, finding out who directed the learning of the skills was the other

important outcome. Were they H&T trained and were the skills being delivered enterprise specific or industry specific?.

Critical Analysis: It is critical for the improvement of the industry that the trainers must have recent relevant industry experience in addition to the knowledge of how to impart skills and knowledge to others. An example of this would be making a good coffee in today's changing environment. If the training is done to enterprise standards but new innovative ideas and methods are not known, the outcome for the business could suffer.

4. Has this person formal qualifications in this industry?



Graph 7 – Extent of formal qualifications

If yes please specify:

Specify	
Hospitality	5 people
Bakery	3
Chef	6
Training	6
Teaching	3
Diploma / Certificate IV	5

Certificate II	2
Bachelor of Business	5
Food Safety	7
Customer Service	2
Management Short Courses	2
Industry Experience	2

Comment/Discussion

An explanation of the meaning of formal qualification as related to this research should have been outlined. A statement such as the following should have been included. For example: Formal qualification meaning courses specifically for the H&T Industry such as Diploma of Hospitality Management, Bachelor of Tourism or Trade qualification such as Certificate III in Hospitality (Commercial Cookery) which are regulated by the Australian government training authority at the time.

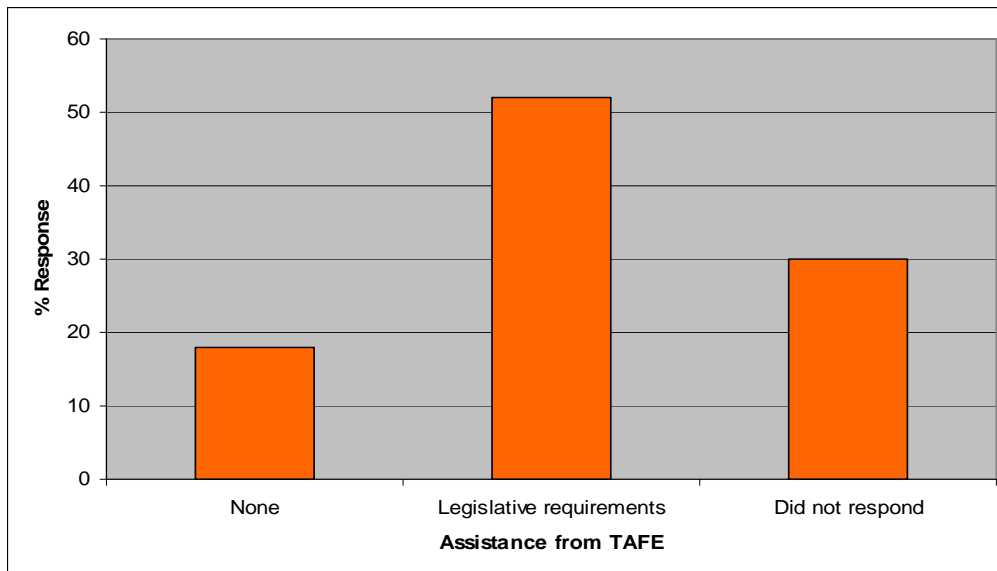
This may have affected the results. Nevertheless if taken as reported, this does indicate that a larger percentage of people responsible for the learning and training that is occurring have few or no qualifications related specifically to the H&T Industry. Space was also left to specify what qualifications the training person had and some stated that they had customer service training, which clearly does not cover all the skills required for the H&T Industry as outlined in page 45.

Critical Analysis: Although I was unable to get percentages for East Gippsland regarding level of qualifications of owners, a report on a questionnaire by Tourism Training Victoria (2002/03, p. 47) gives a general indication of the

overall trend. The 903 H&T businesses surveyed reported that the Victorian Tourism industry comprises a number of micro businesses with 77% run by owner managers of whom 40% have operated the business for less than 5 years and 45% entered the business without previous industry experience. I believe the skills base issue of the person supervising the training is an continual challenge for training, EGTAFE and the industry, with only some operators being excellent. However from my *Fawlty Towers* experience, clearly some have very little skill themselves and if they are directing the training in their establishment, skills will suffer. Further Eldred (2003, p. 16) noted in this industry each employer believes their way is the only way and the skills they are using in their business are the best and most appropriate for the whole industry, and generally they will not change. Tourism Training Victoria (2002/03, p. 48) also mentioned the long hours and lack of effective holiday time away from business have an impact on the number of business owners undertaking formal skills development.

It has to be acknowledged that there are a number of successful business operators who do not have the 'piece of paper' suggesting that they are qualified. However, my research identified that these employers have a passion for the industry and the knowledge of what skills are required to get the job done effectively and efficiently. On the other hand there are also employers that EGTAFE need to work with.

5. What assistance in the learning and training of your staff can TAFE be?



Graph 8 – TAFE role in industry training

Comment/Discussion

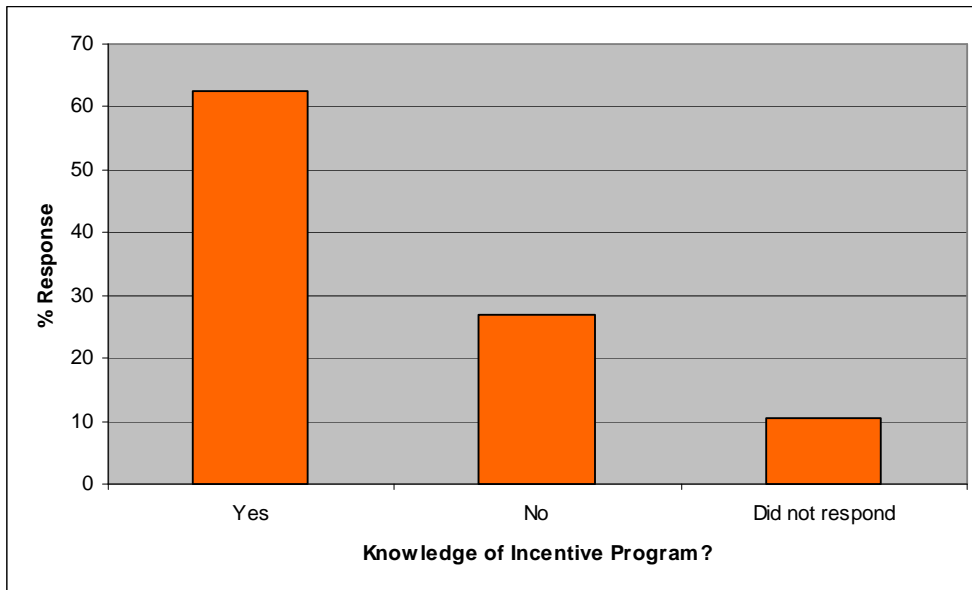
The message was comprehensive, EGTAPE's role is to deliver legislative requirements and let the employer ensure the employees are trained in the skills required to do the job to their enterprise standard. However as already highlighted each establishment is different and has different standards. Thus for some employees being trained by the employer may mean that their skills are not transferable to other establishments, which does, I suggest, further damage the industry and the way the tourist is treated. Nevertheless, overall this result was not a surprising outcome as clearly industry was not using EGTAPE (one of the reasons for this research).

This research also indicates that perhaps EGTAPE's future is to be the facilitator of the training, connecting and having partnerships and collaborative

arrangements with employers that would result in some positive outcomes. The legislative requirements mentioned include laws under the Health Act which does require that all people working with food have the skills and knowledge relating to Safe Food Handling. Similarly the H&T Industry has self regulated and all staff that serve alcohol or work in gaming must have the appropriate knowledge. Responsible Service of Alcohol and Gaming are two such training sessions that industry suggests are the responsibility of EGTAFE to deliver. Added to this, with the ever increasing importance of the regulations surrounding Occupational Health and Safety (OHS), the industry is looking to EGTAFE to deliver these more regulative skills. Practical skills such as plate carry, table setting, glassware identification or napkin folds are part of the knowledge where industry does not want EGTAFE's involvement. Yet these are the basis of our classroom based government funded training curriculum.

Critical Analysis: This is the fundamental challenge for EGTAFE as employers clearly do not want training that does not address their individual needs. However to meet all the needs of the individual employers, EGTAFE must charge a fee for doing that training, as government will only fund training that is covered by the nationally accredited training package regulations. As discussed on page 42, RTO's must pursue fee for service activities, making the employers pay which is not something that employers want to do.

6. Do you know about the Apprenticeship/Trainee government incentive program?



Graph 9 – Traineeships/Apprenticeships

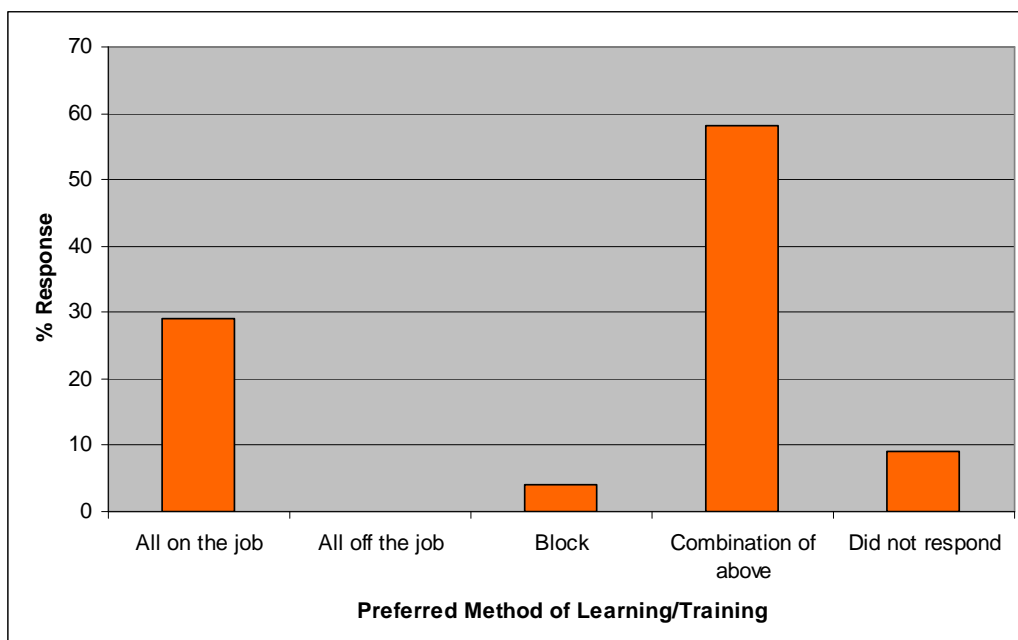
Comment/Discussion

Obviously, as shown, a high percentage of respondents are aware of the traineeships/apprenticeships system. Although it appears that a large number are aware of the programme this does not necessarily translate to more being employed in this region. The reasons for that need further investigation but the relevance of the training may have something to do with this. Furthermore for some who do employ trainees and apprentices, the reasons could be due to the incentives paid to employers by government, but again for other more focused employers it may be a way of building their capacity. Several employers also responded that they had difficulty employing long term because of the nature of regional areas that rely on the tourist to survive. With tourism numbers being

very unpredictable, employers stated that they could not guarantee ongoing employment.

Critical Analysis: The critical shortage of skilled workers has been documented in several places. Continually, the governments - state and federal - are discussing the traineeship/apprenticeship system in several forums to attract more young people to take up a trade, and employers to take on a tradesperson. As highlighted, some employers do not believe their business can sustain a full time person, with traineeship or apprenticeship being over the period of the between two and four years. Employers opt for a more flexible employment arrangement such as casuals.

7. What methods of learning and training do you think are appropriate for your staff?



Graph 10 – Method of training

Comment/Discussion

The above results coincide with the information obtained from the face to face interviews where it was revealed that a combination of delivery strategies would be best for the students. Some on-the-job training was deemed appropriate with some classroom-based more structured sessions being incorporated. This combined method of training supports the student to learn in a controlled environment, and then provides the opportunity to apply and practise this learning in a workplace situation. From the readings that have been done as part of this research, including but not limited to Billett (2000, p. 16), Downs (1999, p. 5), and Hager (1997, p. 22), all highlight a role of the workplace in the learning of the skill. This again emphasises the relevance of Café Rossi, our commercial restaurant in Sale, as an environment where the students who have not gained work can learn, but have the added benefit of a trainer on hand to assist.

Critical Analysis: The role of the workplace is vital in the training as has been identified clearly, but also important is to ensure that the employee has some underpinning knowledge of the skill. This often needs to be done off the job away from the workplace.

Summary

After collating all the material from the interview and the questionnaires it was clear that changes were needed to achieve my desired outcomes. I was aware that dictating terms to employers on what they needed for their business was not the appropriate method. EGTAFF had to look closely at delivery and focus

on what our students needed to get a job and be employable. Most of the comments returned were positive and gave me more of an understanding of the needs of our industry.

Comparison outcomes – interviews and questionnaire responses

Although the set of questions was changed slightly between the interview process and the questionnaire, the similarity of the fundamental issues of the role of training and EGTAPE delivery were clear. The main questions that were asked in the questionnaire and not asked in the interview process were about the skills of the employer and the person doing the training. It was felt inappropriate to question the level of skills of the six interviewees, as each had a successful business.

Employers from both groups agreed that employees should have certain skills prior to employment. Skills such as customer service attitudes rated very highly as something that they preferred their staff to bring with them to the job. Motivation, people skills and initiative in addition to the ability to work within teams was also something that both groups would like employees to have. When the question was asked regarding the amount of informal or authentic training that occurred in their businesses employers from both groups said clearly ongoing and constant training occurs. However to what level or standard was not addressed during this process. Interestingly the preferred method of delivery of any training that EGTAPE may do was the same across both sectors with a combination of on-the-job and off-the-job training delivery

being the preferred mode. Both groups of employers wanted EGTAFE to just deliver the legislative skills such as Responsible Service of Alcohol (RSA) which is required if any person works behind a bar with alcohol, and leave the skills training to industry. Again to what level or standard is an issue. Employers from both groups wanted EGTAFE to be flexible and address their individual needs. This certainly is difficult, as discussed later in this paper, unless the employer pays the full cost and the training is done outside the qualification rules of the current training packages.

4.2.3 Main – The workshops

Once all the data from the face to face interviews and questionnaires was collated, feedback to employers was the next planned process in this research. Following discussion, the initial interviewee felt that it was important to be transparent and give other employers the opportunity to have their say.

Workshops were planned to provide feedback and, if required, to finalise outcomes. The intention being that these outcomes would be implemented for the next training year. A PowerPoint presentation was developed outlining the process to date (see Appendix P). As Monday is the day in the H&T Industry when most employers close their businesses after operating for the entire weekend, I scheduled the workshops for a Monday to conduct one forum in Sale and a second one in Bairnsdale.

Data Outcome

Although the workshops were poorly attended this did not affect the quality of the discussion and the variety of ideas put forward in relation to the delivery of training by the H&SI department. Of particular concern was training for students who do not have a traineeship and/or a job. These are often people who are changing career paths, re-entering the workforce or needing to do a course to obtain other government payments. The four employers who attended the workshop discussed issues regarding these students and what they would need to help make them 'work ready'. There was general discussion regarding the industry and all thought it was disappointing that not more of the invited employers attended.

Based on the findings from the interviews and questionnaires, a sample program (see p. 91) was developed prior to the workshop. This was distributed for discussion during the workshops with the participants offering suggestions, amending content and commenting on the success of this type of program.

Program Outline

Week 1 – 3	Induction – 3 weeks - overview of the industry Class Based: <ul style="list-style-type: none"> • Occupational Health and Safety • Workplace Hygiene – Safe Food Handling • Responsible Service of Alcohol • Personal Presentation • Generic Skills • Communication • Customer service 	Guest Speakers from Industry. Tours Dress Code
Week 4 – 5	2 weeks – work experience <ul style="list-style-type: none"> • Industry and/or in TAFE training restaurants 	
Week 6 – 7	2 weeks Classroom based study <ul style="list-style-type: none"> • Food safety • Workplace Safety • Literacy • Numeracy 	
Week 8	1 week - Work experience <ul style="list-style-type: none"> • with work based project to complete 	
Week 9 – 10	2 weeks Classroom- based study <ul style="list-style-type: none"> • Team Work and Work requirements. Also working in TAFE restaurant/canteens 	
Week 11	<ul style="list-style-type: none"> • 1 week – Level 2 First Aid 	

Table 3 – Program outline

All participants contributed positively to the workshop discussions and gave favourable comments regarding their ability to be involved. The most important outcome was their feedback on the sample program. One employer thought telephone techniques needed to be addressed early in the program. Assignment presentation and conflict management were also seen as important to be included in the first 10 weeks. All employers liked the idea of work experience early in the course but each stressed that the students must be ready to work in industry. The employers also felt that perhaps hands-on learning on the first day with industry guest speakers would help attendance and interest in the program. It was also felt that if the students successfully completed this training and wanted to go on to further studies that this could fit into the requirements of the business. The outcomes (see Appendix Q) of this research do outline that employers believe that more hands-on experience is of value to all who are learning, and further, all agree that more industry input is required to help this process continue effectively.

On reflection, perhaps a range of opportunities for input should have been presented to employers, such as a range of workshop dates. For example one employer commented that if I came to them and followed them around and asked questions, I would get answers, which is exactly what occurred in the interviews.

The low participation rate for the workshops was frustrating and disappointing, but it did highlight the apathy of some employers. I have since contacted the

original six interviewees and outlined my concerns regarding the lack of attendance and they have all expressed concern about the apathy of other employers. One also made comment that the industry is rife with people who have purchased a business with no previous experience and with no intention of looking at improving the industry as a whole, just getting what they want out of it and leaving. The word 'amateur' was mentioned, which supports the comment from another employer that we may be trying to achieve something that is not possible. After the workshop and taking into consideration the lack of industry support, I began to understand EGTAFF's place in the training environment. Fundamentally this was very frustrating as what I wanted was clearly not achievable. It would appear that industry felt that our place was to train for regulatory needs such as food handling and leave the rest to them.

4.3 Summary

Although the general apathy to the workshops shown by some employers was frustrating and disappointing, the whole journey of finding out and seeking a solution was very rewarding for me. By participating in the interviews, gaining the information from the questionnaire and having the workshops, I have connected with more employers and business owners and have obtained a better understanding of their needs. They in return know who I am and my desired outcomes.

This research has helped me ascertain EGTAFF's place, but it was not what I envisaged when I commenced the research. Cherry (1999, p. 6) said action

research questions how far are we prepared to fundamentally challenge our own practice and mindset. Quite obviously EGTAFE needs to challenge itself.

Once all the data as outlined in this chapter was collated it became apparent that several tangible findings and positive successful outcomes seemed possible. The next and final chapter of this paper looks at those findings and details the positive outcomes.

Chapter 5

Findings and outcomes

5.1 Introduction

The aim of this project was to investigate the low number of students and thus lack of outcomes in the H&T training for EGTAPE. Exploring some strategies that would improve these outcomes became essential.

The previous chapters outlined the design of the project, the background and the project narrative. Action research was chosen as planning, acting, observing and reflecting became an integral part of the process together with Schmuck's six steps (see p. 11). In particular Chapter three examined the background and components of the three elements including their motivation (driving forces) and barriers.

This final chapter focuses on the researcher's findings and the positive successful outcomes. Throughout this research my own observation became an important part of the data collection, whereby I observed first hand such things as lack of skills in the industry and employer's lack of confidence that EGTAFE could be a partner of their training requirements. As highlighted in chapter four of this exegesis, Cherry (1999, p. 96) said that the teller (of the tale) brings to the telling important bits of them which are included in this project. I began this research with the perception that my role was to work with employers of the H&T Industry to deliver effective and efficient skills that would help the region both economically and socially. Clearly EGTAFE is not the training provider of choice by employers in the H&T Industry (which has been outlined several times in this paper) so I started questioning H&SI and my role. What training do we need to deliver? Where should the training occur? Where does learning the skill come into it? What was EGTAFE's role? Does the current EGTAFE H&SI staff have the appropriate level of skills required by industry and employers in today's environment?

This final chapter will look at all these questions.

5.2 Findings

From the planning, acting, observing and reflecting that has occurred due to this research, a number of findings have been identified which have an effect on the outcomes.

<p>Findings</p> <p>a. The Employers</p> <p>Lack of knowledge of the benefits of training, having their own agenda</p> <p>b. The Students</p> <p>Majority mature aged and youth moving out of the area</p> <p>c. The Skills</p> <p>Mixture of needs, dependent on enterprise standards</p> <p>d. Researcher and researching</p> <p>Finding new types of menus to address the client's taste.</p>
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a. The Employers

For these findings, I felt there is a need to find and link the enthusiasm, knowledge and passion of some employers and for EGTAFE to create the optimum environment where learning and training will have an impact. During the face to face interview process for this research clearly there are some focused employers who want effective and efficient outcomes, however, what has also been identified from this research is that there are employers who have come to this industry having no prior skills or experience in the industry. As outlined in the responses to question four (see p. 80) related to the mail out

questionnaire, few employers had relevant H&T qualifications prior to commencing in the industry. Most employers surveyed directed the training of their employees 'on-the-job' based on their own knowledge and standards. They did not believe EGTAFE could provide them a better cost efficient training solution.

One of the issues that did come out early in this research is that a number of employers had been using other RTOs, either local private providers, or other TAFEs, including South West TAFE from Warrnambool and William Angliss Institute of TAFE in Melbourne, who have come up to this region to delivery their training. For employers, this is about costs, convenience of training or being part of an industry-based association that has contracts with other providers, such as the Australian Hotels Association or Liquor Licensing Victoria who direct enquiries to William Angliss Institute of TAFE only. An example of this is all new licensees in Victoria must do the Victorian Government directed Liquor Licensing Victoria's accredited 'First Step' training prior to being issued a liquor licence of any sort. Liquor Licensing Victoria (LLV) has currently only accredited William Angliss Institute of TAFE to do that training.

This has the effect of reducing student numbers at EGTAFE in two ways. Firstly EGTAFE was not authorised by the LLV to do this 'First Step' training giving exclusive rights to another large training provider. Secondly EGTAFE was not aware of the new owner/managers/businesses that have commenced in the region and could not offer these businesses other training. Clearly this

research does have two aims, to improve the skills of the industry but also to increase student numbers at EGTAFE through raising EGTAFE's profile.

b. The Student

As highlighted on page 38 there is a lack of young people staying in regional areas which has become an issue for EGTAFE. In East Gippsland it should be highlighted to young people that there are many options open to them when finishing secondary college, and moving to Melbourne and/or attending university are just some of those options. This issue however is outside the scope of this research but must be addressed over time. Nevertheless, for whatever reason the data indicates (see Appendix R) that the majority of employees in this region are mature age, some returning to work and/or changing careers. These older people may not have had any training, formal or informal, but may have gained the position through word of mouth.

c. The Skills

Numerous culinary experts have created an awareness of food via television shows and the newspaper, such as *The Age* 'Epicure'. As a result consumers are more sophisticated, better informed and demand a higher level of product and service. Clients want fast, effective, efficient service and want a dining/tourism experience. This research has identified that employers want employees to be multi-skilled and these employees are expected to know a range of aspects of the industry, such as how to make a large variety of coffees and teas.

Generic skills are also important - the skill of communication, of knowing what to do, showing initiative by going the next step including how to complete a task, is vital to the future of the region's H&T Industry. EGTAFE must develop the skills of the industry in partnership with employers. Advertising and providing skills development sessions focussing on specific skills rather than on a full unit of competency or a complete course (as specified in government funded training package regulations) is one notion that has started to occur in practice (refer Portfolio 6 and see p. 113 for further information). Perhaps EGTAFE needs to become a 'skills supermarket' where clients can 'pick up' the specific resource which would help them enhance their skills, and help them become more employable. This resource could be self paced learning literature, followed by practical observation of the skill.

d. Researcher and Researching

Fundamentally, one of the most rewarding aspects of this research was moving out of my comfort zone and really questioning the how and the what of the EGTAFE H&SI department. I benefited from going to employers and asking the hard questions, challenging the standards that had been set and questioning the reasons for EGTAFE H &T's existence. The planning, acting, observing and reflecting (Action Research) proved a powerful way for me to find out the needs of the H&T Industry and also to change EGTAFE and my perception/understanding of our role.

Cherry (1999, p. 6) stated that Action Research

“...has as its central feature the use of changes in practice as a way of inducing improvement in the practice itself.”

Zuber-Skerritt (2001, p. 1) talked about action learning and action research saying ‘They have proven to be appropriate methodologies and processes for (re) creating change, innovation, leadership and personal, professional and organisational learning.’ Clearly this is appropriate for this research,

Research has given me insight into different methods of working with industry, not just for the Hospitality and Tourism Industry, but for other industries with whom our department interacts. The focus is on improving the output for Australian business and if this means recognising the current skills of the workforce, which in turn gives them added self-assurance to do their own job better, then that's the way we must go. If it means learning and training on-the-job and letting the employers continue the learning cycle, or letting the learning happen on-the-job and EGTAFE train to the skills gaps, then that is the way EGTAFE should go. The overall findings of this research were massive and continuous and have become an integral part of what I do and what I am involved in on a daily basis.

5.3 The Project Outcome - the continuing story

The final feature of this exegesis is to discuss some outcomes that have either been achieved and/or are part of the continuing story, all of which are vital for success for EGTAFE. Investigating what is occurring and changing to meet the needs has shown industry that EGTAFE can be a partner. The aim of this section is to discuss the outcomes and highlighting the linkage to the workplace portfolio.

The Continuing Story

(Outcomes)

1. Advisory Group

To gain more input from employers and work in partnership

2. Funding & Networks

To assist in gaining funding for delivery of skills that employers want and need

3. Skills Training

To create effective enterprise specific training

4. The Workplace

To create partnerships with workplaces based on training mentors, training and assessing in collaboration with EGTAPE

5. Café Rossi

To create a real life yet protected environment for students to gain experience and confidence.

6. Department changing to meet the needs

To deliver training that meets the needs of the client. Delivering employability skills with more practical skills and less theory

7. The Student – Work experience, Cairns and beyond

To give regional students the opportunity to work in Cairns to further develop their skills in the local off season

8. Innovative workplace learning and assessment tools

To develop individual, flexible training and assessment tools that meet the needs of the client.

9. The training program

To develop new courses to meet the needs of small businesses

All of these outcomes as discussed in the following pages, have directed changes in the way our staff within the H&SI department of EGTAFE perform their job as documented in the portfolio.

1. Advisory Group

Purpose: To gain more input from employers and form partnerships

(Refer Portfolio 1 – Methods of continual communication with employers making employers more involved in EGTAFE H&SI department decision making process.)

From this research, connections have been made with the H&T Industry with several employers voicing their willingness to assist and be part of the future of our department. In 2000 an advisory group of regional employers was formed, although after the initial year the numbers attending the meetings slipped away until only one member would turn up. Consequently the group was disbanded. An outcome of this research is that a new advisory group is being re-established, using different methods of communication between EGTAFE and employers. Further, as part of the Australian Qualification Training Framework (AQTF) guidelines (see Appendix S), continual discussion and dialogue with employers is a requirement. As previously mentioned, our department is involved with nine training packages, so several advisory groups need to be developed and nurtured. This advisory board will be used to assist in the continuous improvement of our product and service to all our clients.

Action: 1

By holding these advisory group meetings and obtaining continual employer feedback and contact will ensure that EGTAFE will stay relevant and in touch with the needs of industry. A communication tool will be developed that can be used to inform, but also gain information from employers. A newsletter has been developed and sent out quarterly to be complemented by a yearly face-to-face information session.

2. Networking and Funding

Purpose: To network with other registered training organisations to ensure that training stays relevant and the funding appropriate to meet the needs of all our stakeholders

(Refer Portfolio 2 – Networks that EGTAFE is involved with to ensure government training agenda have our input.)

As noted in Billett (1999 & 2000) the workplace has a significant role in assisting the worker to learn and understand their position and function in the organisation. The funding model currently used by government only funds the formal aspects, so the informal and 'authentic' is not necessarily taken into consideration. What industry in this region wants is to have more say in what we deliver, but unfortunately the rules of the training packages prevent full customisation.

Notwithstanding this, EGTAFE must address the skills gaps of enterprises, not try and train all students in skills that the enterprise does not require. This poses a problem for EGTAFE in relation to the funding (as discussed) of the training which focuses on the skills gap. Therefore, in an effort to make some changes to what and how we deliver training and continually improve funding options networks have become increasingly important. Funding and skills development methods are amongst a myriad of issues that have been identified in various mediums. Discussion has also taken place with the H&T Curriculum Maintenance Manager who has the role of maintaining the training packages and giving advice and support to those who are delivering government funded training.

Action: 2

Interact with industry and educational networks and apply pressure on funding bodies to consider innovative ways for funding authentic learning and training.

This issue has been identified as particularly important for small businesses who participated in this research. They do not necessarily need nor want complete courses, but rather a set of skills that suit their business (Refer Portfolio 5). The introduction of employability skills and the delivery of skills development sessions and not necessarily full courses, are all moving towards the need to deliver life long skills. As previously mentioned (see p. 48) I am currently Chairperson of the Victorian Hospitality Educators Network which continually discusses the issues of training to the needs of the industry, not to

the needs as dictated by the training packages. From this group, another network has been developed called the Curriculum Reference Group which meets as required to discuss issues surrounding training package challenges. One of the outcomes of this research has been my commitment to continually meeting with a number of networks to compel government to look at the needs of small businesses in relation to skills of the industry.

3. Skills Training

Purpose: To deliver the skills that match the needs

(Refer Portfolio 3 – Skills training for and with industry. Delivering skills training on-the-job in collaborative partnerships with employers and industry)

Throughout the interviews, and in ongoing discussions, the relevance of EGTAFE training came up regularly. Our department has made every effort to gain relevance, and from networking with industry, we have identified their needs and have tried to match them. This has included developing collaborative partnerships to ensure that we meet their needs.

Action: 3

Continue to connect with industry and identify their needs, developing skills programs that suit the needs.

A medium business owner/operator that had not used our services in the past and in fact during the interview outlined how irrelevant EGTAFE training was, agreed to have some skills training delivered that was specific to his establishment. EGTAFE developed an enterprise specific program and now annually deliver skills training on site, working with his staff to assist in mentoring the students through unpaid work placement.

4. The Workplace

Purpose: To create partnerships with workplaces and have a collaborative approach to training

(Refer Portfolio 4 – Develop workplace training methods, including training mentors, interactive training tools and skills passport. This will be a method of capturing the authentic learning occurring in the workplace enhancing the outcomes of all stakeholders)

Changes were made to our method of training and delivery following an in-depth analysis of the needs of a particular employer. We realised that if we did not deliver the appropriate product in a flexible manner, the employer would take their business to other RTO's. Following a workplace analysis of a particular regional H&T enterprise by staff within H&SI of EGTAFE, it revealed that new staff members were given the official company induction. The staff were then shown the practical aspects of the job by the supervisor before commencing work.

From observation I identified that these supervisors formed part of the training role, but this was never documented. However EGTAFE staff could not deliver this job specific training as we were not skilled either to use the company's specialised machinery or familiar with all the workplace routine. It was also not appropriate for us to enter the work area from an Occupational Health and Safety perspective.

Following discussion with the company, it was agreed that selected employees would be identified and 'up-skilled' in units of competency for training small groups and were classified as 'Training Mentors'. These training mentors played a crucial role in ensuring that new employees were given an induction to the job and given the required level of knowledge to be able to complete the task successfully and safely. Assessments were carried out in partnership with EGTAFE trainers until such time as these Training Mentors were 'up-skilled' as assessors. This has proved to be a very successful method of working in partnership with employers.

If the employee needed more information on any of the core skills of their training, a self paced PowerPoint presentation was developed and loaded onto CD Rom for the employee to review in their own time. We also found some staff had literacy and numeracy problems that, while not directly affecting the outcome of their job, may have prevented them from being deemed competent in a specific core unit. Giving them this self paced learning, which they could either view on a computer or hard copy, helped considerably.

Furthermore to ensure that this authentic learning and training was captured and documented continually, a 'skills passport' was developed. This was given to all staff during the formal induction procedure to be used as they moved through their jobs.

Action: 4

Continue to work with employers in a collaborative manner to deliver the skills that industry requires. Once the skills had been ascertained and delivered, training to the skills gaps could occur.

5. Café Rossi

Purpose: To create a real life environment for students to gain the confidence and learn skills with trainers available at all times

(Refer Portfolio 5 – EGTAFF's innovative workplace learning, training and assessment environment)

Following the discussion with the interviewees for this research, one issue did become clear - our students needed a real life learning environment to really refine their skills. This became a very important component of what the H&SI team felt must occur. During the early period of this research, EGTAFF commenced delivery of the full three levels of Certificate III in Hospitality (Commercial Cookery), which covered all the formal training for cookery apprentices and for non-apprentices (trade equivalent). As indicated

previously, the H&SI runs two campus-based training restaurants, although these do not always give the required training outcomes, largely as a result of the student customer ratio. Often there could be a full brigade (a term used when describing the different levels within a kitchen) of up to ten students, plus a teacher in the kitchen, and up to ten food and beverage students, in addition to a teacher, waiting on a few customers. All of which did not expose the students to the 'sense of urgency' which is vital in this industry.

To combat this issue of an unrealistic learning environment, the department felt that EGTAFE needed to create a realistic environment to ensure our students had the exposure to the 'sense of urgency' which is vital in this industry. Therefore in March 2000, EGTAFE took over a lease in Sale, East Gippsland and established a commercial training restaurant under the name '310 on York'. Once students were given the underpinning knowledge and skills in our campus-based training environment, the next step for all students - food and beverage, management or cookery - was to complete a certain amount of work placement at '310 on York'. At all times a training staff member is there to support the students, but this is a 'real life' environment and students are expected to cook or serve exactly as would be required in any industry establishment.

This venture proved to have both positive and negative outcomes. One positive outcome is that EGTAFE students gain very valuable authentic workplace learning and training in a 'real life', yet TAFE protected, environment. We have

also received very positive feedback from other RTO providers congratulating us on this innovative training initiative. Unfortunately one of the region's employers was very much against the concept, believing that the restaurant would be 'propped' up with government funding and created an unfair competitive advantage. Consequently he engaged the services of a private RTO to train and provide workplace assessment for all his cooking apprentices.

Notwithstanding this, by 2003 excellent learning and training outcomes were apparent with students' skills showing a marked improvement. We decided to expand and relocate to another premises so in early 2004 we took over the lease of a two storey, double fronted restaurant in Sale known as 'Café Rossi'. Again government funded competition became an issue with some local employers, so I addressed these concerns immediately, explaining the extra costs that Café Rossi was carrying, for example having one trainer to each student. All employers have recently returned to using EGTAFE as their preferred RTO. This Café Rossi experience has increased stakeholders awareness of EGTAFE and enrolments of cookery apprentices and training in cookery skills in general is increasing.

Complementing this is the continual growth of the boutique wineries in the region, and having the appropriate liquor licence, bottled wine is now sold by the students while in training at Café Rossi. This provides our students with another skill in retail bottle sales and promotion of the wines that the customers consume with their meals. One of the great outcomes of the Café Rossi

experience is that we have lifted our profile with the public and with industry. Industry and the students now see that we are out there in industry running a real restaurant and dealing with all the issues and concerns. Café Rossi also helps our Diploma teaching staff as real examples of issues and concerns can be brought out. Often Café Rossi is now used as the example for such things as real life examples of OHS and fire plans, rostering staff, menu planning, cost controls including all budgeting matters and marketing.

Action: 5

Continue to promote Café Rossi as a commercial restaurant, giving our entire student body the opportunity to gain skills and confidence in a real environment.

A website has been developed www.caferossi.com.au which will further enhance the learning opportunities of our students. Television advertising has also occurred to further promote the restaurant, ensuring that there is a continuing base of customers for our students to cook for and serve.

6. Department changing to meet the needs

Purpose: To develop more practical skills that suit the needs

(Refer Portfolio 6 – Changing the on campus training delivery methods to meet the needs.)

During this research, it became clear that the important first step was to change the practices of all involved in the H&SI team at EGTAPE. Reorganising the

roles of all the main players in the team became imperative. The outcomes were that the H&SI department changed its scope and started advertising specific skills training which could be delivered in a more flexible manner in preference to complete courses.

Regularly we now advertise for 'Skills Development in Food and Beverage or Cookery' and clients can come and discuss their own needs, which could be just a short face-to-face training session. Our department has made a conscious decision to be in touch with the industry, promoting ourselves wherever we can and in whatever we can do. People can now obtain learning and training for an individual skill or set of skills rather than a whole course. This helps to fulfil our aim to create an environment to promote learning and training.

This research also indicated that the majority of owner/operators within the Hospitality and Tourism Industry want us to deliver generic skills in getting the person ready to work and be employable. As generic skills are not linked to any specific unit of competency, there may be no funding allocated. Therefore the training would have to be done for a fee to be paid by the employers, a situation to which the majority of employers would not agree.

The following scenario demonstrates the versatility of our department and how our training delivery has been revised as a result of this research. One of the employers who participated in the research interview process requested help for

his staff in improving the display cabinets used for his business. There was no unit of competency that met his needs within the Tourism and Hospitality Training Package, so we looked laterally at the units within another training package. We subsequently developed some skills training based on these units that would give both parties the required outcomes - EGTAFE delivered an accredited unit of competency that was funded by state government and the client's need for improved display. This outlines the flexibility of EGTAFE's training delivery to comply with the needs of an employer. Overall, we intend to continually promote the skill that the enterprise needs, while working with employers to improve the skills of their business and the industry.

Further, in 2006 following in depth discussion with several staff, H&SI has dramatically changed the delivery method of classroom-based food and beverage training delivery. Instead of a number of core units being separately delivered in a theory-based mode, we looked at the skills that the students needed to be employable. Eight staff members met several times and developed a program for all students, taking into consideration the outcomes of the workshops for this research, whereby more relevant skills were indicated as needed. This included personal presentation, resume writing, and the interviewing process. This training program was planned in 45 minute blocks, with activities throughout. Further, the students were scheduled into our campus-based training restaurants more often than in the past. Each student was rostered two or three times per week from 9.30 am – 3.30 pm serving coffee and cake all day, with light lunches from 12noon to 2pm. These changes

will be monitored and as part of our continuous improvement strategy, if further changes are required, these will be addressed (see Portfolio 6).

Action: 6

Continuously review and improve our staff base which is vital in meeting the needs of the industry, ensuring we remain relevant and capable to assist employers with all facets of their business.

A restructure of the department to include an emphasis on client management became a priority. Specific staff within the team will be given the role to manage the client's whole training requirements, not necessarily doing all the training, but ensure that the best tools and environment are created to assist the learning.

The role of the course coordinators of the department has changed, decreasing their face to face delivery time, but increasing their time to mentor and facilitate the training, which will be done by skilled trainers within the industry. Specialist skilled staff will be employed on flexible contracts that will give them the opportunity to continue to work in the industry where appropriate. As one trainer said 'It's the best of both worlds, being able to keep my skills up to industry standards and trends but also relay them to others'.

Our existing teaching staff that are without recent relevant experience will not be able to deliver some competencies unless they update their industry

experience. Clearly my research indicates that EGTAFE is becoming facilitators of information and skills development, with industry driving the training agenda. Down (1999, p. 8) argued that you cannot teach anyone anything, nor can you motivate to learn and the best teachers can do is become facilitators.

Advertising of the right skills that industry and clients want is also vital. The department has changed its focus to advertise and deliver more short bites of knowledge or skills development. Continuous improvement of our training delivery will be our focus.

Over the period of this research other changes have been occurring. As it was very evident from our declining student numbers in H&T both on campus (refer Table 2) and in the workplace, other training and work had to be developed to ensure that all current staff remained gainfully employed by EGTAFE. From 2000, when the H&T department worked with two training packages, the H&SI department has grown to now cover nine training packages including Tourism and Hospitality, Caravan Parks, Retail, Meat Retail, Food Processing including Baking, Sport and Outdoor Recreation including Sports Coaching, Asset Maintenance (Cleaning) and Equine. The department is currently looking at Hairdressing as the next step in our growth to meet the needs of industry in regional areas.

7. The Student - Work experience, Cairns and beyond

Purpose: To give regional students the opportunity and confidence to work in an environment outside their comfort zone

(Refer Portfolio 7 – Expanding the opportunities for all students to gain work experience while learning.)

From discussion with employers over a period of time and from the outcomes of my research, particularly the workshops (see page 89), work placement for students who are unemployed was identified as vital to their confidence and their ability to gain paid employment. Café Rossi, our commercial restaurant in Sale, goes some way in helping students gain the job ready component and confidence.

The initial draft copy of a program (see p. 91) circulated at the workshop was further adapted by participants to include work experience (see Appendix O). Most thought the program as outlined would be effective but some additional items prioritising hands-on work practice were seen as vital to their needs. The employers also noted that each student should be linked with an employer, something like a 'buddy system', which could potentially produce some excellent outcomes.

Over a period of time EGTAFE found that obtaining regular work experience for a range of the students in large centres such as Melbourne was difficult because of the number of other metropolitan RTO's also placing their students.

EGTAFE identified Northern Queensland as a potential region in which work placement might occur as long as the costs were taken into account. The department looked for a region/area of Australia that would be busy when East Gippsland was quiet and quiet when East Gippsland was busy. Cairns was identified as an area that could have potential. The idea of Cairns firstly came up with the Bodi, Maggs and Gray 2000 research which was a joint venture between the Victorian Eastern Development Association and the Cairns Region Economic Development Corporation looking at employment issues in areas outside major capital cities. Unfortunately, there were no actual outcomes from this research although EGTAFE H&SI decided to continue the link. Further, following investigation and review by our department, it was agreed that the different style of living that occurs in Cairns related more to our students who were not familiar with the larger cities such as Melbourne and Sydney.

Discussions commenced with several employers in the Cairns region in the initial year, 2002, and several work placements were found with employers who offered reasonable accommodation and some meals. Since that year the program has grown and in 2004 six students enrolled in either Certificate IV in Hospitality (Supervision) or the Diploma of Hospitality Management, working in Cairns at various resorts for up to two weeks, for thirty hours per week. This was unpaid work, but on completion several were offered full time work. One of the diploma students did not want to go as far as Cairns so work experience was arranged at a major hotel in Melbourne. This again was unpaid work but at the end of the two weeks the student was offered full time work immediately.

This Cairns program has been further developed and in 2005 twenty paid placements were organised for students, up to a period of two months (refer Portfolio 6). At the same time our department agreed that a staff member needed to be in regular contact with these students to support their learning and assist them while they are away from home. Whilst in Cairns, this staff member decided to go back into industry, being paid and working along side the students, which also addressed the issue of industry relevance.

Timetabling for these students to work in Cairns and also continue their studies has produced challenges. H&SI has been able to produce an innovative timetable which reflects the individual needs of all students who return to EGTAPE in October to finish their course.

Another concern that came from the workshops, (which were held as a result of this project) was that if students wanted to go on to higher level learning and training, but continue working either in EGTAPE or Cairns, they would need the support of EGTAPE and employers. An example of how a course could fit in with industry was discussed and the following arrangements suggested:

- March to July - Skills training
- July to September - students would be gainfully employed in Cairns or locally.
- October to November - the student would return for more skills training
- December to February - the students would be gainfully employed in East Gippsland.

During that time self assessment, employer observation and skills analysis could become part of the higher level training. The more advanced learning and training would be facilitated by EGTAFE but delivered in partnership with employers. Funding for EGTAFE to deliver these flexible innovative methods of learning and training is an issue that needs to be addressed.

Over the period of this research one of the most rewarding observations has been that once the student or employee has learnt a skill and gained confidence using the skill, the change in that person is quite marked. During some training at an enterprise in a small regional town, part of this training included a skill that the supervisor said was not necessary for the business, but a good skill for the trainee. This skill was the two plate carry technique which means carrying two plates in one hand and one plate in the other. Having watched the staff and seeing them use the skill, I noted their pride in accomplishing this skill. One of the trainees said 'It even saves time. I can deliver two cappuccinos and one cake to the customer all at once. In the past it would have taken two trips to the customer'.

Action: 7

Work with employers and industry to create pathways for students, ensuring that all students gain work placement as part of all EGTAFE training delivery.

With the success of the Cairns venture more placements will be sought. A staff member has been allocated specifically to monitor, review and improve this cutting edge aspect of our program.

8. Innovative workplace learning and assessment tools

Purpose: To develop individual training and assessment tools that meet the needs

(Refer Portfolio 8 – Developing learning and assessment tools that meet the needs of the individual client.)

Employers involved in the face to face interviews and the mail out questionnaires identified that EGTAPE needed to be more flexible and address the needs of all segments of industry. As part of this research I have studied various innovative ways of ensuring that the competencies required by the students are effectively delivered using tools that address a number of the units and based on the needs of the enterprise. For instance the more mature workers are now given a journal to compile. In this journal the student records their daily work tasks and outlines any issues that may have occurred. This has proved useful to use when discussing the element of the core units competency, which are very basic and must be addressed when using government funds to train. Further, to receive funding, government regulations also stipulate that there must be evidence of the training and assessment documented. A daily journal that is reviewed and discussed by the trainer will address this.

Other projects have been developed for workplace-based students which related directly to their job and usually covered a range of skills and competencies. The projects are based around the employee's current position and job role and give them ownership of their learning. A set of competency sheets (see Portfolio 7) is also given to each employee and a copy to the employer and this gives a full outline of what they have to do in order to be deemed competent in each element of the competency. Excellent feedback has been received from employees who have worked with these projects. Knowing and understanding their aims and direction seems to help the outcomes for both the employee and employer.

Another important aspect is to ensure that the delivery tool within the practical side of the learning and training is continually reviewed. This ongoing review was one of the reasons that the department moved to a larger commercial training restaurant venue in Sale (see p. 110).

Action: 8

All learning, training and assessment tools will be continually reviewed and remain appropriate to the learners' needs.

Further, a senior staff member will be allocated this task and continually keep abreast of all government tenders for EGTAPE to develop training resources, which we will tender for, and when successful, help us to create and/or revisit all our current tools. Over the last twelve months the department was involved in

the creation and development of five teaching and learning tools that assist learners. Our department will further expand the use of Café Rossi and, as noted earlier, recently had its own web site launched, www.caferossi.com.au. This web site will be used in 2007 to develop a data base for local wineries and producers to promote their wares, but will also give students completing a unit of gastronomy; a tangible outcome that can be used by industry.

9. The Training program

Purpose: To develop skills program that address the needs of a particular industry

(Refer Portfolio 9 – developing training courses that meet the needs.)

Following the interviews, the issue of what we at EGTAPE are obliged to include in a government funded training package traineeship has been raised in discussions. One employer felt that the current course did not meet their needs, but they also appreciated that obtaining funds for EGTAPE to deliver a specific set of skills they required, would not occur. So they requested that I look at developing a specific course for their industry, the Café/Bakeries.

Action: 9

Investigate and develop a course directed at Café/Bakeries which is a growing market in regional Victoria.

In August 2004, at the TAFE Hospitality and Tourism Educators conference, I ran a workshop on a new unit of competency for Café/Bakeries, which I have entitled 'Provide Service of Food'. The existing unit of competency related to the service of food and beverages including a pre-requisite for Responsible Service of Alcohol. These Café/Bakeries do not deal with alcohol and therefore they do not need that skill. I have obtained feedback and support from members of the Baking Industry and also other educators and will present the unit for further discussion in the hope that we can put it to the relevant authorities to be considered with the review of the current training packages (see Portfolio 9).

At the same time employers also asked that EGTAFFE develop a full course for Café/Bakeries picking up the entire elements that they need to assist their businesses to grow. Developing a full course is another outcome of this research and will take significant time and money to develop (see Portfolio 9).

5.4 Summary

When I commenced this research, I had a clear idea of what I wanted. However, this changed considerably in my journey. The end results were not what I envisaged nor to the degree that I wanted although changes and improvements to practices have occurred which are documented in the portfolio. Nevertheless, EGTAFE is still not the preferred provider of training for many businesses. New businesses are opening and other RTOs are delivering the training. Changes at EGTAFE were needed and this has seen a movement of student contact hours from H&T into other areas. Notwithstanding this, as a consequence of this research, I am now able to work with employers and provide better outcomes for the training that is done in H&T by EGTAFE.

Due to this research I have become a more knowledgeable, skilled and effective practitioner who has a far better understanding of the needs of the industry. Our department is now delivering skills cluster training in and for industry. We now communicate with industry on a regular basis and industry has a say in what we deliver.

Furthermore, during this research process the department has grown from under ten staff to over forty staff delivering effective and efficient training across a wider variety of skills. The H&SI department looked laterally at what we can deliver and diversified into several new areas, keeping all staff gainfully employed.

When I commenced this research I posed several questions (see page 5) and below is a synopsis of the findings.

1. "What factors have impacted on student numbers which have caused a decline in H&T training at EGTAFFE?"

Findings:

- ❖ No perceived career pathway in regional Victoria
- ❖ The youths moving to large centres
- ❖ VETIS being delivered as part of the VCE.

2. "Why are the local employers not using EGTAFFE for training?"

Findings:

- ❖ Do not see the relevance of training
- ❖ EGTAFFE training inflexible and not relevant
- ❖ Money
- ❖ Training not addressing the needs
- ❖ Prescribed training package/curriculum too rigid
- ❖ More RTO's in the region.

3. "What are the training needs of the H&T Industry in East Gippsland?"

Findings:

- ❖ Legislative requirements
- ❖ Basic generic skills
- ❖ Employability skills.

4. "What changes can be made to the EGTAFE H&SI department and subsequently the training delivery to ensure that the industry needs are met?"

Findings:

- ❖ Skills development training
- ❖ Small bites of skills
- ❖ Develop training and timetables that reflect needs
- ❖ Develop specific skills training to address needs outside of training package
- ❖ Employ staff on a flexible contract who have recent relevant experience
- ❖ Continually network and create partnerships with employers
- ❖ Cairns and Café Rossi training environments to continue and be expanded.

5. To what extent can investigation and research into the reasons for the decline in student numbers in H&T direct improvements to practices by EGTAFE and the industry?

Findings:

- ❖ I am now a more knowledgeable and skilled practitioner.
- ❖ I have the ability to know and understand the needs of the H&T Industry.
- ❖ I have connected with industry.
- ❖ Employers are aware of who and what EGTAFE is.

The outcome of this research has been that East Gippsland Institute of TAFE Hospitality and Service Industries department is now in a position not only to deliver what industry needs, but also to be a partner in the process. The most important factor for me was to understand more about learning and training and the role of EGTAFE. The research has helped consolidate many issues, but in the process of planning, acting, observing and reflecting, I have developed a better understanding of the industry and I have been able to question what I am doing and make the necessary changes. The research has seen me gradually evolve and I have a sense that I have developed and achieved. Further with my continuing involvement in Victoria wide networks, I know the findings from this research are relevant to any H&T RTO, particularly in regional areas.

Change Management

Overall this research has changed:

- ❖ How I analyse and research
- ❖ What our team will do
- ❖ How I work with employers
- ❖ My understanding of what the role of EGTAFE
- ❖ My expectations.

The H&SI team at EGTAFE now adds value for our students, making them employable. Partnerships have been forged and ways of delivering the learning and training that best suit the needs of industry have been researched and acted upon. We are seeing changes that have ensured that workplace learning and training is more effective and meaningful to all clients whether student or industry. Although the formal part of this process has concluded, the research will go on, finding new ways to create opportunities to improve outcomes for East Gippsland Institute of TAFE and East Gippsland in total.

The aim of this project was twofold. Firstly to explore the reasons for the low student participation rate at East Gippsland Institute of TAFE (EGTAFE) in Hospitality and Tourism (H&T) training and secondly to develop strategies that would identify methods to increase this training.

This in fact has occurred, but not to the level that I first envisaged. We are now partners in the drive to ensure that there are more trained people being gainfully employed in our region assisting the H&T to grow and develop.

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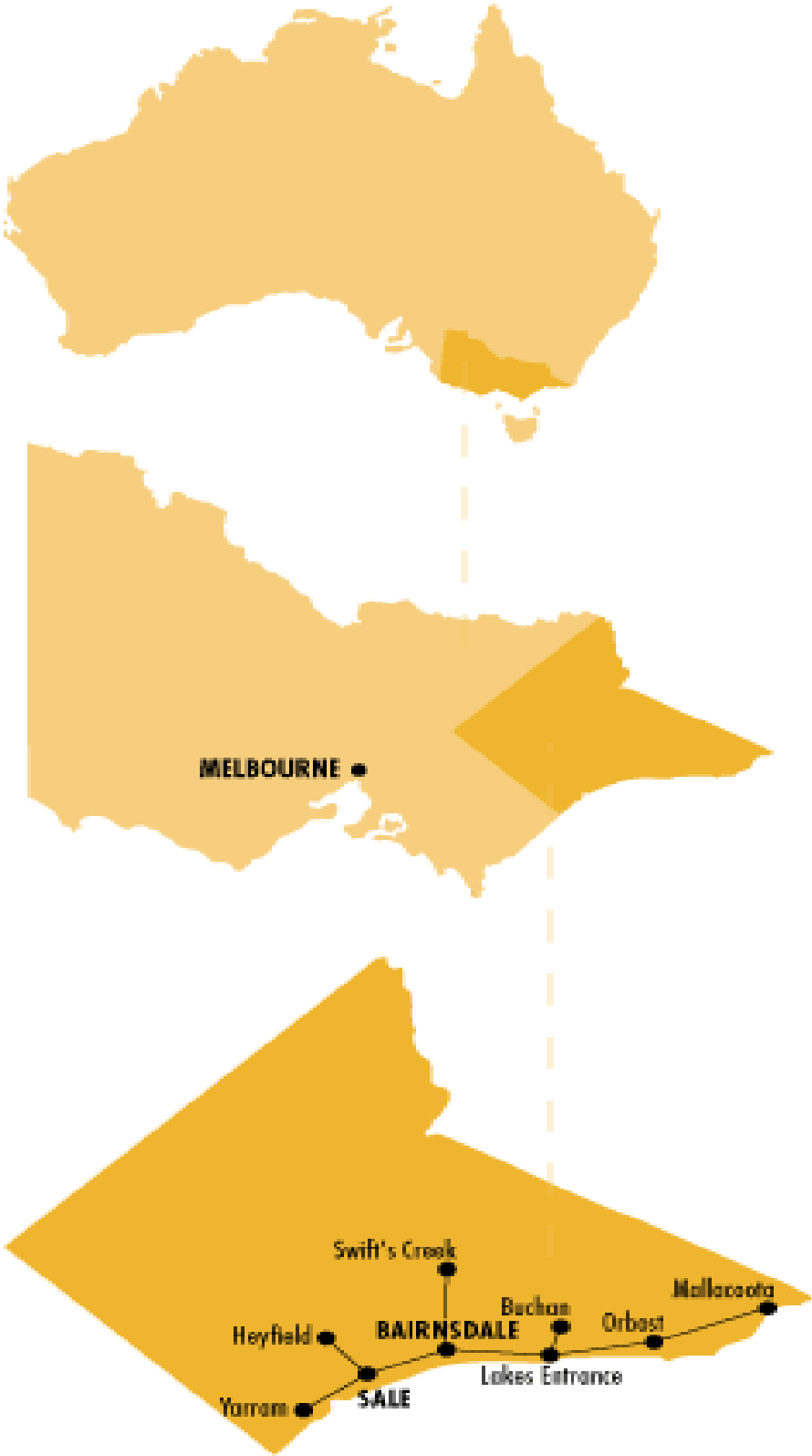
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Appendix A

Map of Victoria – showing Location of EGTAFE
and Outreach



Appendix B

Team Leader Job Description



POSITION DESCRIPTION

POSITION TITLE:	Team Leader – Hospitality/Tourism
POSITION NUMBER:	TE133
ORGANISATIONAL AREA:	Hospitality/Tourism
REPORTS TO:	Management Team
CLASSIFICATION LEVEL:	
TIME FRACTION:	1.0EFT
DATE:	September, 1997

POSITION OBJECTIVES

Within the context of the Office of Training and Further Education (OTFE) directions, and the Strategic Plan of the Institute, the incumbent will:

1. Actively promote and facilitate a commitment to continuous improvement in the provision of programs and services and a commitment to customer focussed culture.
2. Provide educational leadership and promote a team based culture to staff within the Hospitality/Tourism Team.
3. Plan, manage and co-ordinate the development, delivery, resourcing and staffing of programs and services provided by the Hospitality/Tourism Team.
4. Provide programs and services which achieve maximum customer satisfaction through the application of best practice and effective quality assurance standards.
5. Contribution to the business growth of the Institute by leading and encouraging innovation and enterprise within the Hospitality/Tourism Team.

6. Participate in the strategic operational planning within the Institute.
7. Liaise, negotiate with and foster effective relationships with the Hospitality/Tourism industry and the community.
8. Implement and evaluate the strategic plan for the Hospitality/Tourism Team.

ROLE OF THE TEAM CONTAINING THE POSITION

The Hospitality/Tourism Team delivers a range of recurrent and commercial programs and services to meet the needs of all its customers.

The following courses form the basis of the program profile.

- Certificate II in Cookery
- Certificate IV in Hospitality
- Diploma of Hospitality
- Apprenticeship Certificate in Cookery
- Certificate in Tourism

ROLE OF THE POSITION

Through this position, the Institute is seeking to develop its profile as an innovative and responsive provider of customised training and services in the Hospitality/Tourism field.

Within the context of the Institute and Team Performance Agreements and relevant Institute policies and procedures, the incumbent is required to:

1. Provide educational leadership, promote teamwork and motivate staff to enhance the quality of programs and services delivered by the Team.
2. Manage curriculum, course maintenance, resource allocation, staff selection and professional development as required, to ensure the effective operations of the Team.
3. Initiate and participate in the provision of commercial services to industry and the community.
4. Ensure that all new staff are inducted.
5. Establish mechanisms to ensure formal support and advice for all staff in teaching and learning methodologies.
6. Conduct regular evaluations of teaching and learning within all programs through a quality course maintenance process.

7. Conduct and participate in Team based or Institute based evaluations of customer satisfaction.
8. Provide authoritative advice on and implement flexible learning strategies.
9. Manage the selection of students within the courses specified.
10. Liaise with Institute staff and Teams, and work co-operatively to achieve Institute goals.
11. Teach within the programs offered by the Hospitality/Tourism Team.
12. Establish effective formal and informal communication strategies within the Team.
13. Contribute to the promotion of the Team/Institute as a leading vocational education and training provider in the region.
14. Teach/deliver programs/services required by the Team.
15. Liaise with other providers across the VET sector within the relevant curriculum areas.

ROLE OF THE MANAGEMENT TEAM IN THE INSTITUTE

The Institute's Management Team is comprised of:

- Director
- Associate Director, Organisational Development
- Associate Director, Operations
- Associate Director, Finance

Each of the Associate Directors has a corporate role in their respective portfolios.

The Institute's structure requires that Team Leaders consult with, report to and receive advice from the respective Associate Director in relationship to the specific portfolios.

However, the role of the Team Leader operates with a high degree of autonomy within the parameters of the Team's Performance Agreement which is negotiated annually with the Management Team.

QUALIFICATIONS AND EXPERIENCE REQUIREMENTS

1. Formal Hospitality/Tourism tertiary qualification or equivalent post secondary formal qualifications.
2. At least two (2) years' relevant industrial experience in a similar position.

3. Experience in leading and managing a team within a training environment.
4. Experience in the co-ordination of events.
5. Experience in financial management, in particular management of training relevant expenditure within a hospitality and tourism environment, and the formulation of appropriate budgets.

KEY SELECTION CRITERIA

1. Experience as a manager and leader of staff within the Hospitality/Tourism industry and an understanding of the leadership requirements of modern management.
2. Highly developed educational leadership skills demonstrated by the capacity to lead a Team in order to develop, implement and evaluate customised programs and services for the Hospitality/Tourism industry.
3. Demonstrated capacity to determine and manage resources and plan for business growth.
4. Demonstrated capacity to implement innovative, flexible and appropriate delivery strategies to meet the needs of customers.
5. Highly developed communication skills and an ability to liaise and negotiate with the Hospitality/Tourism industry, the community and other sectors regarding their education and training needs.
6. An understanding of the strategic issues facing the vocational, education and training sector including government policy and strategic directions of Hospitality/Tourism.

Appendix C

Plain Language Statement and Consent form

Plain Language Statement

Dear

I am currently undertaking the degree of Master of Education by Project offered by RMIT - Faculty of Education, Language and Community Services. My research project is looking at how to 'Increase the relevance and effectiveness of Hospitality and Tourism Training in East Gippsland'.

I am conducting this research in order to develop further understanding of key issues and an understanding of what are the skill requirements for businesses in our industry in this region. How does industry in this region see training and development and how will East Gippsland Institute of TAFE best assist the region to met these requirements. Finally how can East Gippsland Institute of TAFE and Industry work together to get the best results for the Hospitality and Tourism operators in East Gippsland.

This letter invites you to participate in this research. I will be contacting you shortly to arrange an interview at which time I will be asking you a series of questions relevant to the study and you are free not to answer any question you wish. If you do not want to participate in the research you can inform me when I contact you. At all times throughout this research study your name and establishment will not be named in the report and the answers you give will be stored securely in accordance with RMIT policy and procedures for five years.

At the commencement of the interview I will be asking you to fill in and sign the attached consent form. Once all data is collected from the questionnaire a workshop to look at 'where to from here' will be held in late 2002 for implementation 2003.

Your participation in this study is entirely voluntary and you are free to withdraw from the research at any stage you should so desire. If you wish to view the findings the full report will be available through our library at our Bairnsdale Campus. In addition for further information I can be contacted on 51 52 0741 or contact my senior supervisor Mike Brown at RMIT on 03 9925 5417.

Regards,

Anne Rigg

HREC Form No 2b**RMIT HUMAN RESEARCH ETHICS COMMITTEE**

Prescribed Consent Form For Persons Participating In Research Projects Involving Interviews,
Questionnaires or Disclosure of Personal Information

FACULTY OF

Education, Language and Community Services

DEPARTMENT OF

Industry Professional & Adult Education

Name of participant:

Project Title:

**The development of strategies to improve capacity in
Hospitality and Tourism training at East Gippsland
Institute of TAFE.**

Name(s) of investigators: (1)

Anne Rigg

Phone:

51 52 0741

1. I have received a statement explaining the interview/questionnaire involved in this project.
2. I consent to participate in the above project, the particulars of which - including details of the interviews or questionnaires - have been explained to me.
3. I authorise the investigator or his or her assistant to interview me or administer a questionnaire.
4. I understand that the session could be taped.
5. I acknowledge that:
 - (a) Having read Plain Language Statement, I agree to the general purpose, methods and demands of the study.
 - (b) I have been informed that I am free to withdraw from the project at any time and to withdraw any unprocessed data previously supplied.
 - (c) The project is for the purpose of research and/or teaching. It may not be of direct benefit to me.
 - (d) The confidentiality of the information I provide will be safeguarded. However should information of a confidential nature need to be disclosed for moral, clinical or legal reasons, I will be given an opportunity to negotiate the terms of this disclosure.
 - (e) The security of the research data is assured during and after completion of the study. The data collected during the study may be published, and a report of the project outcomes will be provided to the library at East Gippsland Institute of TAFE, Main Street, Bairnsdale. . Any information which will identify me will not be used.

Participant's Consent

Name:

(Participant)

Date:

Name:

(Witness to signature)

Date:

Where participant is under 18 years of age:

I consent to the participation of _____ in the above project.

Signature:

(1)

(2)

(Signatures of parents or guardians)

Date:

Name:

(Witness to signature)

Date:

Participants should be given a photocopy of this consent form after it has been signed.

Any complaints about your participation in this project may be directed to the Secretary, RMIT Human Research Ethics Committee, University Secretariat, RMIT, GPO Box 2476V, Melbourne, 3001. The telephone number is (03) 9925 1745.

Appendix D

Letter – invitation to research

Dear

I am currently undertaking the degree of Master of Education by Project offered by RMIT - Faculty of Education, Language and Community Services. My research project is looking at how to 'Increase the relevance and effectiveness of Hospitality and Tourism Training in East Gippsland'.

I am conducting this research in order to develop further understanding of key issues and an understanding of what are the skill requirements for businesses in our industry in this region. How does industry in this region see training and development and how will East Gippsland Institute of TAFE best assist the region to met these requirements. Finally how can East Gippsland Institute of TAFE and Industry work together to get the best results for the Hospitality and Tourism operators in East Gippsland.

This letter invites you to participate in this research. I will be contacting you shortly to arrange an interview at which time I will be asking you a series of questions relevant to the study and you are free not to answer any question you wish. If you do not want to participate in the research you can inform me when I contact you. At all times throughout this research study your name and establishment will not be named in the report and the answers you give will be stored securely in accordance with RMIT policy and procedures for five years.

At the commencement of the interview I will be asking you to fill in and sign the attached consent form. Once all data is collected from the questionnaire a workshop to look at 'where to from here' will be held in late 2002 for implementation 2003.

Your participation in this study is entirely voluntary and you are free to withdraw from the research at any stage you should so desire. If you wish to view the findings the full report will be available through our library at our Bairnsdale Campus. In addition for further information I can be contacted on 51 52 0741 or contact my senior supervisor Mike Brown at RMIT on 03 9925 5417.

Regards,

Anne Rigg

Appendix E

1st Survey interview tool

Name:

Date of interview:

Place of interview:

Recording method:

1. What skills do you think staff need prior to employment?
2. How much informal training and learning occurs in your workplace and how should we capture that information?
3. What do you think of TAFE training
4. What changes would you suggest to TAFE
5. Do you know about the Apprenticeship/Trainee government incentive program
6. How can TAFE use its facilities and training \$ to help you and your business
7. What methods of flexible delivery of training and learning do you think is appropriate for your staff
 - a. all on the job -
 - b. all off the job
 - c. block release
 - d. combination of above
8. What do you think are the outcomes of learning/training

Thank you for your participation

Anne Rigg

Appendix F

Letter explaining hold-up

Dear

In July this year I wrote to you outlining research I am currently undertaking with the intension of personally contacting you regarding an interview date and time. As I mentioned I am undertaking the degree Master of Education by Project offered by RMIT - Faculty of Education, Language and Community Services. I am conducting this research in order to develop further understand of key issues regarding training and to identify what are the skill requirements of businesses in our industry in our region.

Immediately after sending this letter I was made aware that a large research had just been finalised which asked employers from across all regions, what skills they require their staff to have for their business. The findings of this particular research will have an impact on how I continue my studies and to this date the report findings have not been officially released.

I intend to continue with the research and will be contacting you to arrange an interview time and date in the week commencing 25th November, 2002. As before if you do not want to participate in the research, you can inform me when I contact you.

Thankyou for you support and cooperation

Regards

Anne Rigg

30th September, 2002

Appendix G

Recommendations –
Tourism Training report – discussion paper:
Strategic Workforce development Model for
Australia's Tourism Industry
March 2003



Tourism Training Australia Network Strategic Directions



Discussion Paper: Strategic Workforce Development Model *for Australia's Tourism Industry*

March 2003

Executive Summary:

Growing the competitive advantage of Australia's tourism industry

"Australia has a highly skilled population and a flexible and world-class education and training system. Today's dynamic global environment, however, is creating many opportunities and generating new challenges for us. The knowledge economy and increasing influence of information and communications technologies are two areas driving a growing demand for a workforce that is adaptable, creative, entrepreneurial and highly skilled" (The Federal Government's Innovation Report: *Backing Australia's Ability*, 2002)

It is recommended that the Boards of the Tourism Training Australia (TTA) Network acknowledges that investing in the Australian tourism workforce (human capital) is fundamental to the industry's competitive advantage and sustaining Australian communities in today's dynamic *knowledge* economy.

The Board of Tourism Training Victoria (TTV) refers this discussion paper to the TTA Board for discussion, support and/or endorsement.

Australia's \$71.2 billion tourism industry's competitive advantage is underpinned by the skills and professionalism of its workforce.

The constraints

1

Constraints of the current training system in meeting the skill formation needs of tourism and hospitality SMEs

The Senate Report "Small Business Employment" released in February 2003 stated that 'strategies to improve the business management skills of SME owners and the skill level of the small business workforce were identified as one of the most important measures that could be taken to enhance the capacity of the sector to employ more people'. (Pg 107, February, 2003)

The Tourism Training Victoria's Employment Skills and Training (EST) Survey (2003) identified a relatively positive response to the current training system in effectively serving the skills needs of apprentices, trainees, new entrants and participants of pre-vocational education. However the survey also clearly identified the skills needs of critical cohorts such as SME owners, managers and employees (across all sectors and regions) were not being met in terms of relevance or availability. This is significant as SMEs are the principle engine of employment growth within the Victorian tourism and hospitality industry, with 88% of SME providing employment in addition to owner operations, particularly in regional and remote areas.

2

Constraints of the industry advisory arrangements upon the tourism workforce

Review of Industry Advisory Arrangement on skills development by the Victorian Learning and Employment Skills Commission (VLESC), Australian National Training Authority (ANTA) and the U.K Cabinet Office was the catalyst for the Board of Tourism Training Victoria to initiate its own strategic directions review.

The review of these various reports identified common constraints on demand led advisory arrangements such as:

- lack of strategic focus;
- does not reflect a whole of government approach;
- does not adequately address small to medium size enterprise skill needs;
- does not adequately respond to emerging industry skills needs;
- limited focus on skills development outcomes beyond formal training; and
- identification of key external drivers of change

3

The diminished capacity of the tourism industry's advisory bodies to be representative of the industry's employment, skills and standards

The Boards of the Tourism Training Australia Network are the industry's representatives for independent, impartial and balanced advice on the tourism workforce in a demand led system.

The dramatic reduction by the Federal Government in State and Territory industry advice has led to a diminished capacity and viability which:

- restrict the organisation's capacity to effectively represent it's constituents; and
- in turn significantly impedes demand-led skills development for the tourism workforce.

A new way forward

What is a Strategic Workforce Development model?

“Workforce development consists of activities that increase the capacity of individuals to participate effectively in the workplace thereby improving their productivity and employability....and fostering innovation.” (Developing Workforce Skills: April 2002)

Strategic Workforce Development (SWfD) is a capacity building model firmly grounded in employment and business needs which is aligned to both the industry's strategic direction and all-of-government policies and systems, which positively impacts on the workforce and ‘delivers maximum legacies to the community’.

Why is Strategic Workforce Development important?

The adoption of Strategic Workforce Development (based on international best practice skills paradigm) will sustain and grow the industry's competitive advantage. The adoption of this model is critical to enable Australia to effectively meet the current and future workforce development challenges.

International evidence on workforce development

- Workforce development is vital to raising productivity, reducing social exclusion and enabling organisations to innovate and manage change.
- Poor performance in raising skills is the result of a combination of market and information failures, the existence of barriers to participation and the influence of cultural and government factors.
- Stimulating informed demand in the context of the right government framework provides a way to tackle these failures.

- The low skilled and small firms are least likely to be able to undertake workforce development activity and must be a major focus of government intervention.
- Improved management and leadership capability is an essential prerequisite to better workforce development. *Source: In demand adult skills in 21st Century Part 2 Cabinet Office (UK) Nov 2002*

The links between skills and productivity: evidence

There is a well-established relationship between skills and productivity, supported by both theoretical and empirical research. Growth theory suggests that human capital is one of the prime determinants of labour productivity. Evidence suggests that:

- skilled workers can increase the ability of a firm to update its practices and products at the rate demanded by rapidly changing markets, making the economy more flexible and productive in the long term;
- differing levels of skills play an important role in international productivity performance;
- training is associated with greater productivity gains than wage gains, implying a significant return for employers as well as individuals.

For further details please see:

Developing Workforce Skills: Piloting a New Approach, HM Treasury and DfES, April 2002

www.hm-treasury.gov.uk

How will a Strategic Workforce Development model work?

SWfD model demands a greater partnership between business, education, government and other communities of interest and will increase the responsibility of industry to participate to a greater degree in the development of their workforce.

The Strategic Workforce Development model is a multi faceted systems approach that operates at three primary levels:

1. Systems approach to Industry & Government Policy

The SWfD model is a holistic systems approach which enables a tri-partite collaboration to 'join-up' all-of-government, industry and community to the skills and employment needs of the workforce. It is a top down approach that requires the support of upper levels of government and industry.

2. Current workforce

SWfD model encompasses a broader range of skills formation opportunities that go beyond the traditional notion of training. This model enables two skill development strategies aimed at the individual and the business.

2a. Skill development for the existing employees focuses on life-long learning and employability which encompasses a broader range of skill formation opportunities for the Individual Learner (existing employees), which are aligned to the industry's strategic direction.

2b. Skill development for existing businesses focuses on the adoption of an enterprise learning culture with an emphasis on skills investment linked to business goals.

3. Strategic planning for the future workforce

SWfD model not only refers to the current workforce but also leads to the establishment of a shared vision that builds social cohesion and a pool of human capital to meet future workforce needs.

Who will be responsible for the Strategic Workforce Development model?

The proposed Strategic Workforce Development model is a demand-led system which would be supported by a collaborative tri-partite organisation. This organisation would encompass sector associations, professional bodies, employer groups and unions providing influential leadership with responsibility for the skills and standards of the Australian tourism industry's workforce

Proposed goals of the organisation

- To lead strategic (demand-led) actions based on analysis of industry sector priorities to:
 - improve workforce productivity and sustainability of the industry;
 - enable skills investment aligned to business goals; and
 - enable employability and personal development of the individual.
- To leverage supply-side influence to reduce skills gaps and shortages and to anticipate future workforce needs;
- To raise employers, enterprises and individuals demand for skills to navigate the system to make informed workforce and personal development choices;
- To build knowledge of the Australian tourism workforce through research and industry intelligence
- To build and maintain networks to enable effective dissemination of knowledge
- To improve learning supply system inclusive of industry standards, learning pathways e.g. VET in Schools

An action plan for taking things forward

Key Recommendations

The recommendations 1-3 propose the adoption of conceptual model which enable the effective implementation of Recommendation 7.1 to Recommendation 7.10 which focus on two key drivers for the industry: the creation of new and innovative businesses and actions to sustain and grow existing businesses.

It is recommended that the Boards of the Tourism Training Australia (TTA) Network support the following recommendations which are currently designed for the Victorian tourism industry; however have important national application across the service industries.

RECOMMENDATION 1

The Tourism Training Australia Network adopt a paradigm shift towards skill solutions beyond training

RATIONALE

The Australian Senate Report "Small Business Employment" (2003) recognised that one of the most important measures for skills development of the workforce is to "develop the capacity of the formal and informal education sector (skills)..... To meet the needs of small business owners and employees".

The Employment, Skills and Training (EST) Survey identified that the skills needs (particularly business management skills), of critical cohorts, in the Victorian tourism industry, such as SME owners, managers and employees across all sectors and regions are not being met through current training programs in either, terms of relevance or availability.

The Australian Senate Report and findings of the Victorian EST Survey builds a 'compelling case' for providing improved skills development opportunities to more effectively address the tourism and hospitality industry's needs, In particular, the needs of small tourism businesses and existing employees.

The key findings concluded that SMEs require a more sophisticated, customised, flexible and timely response to skills development beyond the present training structures.

RECOMMENDATION 2

The Tourism Training Australia Network adopt the 'Strategic Workforce Development' model for the Australian tourism industry

RATIONALE

This adoption of the SWfD model is critical to enable Australia to effectively meet the current and future workforce development challenges, and is strongly aligned "Joe Hockey's" Green Paper.

The current advisory and training structure where 'one size fits all' is ineffective in meeting the skills and employment needs of the tourism workforce, particularly small business and existing employees. Strategic Workforce Development is a capacity building model which impacts on the workforce at three levels and aligns to both the industry's strategic direction and all-of-government policies and systems. This model demands a greater partnership among business,

education, government and other communities of interest and will increase the responsibility of industry to participate to a greater degree in the development of their workforce.

The SWfD model (based on international best practice), is firmly grounded in employment and business needs - leading to a workforce that is more productive, innovative and better equipped to adapt to a rapidly changing global economy.

RECOMMENDATION 3

The Tourism Training Australia Network support the establishment of a network responsible for the skills and standards of the Australian tourism industry's workforce.

RATIONALE

Tourism Training Australia Network is the most appropriate body to manage and lead the enhancement of skills, employability and professionalism of the tourism workforce. This approach would enable effective alignment between state and national 'Workforce Councils' as proposed in a recent ANTA draft discussion paper.

RECOMMENDATION 4

The Tourism Training Australia Network support the proposition that Federal & State/Territory Government invest appropriately to support the piloting of 'Strategic Workforce Development' model

RATIONALE

The Government currently invests significantly in infrastructure and training. Given this level of investment in Australia's \$71 billion tourism industry, Tourism Training Australia network estimates that the piloting of the Strategic Workforce Development model would equate to less than (value to be determined)0.005% (for research and development) of this total investment. This investment is fundamental in enabling Tourism Training Australia Network as the 'critical network' to raise the professionalism of the Tourism industry.

RECOMMENDATION 5

The Tourism Training Australia Network is commissioned to develop and pilot the 'Strategic Workforce Development' model.

RATIONALE

The Tourism Training Australia Network has the skills base and is representative of the tourism industry which is highly segmented, characterised by SMEs (83%) is regional dispersed and is therefore the most appropriate organisation to develop and pilot the Strategic Workforce Development model for tourism industry.

RECOMMENDATION 6

The Tourism Training Australia Network supports the networks piloting of a workforce survey to provide evidence for policy decisions.

RATIONALE

Knowledge is the key to a achieving an enhanced strategic and demand-led approach system essential to guide purchasing and planning decisions.

Until now the Australian tourism industry has not been well served by available quantitative or qualitative research. The workforce survey will collect primary data, critical to facilitate the

development of a Strategic Workforce Development model. The main objective of the survey is to provide evidence as the basis for policy decision making inclusive of government, industry, unions, and employers.

RECOMMENDATION 7

The Tourism Training Australia Network supports the following specific actions to address tourism workforce skills development needs.

Action 7.1

The Federal and State/territory Government adopt a market segmentation approach to employment, skills, training, industry development and compliance.

Action 7.2

The establishment of a tourism industry web portal for Workforce Development.

Action 7.3

The tourism industry's accreditation programs are leveraged for skills and professional development.

Action 7.4

To create a mobile industry incubator supported by a virtual industry network.

Action 7.5

To leverage activities of regional tourism and industry sector associations to support skills development.

Action 7.6

Establish professional development workshops to address the skill and knowledge priorities of tourism and hospitality SMEs.

Action 7.7

The tailoring of the New Enterprise Incentive Scheme (NEIS) based program to tourism and hospitality SMEs.

Action 7.8

Establish 'compliance impact assessments' for tourism and hospitality SMEs.

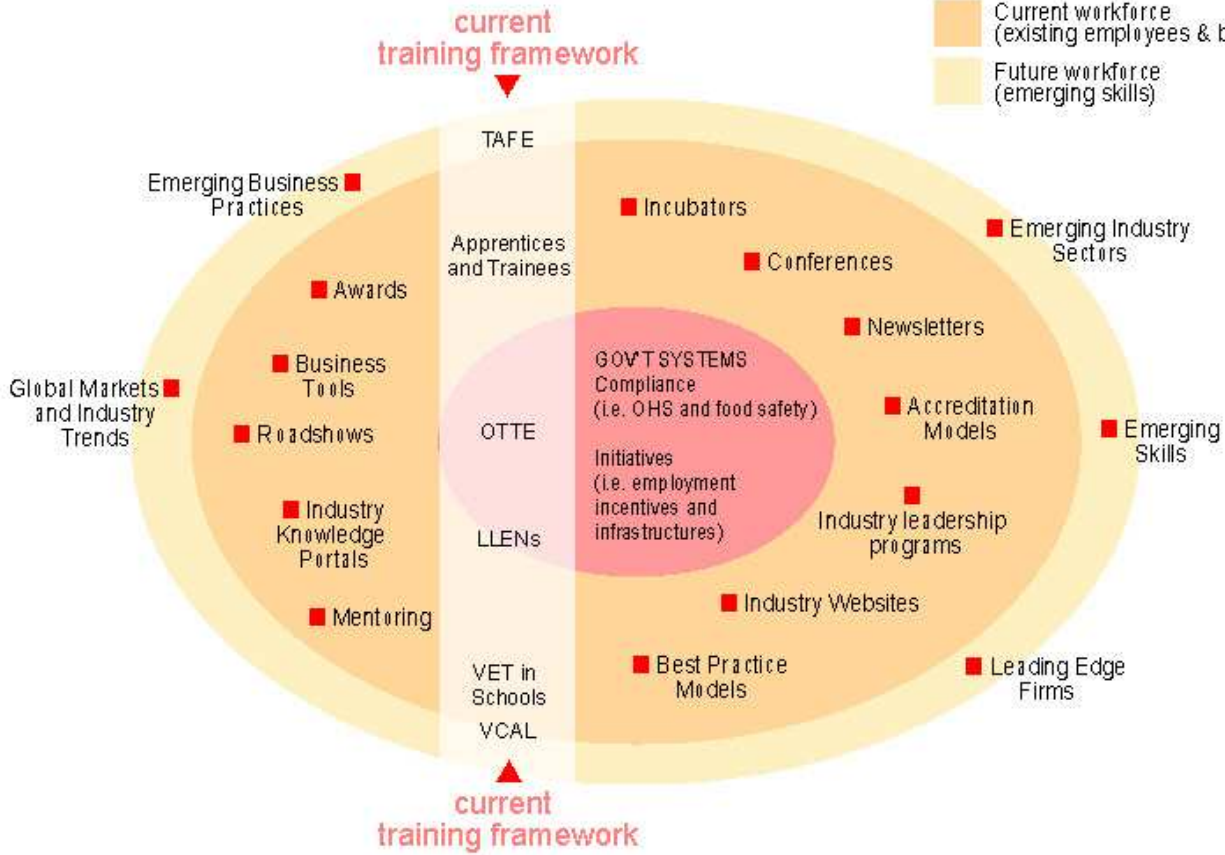
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Strategic Workforce Development Model

ALL OF GOVERNMENT AND INDUSTRY RESPONSE

- Systems approach to industry and government policy
- Current workforce (existing employees & businesses)
- Future workforce (emerging skills)



Appendix H

2nd interview tool

Name:
Date of interview:
Place of interview:
Recording method:

1. What skills do you think staff need prior to employment?

2. How much informal training and learning occurs in your workplace and how should we capture that information?

3. What do you think of TAFE training

4. What changes would you suggest to TAFE

5. Do you know about the Apprenticeship/Trainee government incentive program

6. How can TAFE use its facilities and training \$ to help you and your business

7. What methods of flexible delivery of training and learning do you think is appropriate for your staff

- e. all on the job
- f. all off the job
- g. block release
- h. combination of above

8. What do you think are the outcomes of learning/training

Thank you for your participation

Anne Rigg

Appendix I

Mail out questionnaire

Name and address is optional. Please read the Plain Language Statement enclosed with this survey for more information. If you want follow up information regarding this research, your name and address is required in the space provided below.

Name:

Date:

Type of Business:

Please tick or comment as required:

1. What skills would you like staff to have prior to employment?

a. Very little - taught on the job

b. Some

Tick requirements:

Responsible Service of Alcohol _____

Safe Food Handling _____

Customer Service _____

Cash Register Work _____

Health and Safety _____

OHS _____

Other ie Team Building, Problem solving _____

2. How much 'authentic' training and learning occurs in your workplace. (Authentic means the real learning on the job, but is unstructured - not formal.)

a. Very little

b. Constantly

c. Only when staff are new at the job

3. Who supervisors this 'authentic' learning and training

a. The owner/operator

b. My supervisor

4. Has this person have formal qualifications in the industry?

a. Yes

b. No

If Yes please state type _____

5. What assistance in the learning and training of your staff can TAFE be

a. None

b. Legislative requirements

c. Other: - please specify

6. Do you know about the Apprenticeship/Trainee government incentive program

Yes

No

7. What methods of learning and training do you think is appropriate for your staff

i. all on the job

j. all off the job

c. block

k. combination of above

Thank you for your participation, which will further assist me in formulating better outcomes for TAFE to meet the needs of our industry.

Anne Rigg

Appendix J

Letter re Workshop

Dear Employer

I am currently undertaking the degree Masters of Education by Project offered by RMIT – Facility of Education, Language and Community Services. My research project is looking at how 'East Gippsland Institute of TAFE and employers connect to ensure relevant, appropriate Hospitality and Tourism learning and training is happening in East Gippsland'.

Over the last 12 months I have interviewed employers and surveyed others to ascertain the needs of the industry. Following analysis of all the data some outcomes can be developed that I hope to put into practice from 2004.

To ensure that these are the appropriate outcomes for the industry I am inviting you to join me for presentation and then discussion. Two different times and venues have been selected so as many as possible have the opportunity to participate.

When: Monday 6th October, 2003

Sale: Time 10am – 11.30am
'310 on York' 308 – 310 York Street, Sale
Morning Tea will be served.

Or

Bairnsdale Time 5 – 6.30pm
Oaktree Restaurant, Bairnsdale Campus
East Gippsland Institute of TAFE
Nibbles and drinks will be served.

RSVP 51 52 0741

I look forward to your involvement in this process to assist our industry in going forward in 2004 and beyond.

Regards

Anne Rigg

8th September, 2003

Appendix K

Advertisement 'Have your say'

Hospitality & Tourism



Employers – have your say!

East Gippsland Institute of TAFE is holding workshops in Sale and Bairnsdale in early October to discuss training issues for 2004.

Come and see what 2004 will bring, and have your say. We will discuss:

- What we deliver;
- What we should deliver
- How we should deliver

Please come along and join in. If you are interested in attending, phone 51 52 0741 for more information.

Quality System
Quality Endorsed Company
ISO 9001 CERTIFIED
STANDARD EXCELLENCE

Advertise in :

East Gippsland News
Gippsland Times

Wednesday
Tuesday

Appendix L

VLESC Priorities

Sector	High Priority	Priority	Priority	Low Priority	Low Priority
	Apprenticeship /Traineeships	Non App	Apprenticeships	Non Apps	Apps/Trainees
Cookery	AQF level 1 – 3 for new entrants aged less than 25	AQF levels 1 – 3			<i>New entrants aged 25+ years</i>
Hospitality	New for less than 25 years	AQF levels 1 – 6	New entrants less than 25 years		<i>New entrants aged 25 + years</i>
Tourism	Nil	AQF 4 – 6	New entrants less than 25 years		<i>New entrants aged 25 + years</i>

Taken from VLESC Priorities Paper - pdf. file attached
www.eduweb.vic.gov.au/edulibrary/public/voced/tourism_and_hospitality.pdf

Appendix M

Industry Advisory Committee

Advisory Board – Hospitality and Tourism Training Package

(Source www.serviceskills.com.au)

Representatives from:

Clubs Australia and New Zealand

Australian Hotels Association

Catering Institute of Australia

Meeting Industry Association of Australia

Caravan Parks Association

ACCOR Pacific

Restaurant and Catering Association

Qantas Airways

ASU

Australian Casino Association

Department of Industry Tourism and Resources

Compass Group

Appendix N

Review of the Tourism and Hospitality Training
Package
Recommendations August 2005

(See attached PDF file:
TH Review draft recs – August)

Appendix O

East Gippsland Shire Workshop

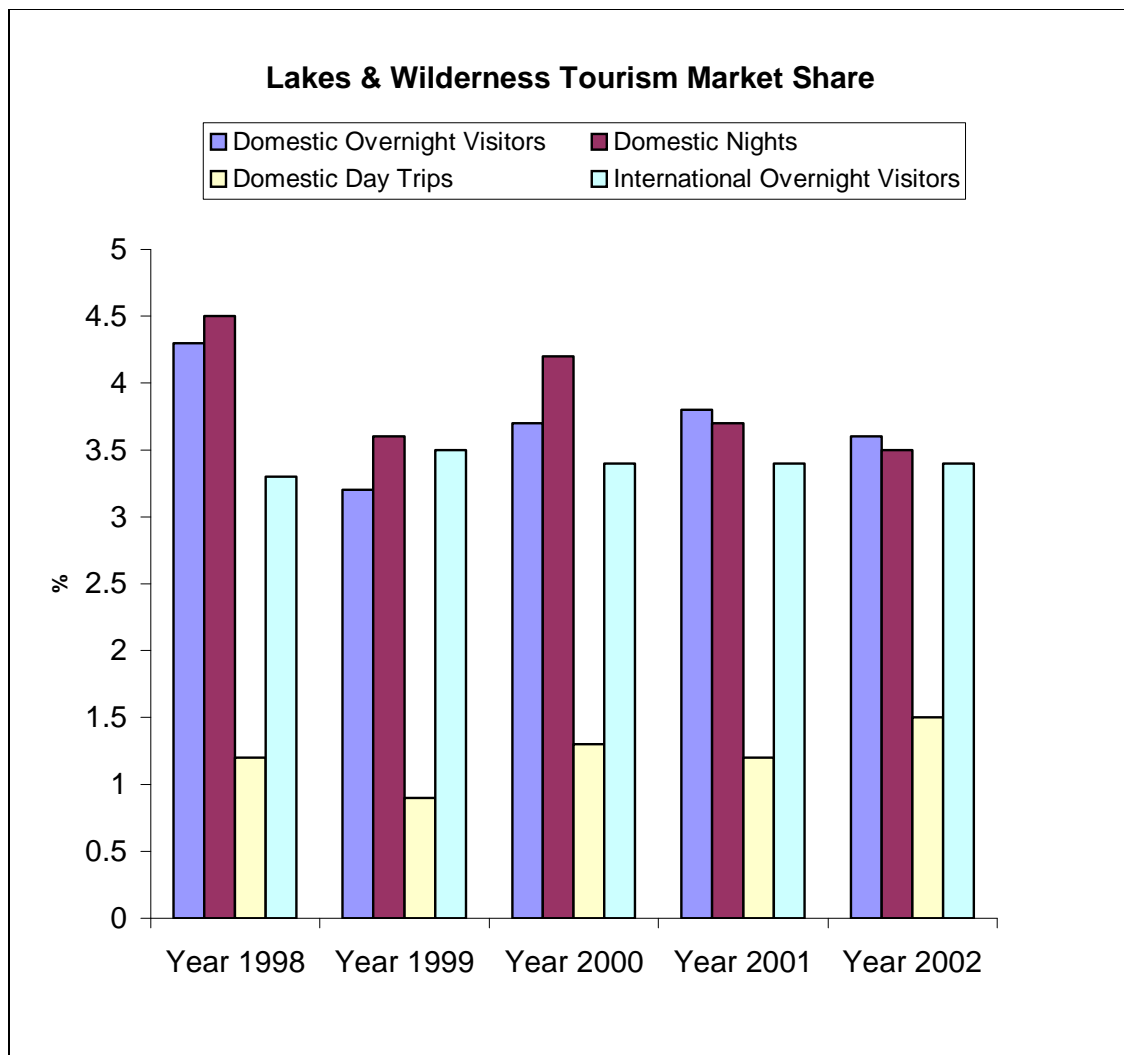
Victorian Tourism Context

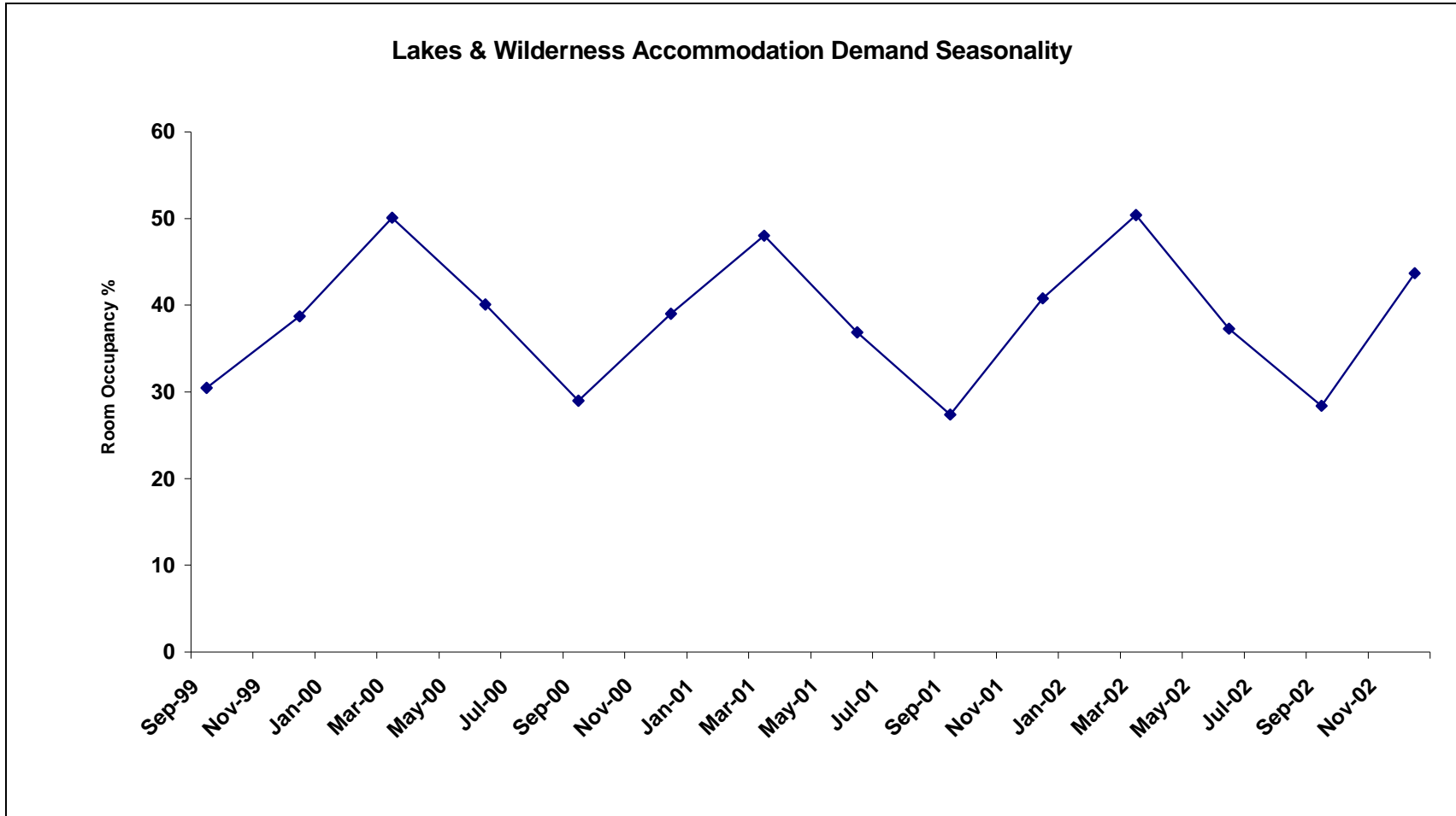
Tourism Visitation Ranking Year End September 2002				
Region	Domestic Overnight Visitors	Domestic Nights	Domestic Day trips	International Overnight Visitors
Great Ocean Road	1	1	3	1
Goldfields	2	2	2	2
Bays & Peninsulas	3	3	1	3
The Murray	4	4	7	7
Phillip Island & Gippsland Discovery	5	5	4	5
Goulburn Murray Waters	6	7	6	9
Legends, Wine & High Country	7	6	9	8
Murray Outback	8	8	11	10
Lakes & Wilderness	9	9	12	6
Grampians	10	10	10	4
Yarra Valley, Dandenongs & Ranges	11	11	5	11
Macedon Ranges & Spa Country	12	12	8	12
Totals ('000)	17,911	55,627	36,139	1,205

Source: BTR – NVS, IVS

Lakes & Wilderness Tourism Region Tourism Visitation Profile					
Tourism Activity	Year End Dec 1998	Year End Dec 1999	Year End Sept 2000	Year End Sept 2001	Year End Sept 2002
Domestic					
Overnight visitors (000)	797	536	644	702	653
Nights (000)	2528	1867	2166	2051	1926
Length of Stay (nights)	3.2	3.5	3.4	2.9	2.6
Day trips (000)	517	418	571	478	559
International					
Overnight visitors (000)	34	37	37	37	41

Source: BTR - NVS, IVS





Source: Australian Bureau of Statistics Victorian Tourist Accommodation Survey

**Victorian
Regional Awareness & Perceptions Study
2001**

Research Objectives

- **Test awareness of holiday destinations in Victoria (prompted/unprompted)**
- **Test awareness of Victoria’s tourism product names**
- **Establish brand attributes associated with each region**
- **Map brand strengths across Victoria**

“Thinking about holiday destinations in Victoria, what places come to mind?”

Unprompted Awareness	Respondents %	Awareness Ranking
Great Ocean Road	31.2	1
Legends Wine & High Country	16.9	2
Goldfields	16.6	3
Phillip Island & Gippsland Discovery	16.2	4
Murray River	14.5	5
Bays & Peninsulas	13.4	6
Goulburn Murray Waters	10.8	7
Lakes & Wilderness	10.5	8
Murray Outback	8.5	9
Grampians	7.6	10
Yarra Valley, Dandenong & The Ranges	6.2	11
Macedon Ranges & Spa Country	2.1	12

Top 5 Destinations Named Unprompted Awareness	Respondents %
Melbourne	31.6
The Great Ocean Road	15.2
Ballarat	14.0
Phillip Island	9.0
Lakes Entrance	8.5

Respondent Survey Base: 1,014

“Which places in Victoria (excluding Melbourne) do you associate with?”

Unprompted Attribute Association	Lakes & Wilderness Ranking	Top Three Victorian Tourism Regions Ranking Against Attribute		
		1	2	3
Adventure	8	LWHC	Grampians	GMW/PIGD
Art & Culture	12	Goldfields	GOR	B&P
Boutique Accommodation	12	GOR	YVDR	LWHC
Festivals & Events	11	Goldfields	GOR	PIGD
Food & Wine	12	YVDR	LWHC	B&P
Family destination	7	Goldfields	GOR	PIGD
History & Heritage	12	Goldfields	Murray River	LWHC
Indulgence or Romance	=6	MRSC	YVDR	GOR
Natural Attractions	10	GOR	Grampians	PIGD
Gardens & Parks	12	Goldfields	YVDR	GOR
Recreation & Sport	9	LWHC	Murray River	GMW
Shopping	12	GOR	B&P	Goldfields
Wildlife	11	YVDR	PIGD	Grampians

“Thinking about Lakes & Wilderness, which of the following attributes do you associate with?”

Attributes Associated with Lakes & Wilderness	
Attribute	%
Fishing	76.3
Lakes	70.7
Boating	67.8
Beaches	65.4
Seafood	60.4
National Parks	57.6
Wilderness	54.6
Wildlife	53.3
Bushwalking	51.8
High Country	43.2
Golf	1.0

“And which places do you associate with the region known as Lakes & Wilderness?”

Destinations Associated with Lakes & Wilderness	
Destination	%
Lakes Entrance	50.3
Bairnsdale	7.3
Metung	5.2
Gippsland Lakes	4.6
Mallacoota	4.3
Omeo	2.4
Gippsland/East Gippsland	2.4
Orbost	1.7

Appendix P

Power Point Presentation – Workshop

Building Capacity
within
The Hospitality and Tourism Industry
in East Gippsland
TAFE and Industry working together

Slide 1:

Welcome - Why

- ❖ Passionate about the industry
- ❖ TAFE needs to connect with industry
- ❖ Relevant effective learning & training
- ❖ Obtain good staff
- ❖ Retain good staff
- ❖ Retrain good staff

Slide 2:

Survey - Findings

464 sent – 48 surveys returned 11%

Question:

Skills prior to employment

14% very little

77% some

Slide 3:

Knowledge/Skills required

- ❖ Responsible Service of Alcohol – 48%
- ❖ Safe Food Handling – 75%
- ❖ Customer Service – 94%
- ❖ Cash Register – 54%
- ❖ Health and Safety – 73%
- ❖ OHS – 54%

Slide 4:

Interview - findings

- ❖ Face to Face
- ❖ Needs of staff
- ❖ Needs of Industry
- ❖ Generic skills
- ❖ Skills Development

Slide 5:

Where to from here

- ❖ 2004 Skills Development
 - On the job
 - Off the job
- ❖ Attitude
- ❖ Customer Service
- ❖ Legislative requirements

Slide 6:

Advisory Group

- ❖ Communicate regularly
- ❖ Assist in decision making for skills development
- ❖ Regular newsletter – progress of team

Appendix Q

Outcomes – Workshop

Sample Skills Development

Hospitality & Tourism

Term 1

Program Outline

Week 1 – 3	<p>Day 1 – hands one – fun things i pizza preparation, coffee making.</p> <p>Balance - Induction – 3 weeks - what the industry is</p> <p>Class Based:</p> <ul style="list-style-type: none"> - OHS - SFH - RSA <p>Personal Presentation</p> <p>Generic Skills</p> <ul style="list-style-type: none"> - communication - Customer service - Telephone Techniques 	<p>Guest Speakers from Industry Tours</p> <p>Use buddy system with employer week 1</p> <p>Dress Code</p>
Week 4 – 5	<p>2 weeks – work experience - Industry and/or in TAFE training restaurants</p>	
Week 6 – 7	<p>2 weeks</p> <p>Classroom based study</p> <ul style="list-style-type: none"> - Food safety - Workplace Safety - Literacy - Numeracy - Assignment presentation <p>Dealing with Conflict (internal & external)</p>	
Week 8	<p>1 week – Work experience - with work based project to complete</p>	
Week 9 – 10	<p>2 weeks</p> <p>Classroom based study</p> <p>Team Work and work requirements</p> <p>Plus working in TAFE restaurant/canteens</p> <p>-Basic computer skills</p> <p>-Resume presentation</p>	
Week 11	<p>1 week – Level 2 First Aid</p>	

Bold is amendments suggest by employers

Appendix R

NCVER report – Australian Vocational
Education and training statistics 2005
(Refer page 5)

located at

<http://www.ncver.edu.au/publications/1735.html>

Appendix S

Australian Qualification Training Framework

Australian Qualification Training Framework

1. The RTO has systems in place to plan for and provide quality training and assessment across all of its operations.
2. The RTO ensures that compliance with commonwealth, State/Territory legislation and regulatory requirements relevant to its operations is integrated into its policies and procedures and that compliance is maintained.
3. The RTO has effective financial management procedures in place.
4. The RTO has effective administrative and records management procedures in place.
5. The RTO recognises the AQF qualifications and Statement of Attainment issued by any other RTO
6. The RTO applies access and equity principles and provides timely and appropriate information, advice and support services which assist clients to identify and achieve their desired outcomes.
7. Each member of the RTO's staff who is involved in training, assessment or client service is competent for the functions they perform.
8. The RTO's assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration.
9. The RTO identifies, negotiates, plans and implements appropriate learning and assessment strategies to meet the needs of each of its clients.
10. The RTO issues AQF qualification and Statements of Attainment that meet the requirements of the AQF Implementation Handbook and the endorsed Training Packages and accredited courses within the scope of its registration.
11. The RTO complies with the requirements for the use of national and State/Territory logos
12. The RTO's marketing and advertisement of training and assessment products and services is ethical.

Portfolio/Workplace durable Product

THE DEVELOPMENT OF STRATEGIES TO IMPROVE CAPACITY IN HOSPITALITY AND TOURISM TRAINING AT EAST GIPPSLAND INSTITUTE OF TAFE

Anne Rigg

Student Number: 2015242F

School of Education

RMIT University – June 2007

Portfolio 1

Advisory Group

Purpose: To gain more input from employers and form partnership

Advisory Group

Advisory Group was formed in 1999 in an effort to gain employer feedback on what the department was doing. The attached documents show the initial letter, the list of participants and the Groups Terms of Reference. Each agreed to participate in the advisory group.

This group continued to meet for about 12 months, but in the end only one employer was attending. This was when I commence this project to try and ascertain EGTAFF's place in learning and training for industry and why we have so few students participating in classes.

In addition as part of the Australian Qualification Training Framework guidelines industry feedback is now a requirement. Therefore methods of ongoing communication needed to be developed that ensure employers felt included in the decision making process. On a quarterly basis a newsletter will be developed and sent to all employers for each industry informing them of what is currently occurring and inviting their participation and feedback on any issue.

Attached:

- a. Terms of reference**
- b. Draft 2006 Employer newsletter**
- c. Draft letter.**

Hospitality and Tourism Industry Advisory Group

Terms of Reference

1999

1. Membership

The Advisory Group will consist of:

- i. Manager, Hospitality and Tourism or a representative
- ii. Industry representatives will be appointed by invitation with due consideration given to commodity and geographic representation. The term of office will be at the discretion of the individual member. Membership will be invited from:
 - B & B's
 - Hotels,
 - Motels
 - Restaurants
 - Function Centres
 - Café
 - Tour Operators
- iii. Local organisations to be invited:
 - Lakes and Wilderness Tourism
 - Wellington Shire Tourism
 - VEDA
- iv Representative of Senior Management – TAFE
- v Tourism Training Victoria

2. Role of the Group

The Hospitality and Tourism Industry Advisory Group forms the link between the Industry and training in our region.

The Group will

- a. Provide advice to the department on:
 - Competency development to meet future training needs
 - Discussion on Industry Training Plans
 - Strategies for broadening career opportunities in the industry
- b. Assist the department with the review of programs and their adequacy to meet training needs.
- c. Identify Hospitality and Tourism education and training needs in the region and advise on present and future skill requirements.
- d. Develop and promote strategies to increase industry investment in and commitment to training.

- e. Promote skills training and the introduction of new training initiatives
- f. Assist in enhancing the credibility of the department to industry, the community, schools and higher education institutions
- g. Promote the use of flexible delivery strategies to reach more isolated areas
- h. Promote awareness in the community of employment and career opportunities for skilled and qualified workers in the Hospitality and Tourism sector.

Meetings

- The Hospitality and Tourism Industry Advisory Group will meet four times per year moving between Bairnsdale and Sale, from approximately 5.30pm – 7pm. Notice of meeting will be sent out four weeks prior to the scheduled meeting.

Hospitality and Service Industries -

2006

Delivering Skills in

- Food & Beverage
- Cookery
- Tourism
- Hospitality Management
- Caravan Parks
- Food Processing
- Sports and Outdoor Recreation
- Retail

And the traditional trades apprenticeships:

- Cookery
- Butchery
- Baking

Preamble: The Hospitality and Service Industries department of East Gippsland Institute of TAFE have an oncoming mission to link with employers of the industries to ensure that we remain relevant in the learning and training we deliver and be of assistance to you, the employer. Your input is a vital component of our department staying relevant and in touch with the needs.

Four times per year you will be receiving a newsletter which will outline what learning and training we are delivering and will be requesting your thoughts. A reply paid envelope will also be included giving you the opportunity to feed back to us any issue you believe needs to be highlighted. Please feel free to discuss any issues with us at any other time. Yearly we will be holding a full Advisory Group meeting to give an opportunity to meet face to face. This meeting will be held in November 2006 and location and times will be sent out to you.

Newsletter

Culinary: xxx is our coordinator of culinary with current student numbers being

The team includes two qualified chefs in Sale in Sale and one in Bairnsdale. East Gippsland Institute of TAFE is the only TAFE in VTAC offering Certificate IV in Hospitality (Commercial Cookery) a pathway for all from cooking to management.

Food & Beverage: xxxxxx is our course coordinator of classroom based food and beverage training with current students' numbers being

The F&B team includes has two industry experts in Sale and two in Bairnsdale.

Bakery: xxx is our Project Coordinator which covers all workplace based training. The biggest increase has been in our Bakery apprentices. We have employed a qualified baker with some 15 years experience in the industry who is kept very busy moving from workplace to workplace training and assessing the skills to be a 1st class baker.

Butchery: Again this is part of flexible team and is a growing industry for East Gippsland Institute of TAFE.

Caravan Parks: Our region is growing daily and the travelling public now are treated with the experience. .

Tourism: Tourism plays a part in a number of skills development and courses that we run. All Hospitality student also do skills covering tours, local knowledge and product knowledge giving them the skills and knowledge to work in our industry and be multi skills which is vital in East Gippsland.

Hospitality Management: The Diploma of Hospitality Management has been delivered in our region for many years and each year up to twelve people have gained more management understanding and knowledge. More recently we have seven people who are working full time in the industry are completing their studies self paced which include work place assessment. Over the last three years we have also added work placement for some Diploma students who don't have full time work, either in Melbourne or in Cairns. This has proved very successful in further developing their skills.

Food Processing: This is a growing industry in this region and we work in partnerships with employers to assist in the employees gaining the skills and knowledge to do their jobs.

Retail: Another growth industry in this region particularly with the introduction of several new large businesses such as K-Mart in Bairnsdale.

Sports and Outdoor Recreation: This area is also growing particularly because of legislative requirements. For the campus and schools traineeships are a great way for people to earn a living and learn at the same time.

This outlines what we do, but we need your input to ensure that what we are delivering is what you the industry needs. Please feel free to make comments and return in the replied paid envelop.

Can I take this opportunity to thank you for your time and assistance in this matter?

Anne Rigg
Manager, Hospitality and Service Industries Team

Dear

The Hospitality and Tourism Department of East Gippsland Institute of TAFE has a commitment to ensure that our students receive up to date, relevant skills and training and that they are 'work ready' for the industry.

As your local TAFE provider of all levels of cookery, hospitality management, food and beverage, tourism and other related training, it is imperative that we receive your expertise and advice. How and what we delivery needs on going input and review by industry representatives.

An Industry Advisory Group is being formed and I cordially invite you or your representative to participate. We envisage an Industry Advisory Group having a broad representation across the Shire of East Gippsland, the Shire of Wellington and also across the Hospitality and Tourism industry sectors and please find attached the proposed membership.

We would like the group to meet initially for dinner on Wednesday 10th November, 1999 at our Runway Restaurant, Fulham Campus Sale from 6.30pm until 9pm. Terms of reference for the group will be determined. Thereafter the Group will meet 3 – 4 times per year moving between Bairnsdale and Sale for 1 ½ hours each time.

Anne Rigg, the Manager of our Hospitality and Tourism Department, will contact you personally next week to seek your assistance and confirm your availability to participate in our Industry Advisory Group.

Yours sincerely,

Director
EGTAFE

Portfolio 2

Funding and Networking

Purpose: To network with other registered training organisations to ensure that training stays relevant and the funding appropriate to meet the needs of all our stakeholders

- a. Victorian Hospitality Educators Network (VHEN)**
- b. Curriculum Reference Group**

The Victorian Hospitality Educators Network and the Curriculum Reference Group was formed from interested teachers and trainers, primarily from the TAFE sector to monitor the learning and training that was occurring within the Hospitality Training sector. This group works with and reports any issues to the Curriculum Maintenance Manager with a view to refining, amending or making changes to the delivery of training and funding aspects within Victoria.

As the current chairperson of the VHEN it is my role to identify any issues and ensure appropriate discussion and communication with all parties occur.

Attached is:

- a. Overview of Victorian Hospitality Educators Network
- b. Minutes of the first meeting – indicates purpose of network
- c. Sample of Curriculum Maintenance Manager's reports
- d. Sample minutes of Curriculum Reference Committee and what topics were identified and discussed.

Victorian Hospitality Educators Network - VHEN



At the last meeting of 2002 at NMIT it was agreed that another network should be formed to better address the issues relating specifically to Hospitality trainers/educators. This would then leave the Friday morning meeting for Managers/Heads of Hospitality & Tourism departments to discuss issues relating to issues like \$ per sch, what the ITAB is doing etc etc.

I have agreed to chair. The inaugural meeting of the VHEN will be held at Chisholm Institute on Thursday 20th February 2003 1pm - 3pm. Rooms to be advised. **I encourage all TAFE's to ensure that they have at least one representative at this meeting.**

Agenda - Draft

1. Welcome - present - Chair, minutes
2. 2003 new training packages
 - Challenges
 - Packaging
 - Delivery
 - Resources.
3. Teaching and Learning Initiatives.
 - Accounting Units'
 - Resource
 - Trainer/teacher
4. TAFE Training Restaurants
 - Issues
 - Usage
5. VTAC
6. CMM/TTV Report.
7. Other/next meeting

Anne Rigg

Manager, Hospitality and Service Industries
East Gippsland Institute of TAFE - 5.2.03

Minutes of VHEN Hospitality Meeting

held on Thursday 20th February 2003 from 1pm to 3pm
at Chisholm Institute of TAFE, Dandenong Campus

Present:

Names of all attended meeting were listed on original

Anne Rigg welcomed all to the inaugural VHEN meeting. This followed a decision late last year to leave the Friday meeting just for Department Heads of Departments/Manager.

1 - Next Meeting

To be held at Warrnambool

Times discussed so meetings don't overlap

10am - 12 noon VETIS

11.30 - 1.30 VTEN

2 - 4 VHEN

3.30 - 5.30 VCEN

CMM and TTV can give only two reports at 11.30 and 3.30.

2 - New Training Packages

- Hours in new training back has changed for units
- Manage finances within a budget only being run by
 - East Gippsland
 - Swinburne TAFE
 (Was in Cert. IV now in Diploma) - self paced package available on net.
- Mapping issues - no consistency
 - Refer issues to Curriculum Reference group
- Need to try to hold onto Finance units specific to Hospitality
- VET students - it is now difficult to feed some of these students into programs such as Cert. IV.
 - Also some schools are delivering units in non-suitable teaching environments, is assessment valid?

3 - Teaching & Learning

- Teaching and Learning resources to be available on the Net. Only some units completed from Cert. IV - Adv. Dip. Level (Finance units).
- Information to be issued to finance teachers - require feedback to Anne Rigg.
- 3 Units (core) which were in Cert. IV have now gone into Diploma.
- Training Packages - errors in sample courses. Need to refer to details at FRONT of package.
- Version 3 about to be distributed.

- Anything funded by OTTE belongs to State. This makes it possible to share resources. Copyright issues?
- Government funded projects
 - booklets produced for apprentices on workplace training still in development stages. Communication between workplace and TAFE to be improved.
- TAFE Institute to take control of training and not the NAC.

HOLISTIC UNITS:

- Funds available from:
- CMM (Rep of OTTE) to work on projects to improve delivery / resources.
- Limited access to resources needs to be improved. Will help to identify gaps / problem areas. Need a directory.
- Teachers develop curriculum Trainers deliver (workplace based sessionals)
- Some colleagues find it difficult to get good sessional teachers. Problem is the 320 hr rule. Award too restrictive?

4 - TAFE Training Restaurants

- Focus becoming more commercial in some TAFE's
- Some very interesting initiatives arising in some country areas to help provide better training for students. Quality of trainees has thus improved.

5 - VTAC

- Amendments to be made in the process
- Only one round will now be offered
- Places to be offered by April 1st.

6 - C.M.M

- xxx no longer CMM. xxx is acting CMM until July 2004.
- Version 3 purchasing guide now available through TSN (Training Support Network)
- Ideas for new projects to xx.
- Food Safety - NSW site address (From RF)
- Meeting with CMM's to consider Food Safety plan consistency / standardisation.
- Role of CMM's to change. Outcome is more of responsibility to be decided yet.
- 17th March - proposed date for next meeting for CRC.

CMM Report

■ TOURISM AND HOSPITALITY ■

xxx (Name on original) has taken up a position at VQA and will return to the CMM role in July 2004. The recruitment for that period is under way.

E-Business

THH02 Hospitality Training Package

THT02 Tourism Training Package

Version 2.00 of the THH02 Hospitality Training Package and THT02 Tourism Training Package has been released. Both include Volume 5 e-business competency standards. There are 28 e-business units, mostly from the Business Services Training Package, which are available to use as electives. Two units have been specifically developed for tourism and hospitality:

THHGCT04A

Participate in co-operative on-line marketing initiatives for the tourism industry – 35hr

THHGCT05

Build and launch a website for a small business – 85 hr

Volume 5 is available for purchase from: Tourism Training Victoria (TTV). An order form is available in the latest TTV e-newsletter: http://www.tourismtrainingvic.com.au/Newsletter/TTV_e-newsIssue4.htm or Australian Training Products <http://www.atpl.net.au/>

Purchasing guide

Version 3 of the Tourism and Hospitality purchasing guides are available from the TSN web site – trainingsupport.ette.vic.gov.au

Coffee Units

The version 'A' units are still the current version. Please check the NTIS site if unsure of the current version of units.

Approved Training Scheme for THH33002 Certificate III in Hospitality (Operations).

The maximum duration full time has reverted to 24 months.

Resources

Looking for new assessment materials for the THH31502 Certificate III in Hospitality (Commercial Cookery)? VETASSESS has an on-line test bank of questions and answers available for assessing underpinning knowledge materials for each unit. For further information visit <http://www.assessit.net/> or contact Karen Berkley, Manager On-line Services on (03) 9655 4810

Another resource available from VETASSESS is *Here is the proof – A candidate's guide to collecting evidence for assessment against Training Packages*. The book contains:

- Explanations of competence, competency standards and evidence
- Information on getting started and mapping
- Tools to help the candidate such as worked examples and blank templates

To order copies of this resource contact VETASSESS on (03) 9655 4801.

Teaching and Learning Initiatives Update ►►

The following resources are now on the TSN site:

Learning and assessment strategies for the 'Accounting' units:

THHGFA06A – Interpret financial information

THHGLE13B – Manage finances within a budget

THHGLE14B – Prepare and monitor budgets, and

THHGLE15B – Manage financial operations.

These units are integral to Certificate IV and Diploma qualifications in Tourism and Hospitality. The learning and assessment materials support the delivery and assessment of four accounting units of competency in the THT02 Tourism and THH02 Hospitality Training Packages. The project provides comprehensive examples and activities that reflect accounting functions in range of sectors within tourism, caravans and hospitality. The materials are intended for use in the classroom or as self-paced units for trainees in the work place

Workplace Delivery – 'Culinary Units'

This provides a resource for employers to assist them in the preparation and implementation of a Training Plan for their apprentices/trainees. It includes two Training Guides to assist workplace trainers conduct on-the-job training for THHBKA01B Organise and prepare food and THHBCC01B Use basic methods of cookery. These units underpin the Certificates I and II Hospitality (Kitchen Operations) and the Certificate III in Hospitality (Commercial Cookery)

Learning and assessment strategies for culinary holistic units

The new holistic units of competency: THHCCH01A Prepare and cook food and THHCCH02A Prepare, cook and serve food for menu bring together the key technical and organisational skills and knowledge required by a commercial cook. This resource provides ideas on ways in which an RTO might address the holistic units in a simulated workplace environment.

RPL/RCC Certificate IV Hospitality & Certificate III Tourism

Final version to go to the project steering committee within the next two weeks

VET in VCE

Scored Assessment Guides

The Scored Assessment Guides are available on-line at: <http://www.vcaa.vic.edu.au/vet/assess.htm>

Introduction to Hospitality

The 'Introduction to Hospitality' program for secondary teachers is being offered by Tourism Training Victoria (TTV) in February and March 2003. For further information contact info@tourismtraining.vic.com.au.

Food Safety

Training in 'food hygiene' is now covered by units of competency from various Training Packages. On the Food Safety Victoria website: <http://www.foodsafety.vic.gov.au/> there is a guide for Food Safety Supervisors. This contains a list of industry areas and the relevant competency standards in food safety.

Visit the <http://www.anzfa.gov.au/> for the latest on the food standards code. Of interest are the changes to labeling regulations for food for retail sale or catering purposes. A nutrition panel calculator is available through the ANZFA home page. ANZFA is now known as Food Standards Australia New Zealand (FSANZ).

A meeting to be held early March with the various ITBs, CMM etc responsible for the various Training Packages that have 'food safety' in them. The meeting is to establish recognition between these packages.

NSW web site of interest:- www.nswfitc.com.au/a/11.html

Outdoor Recreation

Outdoor Recreation Centre – Victoria Inc. (ORC) is developing standards for the following outdoor recreation sectors: white water rafting, caving, horse trail riding, indoor and outdoor rock climbing,

recreational fishing, mountain biking and four wheel driving. Visit:
<http://www.orc.org.au/aasupdates.htm>

The 2002 Victorian Tourism Awards recipients are listed on the Tourism Victoria website:
<http://tourismvictoria.com.au/> For the latest in research visit the Australian Tourism Research Institute website <http://www.atri.com.au/>

Caravans

Stage 2 of the review of the Caravan Industry Training Package has commenced. Once draft units of competency and qualifications are developed they will be posted on the Tourism Training Australia website and comments will be invited. Go to: <http://www.tourismtraining.com.au/>

FUTURE OF CMM ROLE

OTTE has advised that the Curriculum Maintenance Manager (CMM) function will be funded until the end of 2003.

The role of the CMMs is currently being reviewed. The review has been initiated due to the many changes that have occurred in the training system since the function was established in 1994. The most notable of the changes has been the introduction of national Training Packages that in turn have replaced much of the Victorian Crown copyright curriculum.

Other significant changes have been the registration of an additional seven hundred private providers of training to deliver accredited training in Victoria. VET programs have been introduced across the secondary system, TAFE courses have been incorporated in the Victorian Tertiary Admissions Centre (VTAC) system, and industry advisory arrangements have been reconfigured. The demand for support, assistance and accurate information on training products (including Training Packages), from an increasingly diverse system of provider, has grown accordingly.

The last major external review of CMMs was undertaken in September 1997.

(Source: General Manufacturing Curriculum Maintenance Manager Information Bulletin December 2002)

- The Training Package Advisor function has been extended to December 2003.

ANTA – Next National Strategy for VET 2004 – 2010

ANTA is currently conducting consultation nationally to gain input from all stakeholders in formulating its national strategy for 2004 – 2010. Refer to the ANTA website for further information about consultation and response opportunities at <http://www.anta.gov.au/>.

Purchasing Guides

Version 3 is the current version for both the Tourism and Hospitality.

During 2002/3 a new national template for Training Package Purchasing guides was developed. Any new Purchasing Guides developed for new and revised Training Packages will be in this format.

2004 VTAC Guide Entries

Copy of an email/memo sent out on 1 February 2003

The role of the Curriculum Maintenance Manager (CMM) – Service Industries in preparing the 2004 VTAC Guide is to provide VTAC with the following information for Service Industries courses:

- A complete list of Service Industries courses being offered by each Institute, which have been validated against the National Training Information Service, where appropriate.
- Course descriptions for Crown or ANTA (ATP) copyright Service Industries courses.

To ensure that accurate information is included in this advice the Institute VTAC Liaison Officers are asked to provide information directly to the Service Industries CMM.

Information received from the VTAC Liaison Officers is then collated and sent to VTAC. This is required by 4th April 2003.

Therefore to ensure that the entry contains the information you require please contact your Institutes VTAC Liaison Officer.

Nestle Golden Chefs Hat Culinary Competition

Change in format for competitors. Applications close end of April with State final to be held during July. National final details to be advised – expect it to be September/October in NSW.

More details can be found at www.austculianry.com.au

Calendar of Meetings

Curriculum Reference Committees

Dates for the Cookery, Tourism and Hospitality Curriculum Reference Committee meetings are tentatively scheduled for:

Week beginning 17 March 2003

Week beginning 26 May 2003

Week beginning 21 July 2003

Week beginning 13 October 2003

If interested in becoming involved in these networks, teachers/trainers are encouraged to contact the Curriculum Maintenance Manager on (03) 9284 8368.

Tourism and Hospitality Educator's Forum

In place of a statewide conference, a one-day Tourism and Hospitality Educator's Forum will be held on Friday 8 August 2003.

**TOURISM & HOSPITALITY
CURRICULUM REFERENCE COMMITTEES**

**Meetings held Friday 11 June 2004 at
Holmesglen Institute, Waverley Campus,
585 Waverley Road, Glen Waverley
Building One – Conference Room**

COOKERY 10.30am – 12.30pm

TOURISM 12noon – 2.00pm

HOSPITALITY 12pm – 2.00pm

Meeting Notes

1. Welcome – attendance/apologies

COOKERY

Present: Names listed on original

Apologies: Names listed on original

TOURISM & HOSPITALITY

Present: Names listed on original.

Apologies: Names listed on original

2. Items for agenda sought from attendees – None Provided

3. Teaching & Learning Projects 2004

- Update provided by xx on the Service Industries Curriculum Maintenance Manager projects for 2004 that have just been established. This year they are called Training Package Implementation (TPI) Projects. Five projects are being conducted this year, two related to the T&H sectors.
- East Gippsland TAFE is the contractor for a project to develop a Delivery Guide for the Caravan Park Operations sector. xxx is the key contact. The aim is to develop a guide that will assist increased take up of the Caravan Park Ops training and support flexible delivery.

- The other project is being conducted by the VET Research and Resources Unit of Victoria University (TAFE Division) – xxx is the key contact and she will be developing a teaching and assessment resource to support the delivery of the Lead and Manage People Unit from the Hospitality TP, as well as other like units of competency contained in other Service Industries Training Packages (eg) Transport and Retail.
- Xxx will be project managing the TPI projects and be requesting input and feedback from the teacher networks to support the contractors. xxx has recently joined CCID at the Newport Campus of VU. xxx advised that she is moving on (last day June 25) and currently handing over the CMM role to xxx.

4. **Cookery Issues:**

Meeting concentrated on discussion at Agenda Item 6

Tourism / Hospitality Issues:

- xxx raised the point of difference between RSA requirements and the unit of competency. All RTOs must deliver to the requirements of the unit if issuing the candidate with a statement of attainment for the unit of competency.
- xxx queried the latest version of the Tourism & Hospitality Purchasing Guides. The latest version has been held up due to a coding discrepancy with the Innovation standards. The new version should be on Training Support Network very soon. It contains hours for THHGCT04A Participate in co-operative on-line marketing initiatives for the Tourism Industry (35 hours) and THHGCT05A Build and launch a website for a small business (85 hours). The version also contains the e-business import units and espresso coffee version B units to the reviewed THH02 Hospitality Training Package.
- Mapping document – Anne Rigg to provide document as is to CMM for uploading to the Training Support Network website.
- xxx mentioned that Ballarat are working on a pilot Certificate II in VET for Job Network clients. Contact xxx for more info.

5. **Annual conference update**

xxx kindly provided an update on the annual conference scheduled for 15,16 & 17 of September to both CRC meetings. Theme is Commonwealth Games and the keynote speaker Day 1 will be xxx from M2006. Day 2 Keynote is xxx who is managing catering/cleaning/waste etc for M2006. There are 20 break out sessions planned including indigenous themes and a workshop on reality TV! Cost \$225 includes conference dinner – all going well – a huge thanks to xxx and the Swinburne crew who have put in a massive effort to date was extended.

6. **Other business - 'Units of Competency from the Training Packages - Issues for the next review'**

A group discussion of issues related to the implementation of the qualifications from the Training Packages was facilitated by Vanessa at each CRC. The central idea behind the discussion was to get CRC members to think about these issues

early in preparation for the review of the Training Packages that is now due and will be conducted by the Service Industries Skills Council sometime in the future. xxx suggested that the discussion was a starting point and that CRC members could assist in finding strategies to meet the issues through discussion with colleagues within their own departments/RTOs.

Cookery – Summary of issues raised and discussed by group	
*	The issue of restaurants/cafes increasingly relying on buying in product raises the question - are particular skills being lost from the Commercial Cookery apprenticeship (eg) deserts prep and boning and being picked up by other parts of the catering industry and and/or other apprenticeships? Skill shifts should be researched in the review process.
*	Appropriate Job/Role contexts – Could the Training Package be specific about what employment settings are permitted to employ an apprentice? This is particularly relevant as we hear of many cases of apprentice cooks being signed up in fast food type outlets.
*	The three year duration has increased pressure on training providers. The high non-completion (nc) rate was raised in this context. An additional year on the apprenticeship would allow time and potentially decrease the nc rate.
*	The units (structure of the apprenticeship) is generally well accepted. Some apprentices however are reluctant to engage in the non-technical type units and perhaps some investigation of the balance of technical/non-technical units is warranted. Also the alignment of nominal hours of technical/non technical units was mentioned.
*	The holistic units and the explicit amount of observations (48) is generally regarded as extremely difficult to achieve within the apprentices time at the training provider. Strategies to assist included blended assessment in co-operation with the workplace.
*	Filling in gaps for late starters proves to be difficult for the RTO and candidate.
*	Pathways post apprenticeship – What options are there. It was noted that it is difficult to attract candidates into the Certificate IV.

Tourism - Summary of issues raised and discussed by group	
*	Cert IV in Tourism – structure requires review as there seem to be insufficient core technical skills contained in it to meet industry required outcomes. Discussion later indicated that this may also be the case for the Diploma/Advanced Diploma. There is a tension between the amount of general units (soft skills), and technical tourism units. Potentially there is room for rebalancing towards the technical units side, and the Diploma of Event Management was viewed as a good model to look to.
*	Supported practical placements for Tourism students are difficult,

	especially for small travel businesses.
*	Industry practice and requirements for ticketing and fare construction has shifted significantly because of e-business. Units require editing in this regard and be cross reference with current IATA requirements.
*	The issue of restricted access to ticketing systems for training purposes was raised. Costs are exorbitant in many instances.
*	The issue of travel agency accounting systems being adequately reflected in current units was raised.
*	It was mentioned that historical versions of Cert IVs in Tourism resulted in work ready graduates with a varied range of technical skills.

Hospitality - Summary of issues raised and discussed by group

	The CRC has discussed the unit - Provide food and beverage service - on a number of occasions in respect of the requirement of the underpinning knowledge and skills section especially requiring assessment and training in a range of 'different hospitality contexts' including silver service. Many cafes and new establishments are not requiring such a breadth and depth of skills. It would be opportune for the developers to re-examine this unit in light of workplace needs. It should be noted that some RTOs and employers are very happy with the current unit.
	xxx has suggested that for regional areas the current qualifications are in some areas missing the mark especially in the case of small business casual bistro type establishments.
*	Cert II in Hospitality – 6 electives may be too few, especially when pre-requisites are factored in.

7. Next meeting date

Two dates were suggested – Sept 3 & Sept 10. The majority were in favour of the earlier date as this allows for a review of the final conference program and enables support to be provided if required.

****Note: Date rescheduled to 27 August 2004 at Holmesglen TAFE, Waverley Campus.**

Portfolio 3

Skills training for industry

Purpose: To delivery the skills that match the needs

Delivering skills training on the job collaboratively for establishments. This research identified that employers wanted training for their staff which is relevant to their business.

Collaborative partnerships with employers and industry have been formed whereby EGTAFE facilitate the training, covering some of the legislative parts, and work with employers to deliver the training on their premises.

Example of this collaborative partnership is the skills development program run with an establishment in Bairnsdale. Work experience was deemed essential during the workshops for this research and has been highlighted in the sample program attached. Outcomes from this program were 50% students gained employment in the industry.

Attached:

- a. Skill development course for specific industry
- b. Advertisement for that course

Skills Development for the Gaming Industry

East Gippsland Institute of TAFE in conjunction with the Bairnsdale RSL are conducting a Skills Development Training Course for the Gaming Industry.

The course will run over 3 weeks and includes theory sessions and 30hrs of practical work placement. Units delivered are part of a Nationally Accredited curriculum and include:

THHBFB09B Provide Responsible Service of Alcohol
 THHGHS01B Follow Workplace Hygiene Procedures
 THHADG03B Provide Responsible Service of Gaming
 THHCOR01B Work with Colleagues and Customers
 THHBFB12B Prepare Espresso Coffee
 THHBFB01B Operate a bar

WEEK 1

Day 1	Introduction Personal Presentation & Communication Skills Team Work
Day 2	Responsible Service of Gaming (2.5) OHS
Day 3	Responsible Service of Alcohol (4) Coffee Theory
Day 4	Safe Food Handling
Day 5	SFH Assessment Coffees / Bar Work

WEEK 2

Work placement	Bar Gaming Room
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WEEK 3

Day 1	Review of Work placement Team work
Day 2	Review OHS Review RSA & RSG
Day 3	SFH Assessment Coffees/Bar Work
Day 4	Coffees/Bar Work
Day 5	Review of course Graduation

Skills development for the Hospitality industry

East Gippsland Institute of TAFE, in conjunction with Bairnsdale RSL Club, is offering skills development training for the Hospitality industry over a three week period, including:

- personal presentation
- team work
- coffee making
- responsible service of alcohol
- safe food handling
- bar operations
- work placement

Cost: From \$50* - includes full gaming licence application.
*health care card holder concession

More information?
Phone 51 52 0741

ADVERTISEMENT PLACEMENT REQUEST

Please publish the above advertisement in the publication/s listed below.

Where possible please provide proof for approval prior to publishing:

⇒ Fax: 5152 0779

⇒ E-mail: corpcomms@egtafe.vic.edu.au

Publication	Date(s)	Size	Location	Purchase Order
Bairnsdale Advertiser	12/07/04	2 X 11	Public notices	29527
News	14/07/04	2 X 11	Public notices	29527
Lakes Post	14/07/04	2 X 11	Public notices	29527
Gippsland Times	13/07/04	2 X 11	Public notices	29526

Below are the first and last words in the attached advertisement should your information not match please contact Corporate Communications on 5150 4226

First Word	Hospitality	Last Word	5152 0738
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Special Instructions: Nil

Portfolio 4

The Workplace

***Purpose: To create partnerships with workplaces
and have a collaborative approach to training***

Training Mentors & Interactive Training Tools & the Skills Passport

With the change to more workplace based learning, training and assessment it became obvious that EGTAFE were not going to be able to assess all units of competencies, particularly on skills such as equipment and specific company processes. Innovative workplace based methods of delivering training needed to be developed.

Training Mentors were developing so EGTAFE could work in partnership with the companies and our role became more of facilitating the training. Each training mentor completed Train Small Groups and commenced in conjunction with EGTAFE learning and training tools which were developed to assist the training mentors in their job.

It was also agreed that the student who was being trained by the Mentor should have ownership of their training as often learning and training occurs when our staff are not on site. A skills passport was developed so the student could take note of any learning and training and get their supervisor to sign off.

It was also identified that some employees did not handle assessments and particularly the older workers being out of the study environment felt challenged and threatened. Under my direction an interactive self paced learning tool was develop so students could, at their leisure step through the information. However this product had company sensitive material that could not be part of this portfolio.

Attached:

- a. Workplace training delivery overview
- b. Flow for the Training development and delivery
- c. Training mentors sample overview
- d. Sample session plans that were developed for the training mentors
- e. Overview of what areas training workplace mentors



Training delivery Overview

- Ascertain employee current skills, knowledge and recognise current competencies
- Ascertain skills gap
- Flexible delivery
 - Group class work
 - One on one
 - Assignment
 - Project
 - Self pace workbooks
 - Training on the job
 - Workplace Assessment
 - Mentoring

Time lines for training will be around the requirements of company

Project Flow as at 28/3/02

Training Mentors/EGTAFE

Company project committee to identify the skills required for each workplace area – by March

Team will develop assessment tools in conjunction with company team leaders, in line with established template by May

Company/EGTAFE will workplace assess employees

EGTAFE will match existing skills to the Training package in conjunction with the other stakeholders

EGTAFE will co-ordinate delivery/assessment to meet any skills gap

EGTAFE will deliver and assess to meet any gaps

Certification or issue of transcript (if a qualification is not achieved)



Training Mentors

In partnership with East Gippsland Institute of TAFE - Hospitality and Service Industries Department Trainers. The training mentors will deliver training on the job for specific units as agreed.

Example:

FDFGFUPZA - Operate a Unit of Production equipment

Payment will be made to (company name) following documented proof of:

1. Commencement
2. Completion - ready for assessment.

Hours are based on each individual units, but with example as per above

1.5 hours one on one for each x \$26.42 per hour.

Note: EGIT government funding based on 15 student per hour, not one on one.

Anne Rigg

July 2003

Session Plan

Trimming Cos Lettuce

Objective:

By the end of this session the participants should be able to efficientlyto meet company specifications

Assessment method:

1. Observation during training session
2. Verbal questioning
3. Follow up observation on the job

Materials required:

- Samples of varying quality
- Specification frommanual
- Activity as per sequence pictures

Body:

Instruction and demonstration of;

- Identifying common faults
- Removing unwanted product
- Correct technique

Participant practises preparation technique

Conclusion:

After visual presentation and demonstration the participant should know and understand;

1. Common faults with the product
2. How many of the products to remove
3. The correct sequence

Session Plan

Title of Session: OH&S Information

Name of Trainer:

Learning Outcomes:

At the end of the session trainees will have an understanding of:

Their responsibilities under the OH&S Act

The responsibilities of the employer under the OH&S Act

The role of the OH&S committee.

Resources:

Guide to the OH&S Act 1985

Assessment method:

Case study evaluation.

Quiz at the end of the session.

	Time Allocation
<p><i>Introduction</i> Administration Introduction to the OH&S Act</p>	10 min
<p><i>Body</i> Sources of OH&S information OH&S responsibilities under the Act The role of the OH&S committee Case study</p>	25 min
<p><i>Conclusion</i> Questions</p>	10 min

Total session time

45 min

Skills to be covered by workplace mentors.

Work Area	Competency
Receivals	<ul style="list-style-type: none"> • Receive stock • Perform stocktake
Line Feed	<ul style="list-style-type: none"> • Stock rotation • Paperwork
Production	Specific Techniques
Coordinator	<ul style="list-style-type: none"> • Machine setup • Production documentation
Wash room	<ul style="list-style-type: none"> • Bath setup, operation and shutdown procedures • Water testing • Bin mixer operation • Spinner operation • Production documentation
Production	<ul style="list-style-type: none"> • Depositor operation • operation • Packing • Routine testing • Production documentation
Machine pack	<ul style="list-style-type: none"> • Setup • Operation • Changeover procedure • Shutdown • Production documentation
Pack	<ul style="list-style-type: none"> • Metal detector setup and operation • Packing procedures • Production documentation
Order prep	<ul style="list-style-type: none"> • Order picking • Pallet stacking

Portfolio 5

Café Rossi

Purpose: To create a real life environment for students to gain the confidence and learn the skills with trainers available at all times.

A training environment that enables the students to gain the skills, knowledge and confidence in a real yet protected situation.

All students must spend a certain amount of time, depending on their individual needs, at Café Rossi gaining the skills to obtain work.

Attached:

- a. Business plan
- b. Copy of sheets of web page www.caferossi.com.au that was developed as part of this research.

5 year Commercial Business Plan 2006-2010



Business Name:	Café Rossi
Business Description:	80 seat restaurant, 2 storey building
Address:	90 Raymond Street, Sale
Licence;	General
Business type:	Commercial/Training Wine Bar, Restaurant, Assessment Centre Short Course facility
Target Market:	Dining customer, students
Management Structure:	Manager - Hospitality & Service Industries F/T Manager, Chef/Instructor F/T Assistant Manager p/t 2 nd Chef F/T Trainee Food & Beverage F/T Trainee Cookery Casual Food & Beverage Grade 2 Casual Kitchen hand

1. Reasons for Entering Business:

Over the past four years the Hospitality and Service Industries department have been running '310 on York' as a Commercial Training Restaurant.

The reason '310' evolved was because many training aspects of Level 3 of Certificate III in Hospitality (Commercial Cookery) must be performed in a realistic environment and with the lack of ongoing customers in both Runway and Oaktree campus restaurant, we created that environment. Food & Beverage students either during the training as part of VETIS or during their Certificate IV in Hospitality also need that real environment. Often when applying for work our students are told 'you need more experience' or 'you don't have enough practical skills'. By creating this realistic environment we are giving student the opportunity and often the confidence to then apply for a job. We have also found that not only did we create a realistic environment for commercial cookery students but it also opened the doors to facilitate short courses, including Responsible Service of Alcohol, safe food handling to name a few. Results have also shown that at '310 on York' although a commercial training restaurant, the students know that there is a trainer available to assist them and it is the place where they can overcome that final hurdle.

2. Reason for moving locations

'310 on York' has been a training, commercial assessment centre involved in continual assessment to meet the needs, based around as close as possible to the 'real world'.

Some of the current issues are:

1. Available room space does not meet the increasing number of students
2. Unrealistic rent increase without improvements
3. Continued restricted opening times.
4. Lack of space for the number of staff that now work out off '310' (five trainers currently).

Fulham is not an option for these trainers, as the distance to just pick up resources etc was felt an added cost to them.

Workplace assessing has become an important part of our training environment and is a very flexible method of delivery for all units of competency of the Training Packages of Food & Beverage, Cookery, Management, Food Processing (Baking) Caravan Parks and Tourism. More and more we are called upon to deliver learning and training in a method that best suits the enterprise, and a combination of off the job and on the job is now deemed as the best method. With this increase in numbers of students in these areas and the shift to flexible delivery, our current facility at '310' does not have the required space to allow quality delivery especially with the growing demands.

After reviewing needs and ascertaining available premises in Sale a location was found with the lease potentially up for sale. The lease of a restaurant currently known as Café Rossi run by the Ross family is available. The premises have a larger floor space, large bar and kitchen and an upstairs areas for short courses and office space.

3. Profile of Participants:

Key People:

Anne Rigg

- **Manager Hospitality and Service Industries.**
- Manager/Chef Instructor '310' and Flexible delivery
Chef– Instructor – part time
- Assistant Manager

Trainee – Certificate III in Hospitality

- cookery

Trainee – Certificate III in Hospitality

- food and beverage

Food & Beverage Grade 2 -
casuals Casual/kitchen hands

Owner

xxx

4. Mission Statement:

East Gippsland Institute of TAFE, Hospitality and Service Industries department are a leading trainer committed to developing quality learning and training giving our clients the life long skills in a real life environment and making them work ready.

5. Business Goal:

Business must be breakeven

6. Marketing:

Will be done in a manner not to offend the local industry.

7. Operational:

Hours will be:
(General License)

Lunch from 12 noon
Thursday & Friday – Saturday

Dinner from 6pm
Monday – Saturday
Other times for functions over 25
people.

8. Market Analysis and Plan

The future of Hospitality and Service Industries in this region will depend on young staff getting real life training and the older staff receiving the opportunity to be retrained or just 'get that piece of paper'. Our target market is the dining out public and local food lovers who wants something different at a reasonable cost. We will produce a database of clients sending regular flyers about the restaurant and customer special promotion.

9. Revenue Levels

Revenue targets

Lunch	30 people	x 15	450 per week
Dinner- Food	180 people	x \$30	5400 per week
Beverage	180 people	x \$5	900_per week
			6750 per week

	Lunch	Dinner
Monday	closed	20
Tuesday	closed	25
Wednesday	15	25
Thursday	10	30
Friday	15	30
Saturday		50

Profile:

Cert III in Hospitality (Commercial Cookery) 80 hours x 20 students

Cert IV in Hospitality (Food & Bev) 40 hours x 20 students

Cert II in Hospitality (Commercial Cookery) 40 hours x 15 students

Diploma of Hospitality (Management) 95 hours x 10 students

VETIS Year 12 170hours x 12 students

Fee for Service**Existing Trainees**

Short Courses - Capability to build short course market using days closed for lunch, 2nd floor and court yard

- Wine tourism
- Coffee's
- Safe Food Handling
- Bar Course
- Sugar pulling
- Chocolate work

10. Labour Structure

Wages of revenue

Manager

full time

- .4 commercial

- .6 profile

Chef/Instructor

.6

Assistant Manager

Full time

Trainee – Commercial Cookery

Full Time

Trainee – Food & Beverage

Full Time

Food & Beverage Att Grade 2

casual

Food & Beverage Att Grade 2 –

junior students

Cooks

Kitchen hands

11. Other Expenses – per week = \$ per day

Rent	456.00
Rates	40.00
Power	100.00
Insurances/Licence	10.00
Advertising	15.00
Cleaning	10.00
Stationery	10.00
Repairs and Replacement	60.00
Security	20.00
Miscellaneous	35.00
	300.00

COGs	28% of Revenue
Wages	39% of Revenue
(May & October 6 week month)	

10. The future 2006 – 20010

The need for something like '310 on York' will not change in the years to come for Hospitality and Services Industries. What needs to change is the location and size of premises. As our core business is about the learning and training for employers and employees of our industries but we are still committed to not taking staff for businesses on the core weekends nights. Therefore as TAFE we will not trade Friday or Saturday nights however the venue will be open, being run by a local chef who will pay us for the COG's, Wages and expenses as a percentage of the takings which has been included in the budget. (See attached)

'310 on York' has a general licence which can be utilized for classroom based work for the Retail liquor training that is required and we will capitalise on this and methods to do this are being investigated, including getting onto wineries and selling their wines on consignment.

www.caferossi.com.au

East Gippsland Institute of TAFE
Commercial Training Restaurant



Welcome

Lunch Menu

Dinner Menu

Beverages

Cellar Door

Functions

Learn at Cafe Rossi

Contact Us

Cafe Rossi

Restaurant ~ Wine Bar
~ Function Centre ~

90 Raymond Street
Sale 3850
Phone: (03) 5144 5855

Mon - Tues

6pm - 10pm

Weds - Fri

12pm - 2pm

6pm - 10pm

Sat

6pm till late



Learn at Cafe Rossi

In addition to its restaurant operations, Café Rossi provides industry training through a range of short courses for those starting out in the hospitality industry, as well as for those seeking more advanced and specialised skills. Short courses are held in conjunction with the East Gippsland Institute of TAFE and provide nationally recognised qualifications. Upcoming courses are listed below.

Responsible Service of Alcohol

2007 Course Cost - \$45

DATE	TIME	VENUE
12th Feb	9.30 - 2	Cafe Rossi
27th March	9.30 - 2	Cafe Rossi
8th May	9.30 - 2	Cafe Rossi
12th June	9.30 - 2	Cafe Rossi

Safe Food Handling Level 1

2007 Course Cost - \$60

DATE	TIME	VENUE
20th Feb	9.30 - 4	Cafe Rossi
23rd April	9.30 - 4	Cafe Rossi
4th June	9.30 - 4	Cafe Rossi

Food Safety Supervisor

2007 Course Cost - \$90

DATE	TIME	VENUE
7th May	9.30 - 4	Cafe Rossi
18th June	9.30 - 4	Cafe Rossi

Responsible Service of Gaming

2007 Course Cost - \$40

DATE	TIME	VENUE
21st May	9.30 - 2	Cafe Rossi

Basic Coffee

2007 Course Cost - \$70

DATE	TIME	VENUE
13th Feb	9.30 - 3	Cafe Rossi
14th May	9.30 - 3	Cafe Rossi

Café Rossi a commercial training restaurant developing the skills of our industry.

Contact Details

For more detailed course information

e-mail: <mailto:hsi@egtafe.vic.edu.au>

Portfolio 6

The Department changing to meet the needs

Purpose: to develop more practical skills that suits the needs

Department Structure:

As discussed by Cherry (1999) Action Research involves planning, acting, observing and reflecting plus change.

The Hospitality and Tourism department needed to move with the changes that were occurring in the workplace. The changes had to be planned, acted on, and observed with reflection continually occurring. The restructure of the department was the first step in making changes to what and how H&T now Hospitality and Service Industries (H&SI) worked. Over a period of twelve months I observed what we were doing and following a team meeting in Mallacoota changes in our structure were made and a name change was discussed.

Examples of what occurred are:

- a. Introduction to the Institute and the Team
- b. Agenda and minutes from September 2001 meetings
- c. Coordinators roles
- d. Changes to team report

Advertisement:

Over the period of this project we have looked at how we are perceived by clients and made changes to what we were doing. The outcome of this was that we have changed the way we work and how we advertise to our clients.

Attached is examples advertisement to meet the needs:

EAST GIPPSLAND INSTITUTE OF TAFE



Since its creation in 1986, East Gippsland Institute of TAFE has thrived in an environment of rapid and continuous change, driven by a strong collective commitment to its mission, innovative capacity and pivotal role in the economic development of its region; an area equivalent to 15% of the State of Victoria.

East Gippsland TAFE was the highest performing Victorian TAFE Institute in both 2001 and 2002 and a finalist in the 2003 & 2004 Victorian Training Awards.

A unique delivery model based on principles of flexibility and accessibility has successfully delivered vocational education and training in a distinct socio-economic region, which is economically important, geographically vast and sparsely populated.

Campuses are located across Gippsland and include the award winning Forestech - the Institute's 'living classroom' in the Colquhoun Forest



A diverse and expansive course curriculum, enhanced by a our partnership with RMIT University, includes:

Accounting	Food Processing
Aged Care	Food Technology
Agriculture	Forestry
Aquaculture	Frontline Management
Automotive	Furnishing
Baking	General Education
Business Administration	Horticulture
Children's Services	Information Technology
Commerce	Koori Studies
Community Services	Maritime
Conservation & Environment	Meat Retail
Electrical	Nursing
Engineering	Small Business Management
Equine Studies	Transport & Distribution
Food and Beverage	

In the Institute's first year of operation, three thousand students were served by forty courses. In 2003, 13,032 students generated 20,336 enrolments, totalling more than 1.8 million student contact hours.

East Gippsland Institute of TAFE is a quality-endorsed organisation. Its Educational Quality Assurance System ensures continuous improvement of all training delivery services and associated design and development activities.

The Institute is a registered training organisation (RTO) within the Australian Quality Training Framework and is ISO accredited.

HOSPITALITY & SERVICE INDUSTRIES TEAM



As the manager of the Hospitality & Service Industries Team we are strongly committed to improving the quality and standard of the industries skill base.

Our staff combines a range of highly skilled industry and educational professionals who strive to pass on life long skills to all our students which enables them to be active and productive members of the industry.

The Teams main industry training areas include:

- Hospitality (Food & Beverage, Cookery, Housekeeping & Front of House)
- Tourism (Operations, Guiding, Visitor Information Services, Meetings and Events.
- Caravan Parks (Operations)
- Equine

from base to Diploma Levels

In recent years the H.S.I Team has recognised and responded to a strong industry demand for in house training. As a result they have developed and implemented flexible training and assessment strategies that meet nationally endorsed standards and industry needs.

In consultation with each enterprise, training plans are devised to meet the development of skill base required.

Training can include:

- a package which enables existing staff to have their skills and years in the industry recognised with a



Anne Rigg
Team Manager

Nationally Accredited qualification or

- a program which promotes skill development in particular areas.

We look forward to the opportunity of working with you to develop the skill base of your staff and ultimately improve the standard of service that you are able to offer your local, national and international clientele.

We'll put YOU in the picture!



Quality
Endorsed
Company
ISO 9001 LIC7354
Standards Australia

Hospitality and Tourism Staff planning meeting
Thursday and Friday 13th and 14th September, 2001

Proposed Agenda

11am	Arrive Mallacoota and book in
11.30	Welcome Activity
12 noon working lunch	Housekeeping - Edrek
	- Expo
	- Strategic - Managing Individual Learners
12.30	Learning styles inventory
1.00	Where are we now
	Profile, L, FFS, Commercial
	Financial
1.30pm	2002 and on
	Delivery, What, where, why, how
	F&B, Tourism, Cookery
4.30pm	Coorindators Roles - expectations TAFE, Staff
	Work Place assessment - sch/staff member
	hours H&T model
6pm	Team Work/Team Players
7pm	Drinks
7.30	Dinner
Friday	
8.30am	2002 and on - plan
10am	Marketing Plan 2002 -
	Lift out information, focus 2002 on onwards,
	Pamphlets redo
12noon	Lunch

ROLE OF THE COORDINATOR

The following is a description of the role of subject area coordinators as discussed in the Hospitality and Tourism Team Coordinator Meeting of 13th and 14th September, 2001. The coordinator's role is as follows:

- ensure that course structures and schedules are developed and maintained.
- perform functions of the scheduled and unscheduled duties as specified.
- assist teachers, when called upon, regarding time management, queries, general information and policies and procedures
- 'request new sessions' from team administration for courses within your stream responsibility
- assist in the selection and monitor the performance of sessional staff in order to ensure standards are maintained and adherence to Institute policies
- facilitate cross-campus cooperation regarding curriculum, assessment and other practices within your stream responsibility.
- maintain cross team liaison
- ensure coordination of results into QLS in a timely fashion
- ensure that withdrawals, exemptions and transfers are undertaken correctly and in a timely fashion
- provide advice to the team leader/manager regarding teacher-load allocation
- provide input regarding the linking of time tables and the integration of modules across various courses
- provide input and advice to the team. This includes matters pertaining to professional development, training, assessment and administration.
- assist in the selection of students and continually monitor student management issues
- coordinate stream meetings as required, attend team meetings.
- provide input into the team marketing strategy.
- provide timely advice regarding subject area to the team manager

- maintain financial monitoring where appropriate
- identify, evaluate and monitor issues relating to industry needs and ensure liaison with team manager regarding these needs.

Management Information:

Hospitality and Service Industries & Equine

Over the past three to four months I have been observing and reviewing the change of structure of the department since the name change and the introduction of Coordinators.

Currently the department has 6 coordinators

1. Equine
2. Food & Beverage Bairnsdale
VETIS - Bairnsdale
3. Food & Beverage Fulham
VETIS - Fulham
Accommodation unit Fulham
4. Cookery - Bairnsdale
Outlook Café
Functions - Bairnsdale = .3 of load
5. Cookery - Fulham
Canteen Fulham
Functions - Fulham = .3 of load
6. Workplace Trainees/Students

At this stage I propose to leave out the Equine area, but it will have to be addressed later in the year.

Several issues are worth discussing in relation to the Hospitality and Service Industries team:

- ◆ Coordinators have become tunnel visioned
- ◆ Coordinators have requested more authority
- ◆ One coordinator has not coped particularly well
- ◆ One coordinator continues to compare Bairnsdale to Fulham, which effects department morale.

With the introduction of the AQTF we must be able to address all issues particularly standard 7 which states that assessment must have validity, fairness etc etc.

Taking the above in mind I am suggesting a new matrix/mix of responsibilities for the Coordinators which I believe will assist in improving staff relations, help promote more authority for each coordinator and ensure all aspects of the AQTF are addressed. I must stress that no extra money to the coordinators is in this plan and if staff believe they are due more financial return that the exiting team structure matrix will remain.

Possible structure

Areas	Breakdown
1. Cookery	Apprenticeships Cert 1 - 3
2. Restaurant & assessment centre	'310 on York'
3. Commercial	Canteens Short Courses Functions Accommodation
4. VETis	Yrs 10 - 12 Hosp, Cookery, S/Rec, Retail, Food Tech
5. Food & Beverage Skills Development	Cert 1 - 4 F&B Diploma Runway & Oaktree
6. Workplaced based trainees & self paced	Workplace based trainees and self paced students

Coordinator	Coordinator	Coordinator	Coordinator	Coordinator	Coordinator
Cooking - App Y1, 2 & 3 - Baking - Kitchen B/d & Fulham	VETIS Y 10, 11 & 12 - Hosp - Cook - S/Rec - Retail - Food Tech	Skill Dev. F& B Cert 1 - IV & Diploma -Runway -Oaktree	Commercial Canteens Bar courses Acc. Units Short Courses Functions - B/Dale & Sale	Workplace Based & Self Paced Trainee/ Students	310 Restaurant & assessment centre

Staff information

Coordinators Hospitality and Service Industries department.

In an effort to continually improve our product to the client, I believe a restructure is timely taking into consideration:

- ◆ the skills of our staff
- ◆ the needs of the Hospitality and Service Industries Department
- ◆ the way the Institute operates across all regions

I have put together a proposal for a new structure that should:

- ◆ Improve staff morale
- ◆ Help promote more accountability
- ◆ Improve staff relations

I must stress that no extra money to coordinators is in this plan.

Possible structure

Areas	Breakdown
1. Cookery & Baking	Apprenticeships Cert 1 - 3 Cookery skills development
2. Restaurant & assessment centre	'310 on York'
3. Commercial	Canteens Short Courses Functions Accommodation
4. VETis	Yrs 10 - 12 Hosp, Cookery, S/Rec, Retail, Food Technology 15 - 19 Year olds special requirements.
5. Food & Beverage Skills Development	Cert 1 - 4 F&B Diploma
6. Workplaced based trainees & self paced	Workplace based trainees and self paced students Patties Eurest

Cooking - App Y1, 2 & 3 - Baking	VETIS Y 10, 11 & 12 - Hosp - Cook - S/Rec - Retail - Food Tech	Skill Dev. F& B Cert 1 - IV & Diploma	Commercial Canteens Bar courses Acc. Units Short Courses Functions - B/Dale & Sale	Workplace Based & Self Paced Trainee/ Students - Major clients	310 Restaurant & assessment centre
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Resources responsibility

Currently there are four coordinators responsible for the upkeep of the two kitchens and two restaurants. The location of the coordinator should not change this aspect although for one location, Oaktree, I will be changing the person responsible.

Resources responsibility = list of duties

- ◆ Ensure kept clean and tidy
- ◆ Ensure cleaning material for classes available
- ◆ Order stock as required - ie coffee for cappuccino's, etc
- ◆ Ensure all equipment is in working order
- ◆ Coordinator monthly stock take
- ◆ Notify team manager of equipment problems/issues

Anne Rigg
 22nd July 2002

Employability skills delivery 2006

Information from outcomes from workshop and consultation with new staff that have recent relevant industry work experience identify the need to delivery the skills that the industry want staff to have not necessarily what the training package dictates.

Reason

- Make delivery mode more streamlined and content more relevant to the needs of the workplace and interesting for the student.

A group of staff where selected because they were teaching/training in the streams plus had recent relevant experience in industry. These staff identified skills to obtain and retain a job in industry.

Skills that were identified

- Customer service
- Industry knowledge
- Legal/OHS
- Employability
 - a. Presentation
 - b. Resume writing
 - c. Interview techniques

Several meetings where held to ensure that all the material was appropriate and then scheduled effectively to guarantee flow.

Core employability cluster classes are being trailed at EGTAPE first semester 2006. At the end of this a survey and in-depth review will be completed to ascertain outcomes.

Sample of classroom material used attached.

Anne Rigg
March, 2006.

Advertisement

**Skills training
in Food &
Beverage**



Do you want to work in a holiday resort, a restaurant or a Cafe?

Are you working in the Hospitality Industry and seeking new skills?
Are you looking for a change or wanting to further advance your career?
Or, are you starting your career in the growth industry of Hospitality?

East Gippsland Institute of TAFE can help you to achieve all that - and more!

We provide basic, intermediate and advanced training in Food & Beverage skills.

We will meet your needs by providing:

- professional trainers;
- industry liaison;
- flexible delivery;
- a training plan to suit you.

Talk to us now to plan YOUR future!

Telephone 51 52 0741 ...
to arrange an appointment.






ADVERTISEMENT PLACEMENT REQUEST

Please publish the above advertisement in the publication/s produced by your company, as listed below.

Where possible please provide proof for approval prior to publishing:

⇒ **Fax:** 03 5152 0779

⇒ **E-mail:** marketing@egtafe.vic.edu.au

Publication	Dates/ s	Size	Location	Purchase Order
<i>East Gippsland News</i>	8/1/03 & 29/1/03	2X14	Public notices	25019
<i>Gippsland Times</i>	10/1/03 & 31/1/03	2X14	Public notices	25020

Below are the first and last words in the attached advertisement should your information not match please contact Marketing on 5152 0732.

First Word

Skills training in Food & Beverage

Last Word

appointment.

Thank you, Lesley Thomasz

Special Instructions: Nil

Skills training in Cooking



Do you want a career in cooking?

Are you working in the Hospitality industry and seeking new skills?
Are you looking for a change or wanting to further advance your career?
Or, are you starting your career in the growth industry of Hospitality?

East Gippsland Institute of TAFE can help you to achieve all that - *and more!*

We provide basic, intermediate and advanced training in Cookery.

We will meet your needs by providing:

- professional trainers;
- industry liaison;
- flexible delivery;
- a training plan to suit you.

Talk to us now to plan YOUR future!

Telephone 5152 0741 ...
to arrange an appointment.





Portfolio 7

The student – Work Experience, Cairns and beyond.

Purpose: To give regional students the opportunity and confidence to work in an environment outside their comfort zone.

Expanding the opportunities for all students to gain work experience while learning

Work placement was deemed vital in assisting student, particularly those without on going work, to gain the confidence in their own ability to gain full time work in our region. For several reasons Melbourne and Sydney were ruled out so we looked elsewhere for job placement for our students during our 'down season'.

The Cairns venture has proved very successful and 2005 several placements occurred for student who are completed studies with East Gippsland Institute of TAFE.

Work placement whether interstate or locally will continue which will further enhance the skills of trained staff. We will continue to link in with employers from this region for all students ongoing.

Attached shows editorial about the Cairns project

Editorial

Date submitted: {insert date}

The editorial content below as provided by East Gippsland Institute of TAFE has been read, approved and permission to print given by those named in its content. For further information or verification of permission, contact the Marketing Unit on 03 5152 0732.

A taste of warm Cairns in mid-winter

Hospitality and Service Industries student work placement 2003

Six of East Gippsland Institute of TAFE's Hospitality students at Diploma and Certificate IV level recently spent ten days in Cairns, gaining work experience in a variety of resorts.

The students from the Bairnsdale and Fulham campuses were accompanied by Food & beverage Co-ordinator. Staff member said, 'It's really important for the students to experience all aspects of hospitality and tourism, which can only be fully appreciated while actually working in industry.'

East Gippsland TAFE chose Cairns for the work placements as it attracts a high number of overseas tourists, which would give the students a well-rounded understanding of customer and industry expectations in the international market. A further incentive was the great climate (26 to 28 degrees), which made it an easy decision to leave East Gippsland in the throes of our cold winter!

While on their work placements, the students had firsthand experience of serving food and beverages for dinner and breakfast, bar work, a' la carte service and 'front office' work. Participating venues in Cairns were so impressed with the performance of the East Gippsland TAFE students that they are willing to continue with the placement program in the future.

Plans are already under way for the next program. It is planned to include work in housekeeping departments in this next program, as part of a course specifically designed to meet employment needs in this highly employable area of hospitality.

Another employer impressed with the skills of our students was a large 5-star Melbourne hotel, where our Diploma student Lisa Hodge spent two weeks working recently.

'I agree it is vital that our students experience all aspects of our industry' Anne Rigg, Manager of East Gippsland TAFE's Hospitality and Service Industries Department said. '2004 will see a strong emphasis on partnerships with industries here and interstate for our student to further improve their employable skills'.

Anyone interested in discussing their training options within the hospitality and service industries at East Gippsland TAFE should phone 5152 0741 or 5142 2451

For further information contact:

Name:	
Team:	Hospitality & Service Industries
Phone:	(03) 5142 2451
E-mail:	@egtafe.vic.edu.au

Photograph/s: *(where provided)*

File name <i>(if multiple photo's provided)</i>	Cat. no.	Caption	Permission Obtained (Yes / No)

Portfolio 8

Innovative Workplace Assessment Tools

Purpose: To develop individual training and assessment tools that meet the needs.

As part of the change to more workplace based learning and training, new assessment tools needed to be created for students who were completed a large part of their training on the job. Projects were developed that addressed the needs of the client and their workplace. These projects could cover several units of competency and by making it about their workplace, they had ownership of the training.

Examples attached of some workplace based projects:

- a. Diploma of Hospitality Management
- b. Certificate III in Tourism (Operations)
- c. Course outline for Workplace based Meeting and Events
- d. Competency sheets – help track the student progression in the workplace
- e. Certificate III in Hospitality (Food & Beverage)
- f. Sport and Recreation clustered workplace project



Project Outline

THHGCS02B Promote Products and Services

THTFME04A Develop an Event Concept

THHGGA06B Receive and store stock

THHGGA07B Control and Order stock

THHGLE14B Prepare and monitor budgets.

THHGCS08B Establish and conduct business relationships

You are to develop an event for your workplace. Aspects that must be covered:

- Determine customer preferences, needs and expectations.
- Continually communicate with the customer.
- Negotiate in a business like and professional manner maximising benefits for all parties.
- Develop event concept, theme and format that will fit the needs.
- Identify objectives of event.
- Decide on the selling technique that best fits that need
- Promote event
- Communicate in writing any agreements made regarding event.
- Pro-actively see, review and act upon information needed to maintain sound business relationships.
- If required decide on menu, style and format of the customer.
- Arrange the event details ie
 - Suppliers
 - Staffing
 - Needs of other clients who are not involved in event
 - Organise briefings for all staff
- Coordinator bookings
- Brief staff on any changes.
- Organise set up and running of event
- Debrief staff after event
- Outline changes that may have assisted in better running your event.
- Seek customer feedback

A full report covering all aspects must be submitted four weeks after event.

THHGCS01B Develop and Update Local Knowledge

- Identify a need within the industry that will update local knowledge and assist a tourism product in the region.
- Promote that information to customers.
- Do visual presentation to your trainer and employer.

THHGLE13B Manage Finances within a Budget

to be incorporated into the events/function as outlined above.

Anne Rigg - 16.10.03



Certificate III in Hospitality (Food & Beverage)

Project

You are to plan, run and report on all aspects of a promotional activity based on the workplace for Easter 2002. This promotional activity must be nominated by Friday 1st December, 2001.

You must keep a journal of every aspect of the planning process and then produce a report on the running of the event, which could include visual information – ie video. One month prior to the activity you must present a report to employer and Anne Rigg outlining the event.

Aspects to be covered:

1. Financial:

Discuss what budget was done for the event and what and how you arrange for cash registers to cope with the extra movement.

2. Clerical Procedures:

- a. Discuss the handling of workplace documentation – how is it received, responded to and filed.
- b. Discuss how your workplace control and orders stock
- c. How does your workplace handle stock takes and accounts for stock losses.

3. Promotions

- a. How did you decide on what product to promote and why did you decide on this/these products
- b. Outline what research you did and what was your target market.
- c. How did you encourage customers to use and purchase the products that you promoted?

4. Work Operations

- a. Discuss how you monitored and improved the bakery operations particularly in relation to your event.
- b. Discuss how you planned and organised the work flow of staff for your event. (Your journal should be used for this)
- c. When any problems, challenges occurred how did you solve them, discuss the decision making process.

5. Meetings

You are to hold one initial meeting with the employer and two or more meetings with staff to regarding your event. Discuss how you planned, prepared, conducted your meetings and then what debriefing and follow up you did after your event.

Any questions, please do not hesitate to contact to me.
Anne Rigg



Certificate III in Tourism (Operations)

Develop and Update Tourism Industry Knowledge

- Room information to be updated with five new tourism destinations that must be sourced from the local area.
What information needs to be included, example
 - Price
 - Availability/timetable
 - Directions – map

When deciding these, the following must be taken into consideration and included in a report:

- Are there any economic and social significance to these destinations
- What other industries would could be involved.
- Is there any environmental issues that could involved
- Are there any significant features of these destinations that are interesting and worth noting
- Are there any legal or ethical issues about this destination?

The information is to be produced to a high level which will then be placed where clients can easily source it.

Decision on what five new destinations must be confirmed with Michelle Ross prior to commencing.

Develop Keyboarding Skills – employer verification and one piece of work.

Receive and Store Stock – employer verification.

Prepare Quotations
Organise in house functions
Develop conference programs

To be successful for these units you must:

- Discuss a conference with a client
 - Dates and times
 - Theme (if applicable)
 - Format
 - Budget
 - Menus
 - Morning teas
 - Lunch
 - Afternoons
 - Water on table
 - Mints etc on table.
 - Style and format of occasion
 - Layout of room
 - Timing details including access and break downs
 - Identify and integrate the use of appropriate technological options in the program development
 - Present the proposed conference program to the appropriate people within timeframes.
- Calculate the cost of the products and services for this client
- Confirm information discussed and provide quotations
- Update and amend quote if required and reconfirm in writing.
- Supply details of event to colleagues and other external supplier.
- Identify and organise staff requirements
- Identify and consider possible effects of event and take action
- Organise special stock if required
- Prepare event sheet/timelines and distribute to other staff.
- Prepare pre event briefings
- Monitor set up
- Obtain feedback from clients

All the above must be done under direction from Michelle Ross.

Following the event/conference a comprehensive report must be provided outlining the process from the initial phone call until after the account has been finalised and sent to client.

Anne Rigg
 18.2.04

EAST GIPPSLAND INSTITUTE OF TAFE

Project

CERTIFICATE II IN
OUTDOOR RECREATION

Student Name:

Campus:

Assessor: Anne Rigg

Project & Report

Organise and assist in the running a total camping/outdoor recreation experience for no less than 10 people for no less than 3 days. You will have two other people helping at any one time (whether fictional or not). A journal must be kept and handed in with a report covering all aspects outlined 1 working month after the camp.

You are able to submit the report and/or journal at any time for review. Please be aware there is not extension and work submitted late will not be looked upon favourably. The report must be to a professional standard, must be typed and bound, with contents page, bibliography etc. and should be no less than 500 words

Please make an appointment with Anne Rigg in July, 2001 to arrange your dates and go over any other matters.

Report:

Client Services:

1. Explain what issues were raised and what information, advice and follow up was done.
2. Outline any problems/challenges regarding your clients and how you handled them.

Communication:

3. Outline how you communicated all the information regarding the camp/outdoor recreation experience, both to your internal clients and your external clients ie students, staff, parents, camp management etc.

Organisation of work

4. Outline how you work effectively as part of a sports and recreation organisation.
5. Discuss how you planned, prepared your project. (Include your journal in the appendix to this report.)

Working in teams

6. Discuss how you contributed to the development of good teamwork.

OHS

7. What are the occupational health and safety issues relating to your camp?
How would you ensure that these were followed?

Emergency response

8. Outline how you handle minor emergencies.

Outdoor Recreation

9. Discuss how you participated in a supervised outdoor activity, which required basic skills.

Field Operations

10. Discuss the environmental impact of any outdoor recreation activity.

Anne Rigg

Cert III in Tourism – Meetings & Events		
		Nominal
Core		Hours
THHCOR01A	Work with Colleague and Customers	15
THHCOR02A	Work in a Socially diverse Environment	10
THHCOR03A	Follow Health, Safety and Security Procedures	5
THTTCOR01A	Develop and update Tourism Industry Knowledge	25
Tourism Core		
THHGGA01A	Communicate on the Telephone	5
THHGGA02A	Perform Clerical Procedures	20
THHGCT01A	Access and Retrieve Computer Data	10
THHGCT02A	Produce Documents on computer	10
THHGFA01A	Process Financial Transactions	15
THHGCS03A	Deal with conflict situations	20
THTSOP03A	Access and Interpret Product information	55
THTSOP05A	Prepare Quotations	20
THTSOP07A	Book and Coordinate suppliers services	15
THTSOP15A	Process and monitor meeting/event registration	20
THTFME01A	Coordinate Guest/Delegate Registrations at Venue	40
Minimum of two additional elective units		
THTFME02A	Provide on site meeting/event management services	60
THHGCS05A	Organise functions	40
		385
Proposed Timetable		
Commencing 7th January - 17th May 2002.		
Week 1 - 4	Monday & Tuesday '310' 9 - 3.30pm	11
	Wednesday Powerscourt 10am - 2pm	4
	Thursday self paced research	5.5
		82
Week 5 - 10	Monday & Tuesday '310' 9 - 3.30pm	11
	Wednesday & Thursday Powers court 10am - 2pm	8
	Friday self paced research	5.5
		147
Week 11 - 13	Monday '310' 9am - 3.30pm	5.5
	Tuesday & Wednesday Powerscourt 10am - 2pm	8
	Thursday self paced research	5.5
		57
Week 14 - 17	Monday & Tuesday '310' 9am - 3.30pm	11
	Wednesday self paced research	5.5
		66
	Excursion	33
		385

Competency Sheets

Used to track the competencies of programs from employees/students and employers particularly in the workplace

EAST GIPPSLAND INSTITUTE OF TAFE HOSPITALITY ASSESSMENT

CERTIFICATE III IN HOSPITALITY

(FOOD AND BEVERAGE)

Student Name:

Workplace assessment

Assessor: Anne Rigg

ELEMENTS	DATE COMPLETED	PERFORMED WITH SUPERVISION	PERFORMED WITH OUT SUPERVISION	ACHIEVED
UNIT THHCOR01A WORK WITH COLLEAGUES AND CUSTOMERS				
ELEMENT 1: Communicate in the workplace				
ELEMENT 2: Provide assistance to internal and external customers				
UNIT THHCOR02A WORK IN A SOCIALLY DIVERSE ENVIRONMENT				
ELEMENT 1: Communicate with customers and colleagues from diverse backgrounds				
ELEMENT 2: Deal with cross cultural misunderstandings				
UNIT THHCOR03A FOLLOW HEALTH, SAFETY AND SECURITY PROCEDURES				
ELEMENT 1: Follow workplace procedures on health, safety and security				
ELEMENT 2: Deal with emergency situations				
ELEMENT 3: Maintain safe personal presentation standards				
ELEMENT 4: Provide feedback on health, safety and security				
UNIT THHC001A DEVELOP AND UPDATE HOSPITALITY INDUSTRY KNOWLEDGE				
ELEMENT 1 Seek information on the hospitality industry				
ELEMENT 2 Update hospitality industry knowledge				
UNIT THHGHS01A FOLLOW WORKPLACE HYGIENE PROCEDURES				
ELEMENT 1: Follow Hygiene Procedures				

ELEMENTS	DATE COMPLETED	PERFORMED WITH SUPERVISION	PERFORMED WITH OUT SUPERVISION	ACHIEVED
ELEMENT 2: Identify and prevent hygiene risks				
UNIT THHGGA01A COMMUNICATE ON THE TELEPHONE				
ELEMENT 1: Respond to incoming telephone calls				
ELEMENT 2: Make telephone calls				
UNIT THHGCS02A PROMOTE PRODUCTS AND SERVICES TO CUSTOMERS				
ELEMENT 1: Develop product/service and market knowledge				
ELEMENT 2: Encourage customers to use and buy products and services				

ELEMENTS	DATE COMPLETED	PERFORMED WITH SUPERVISION	PERFORMED WITH OUT SUPERVISION	ACHIEVED
UNIT THHGCS03A DEAL WITH CONFLICT SITUATIONS				
ELEMENT 1: Identify conflict situations				
ELEMENT 2: Resolve conflict situations				
ELEMENT 3: Respond to customer complaints				
UNIT THHGTR01A COACH OTHERS IN JOB SKILLS				
ELEMENT 1: Prepare for on job coaching				
ELEMENT 2: Coach colleagues on-the-job				
ELEMENT 3: Follow up coaching				

ELECTIVES – 5 from functional area food and bev and 5 others

ELEMENTS	DATE COMPLETED	PERFORMED WITH SUPERVISION	PERFORMED WITH OUT SUPERVISION	ACHIEVED
THHBFB02/3aA – Provide a link between kitchen and service areas				
1. Liaise between kitchen and service areas				
2. clean and clear food				
<i>THHBFB10A Prepare and service non alcoholic beverages</i>				
1: Prepare and serve a rang eof teas and coffees				
2: Prepare and serve cold drinks				
3: Use, clean and maintain equipment and machinery for non-alcoholic drinks				

ELEMENTS	DATE COMPLETED	PERFORMED WITH SUPERVISION	PERFORMED WITH OUT SUPERVISION	ACHIEVED
<i>THHGGA02A Perform Clerical Procedures</i>				
1. Process office documents				
2. Draft correspondence				
3. Maintain document systems				
<i>THHGGA08A Plan and establish systems and procedures</i>				
1. Plan system and procedures				
2. Establish systems and procedures				
3. Review systems and procedures				
<i>THHGLE01A Monitor Work operations</i>				
1. Monitor and improve workplace operations				
2. Plan and organise workflow				
3. Maintain workplace records				
4. Solve problems and make decisions.				
<i>THHGGA05A – Plan and Manage meetings.</i>				
1. Plan and prepare for meetings				
2. conduct meetings				
3. Debrief and follow up meetings				
<i>THHGFA01A Process Financial Transactions</i>				
1: Process receipts and payments				
2: Reconcile takings				

Portfolio 9

The training program to meet the needs

***Purpose: To develop skills programs that
addresses the needs of a particular industry***

As part of the process of linking with industry, it became apparent that RTO's must deliver the set of skills that industry needs and not necessarily what the training package dictates. Particularly in regional areas, the training packages does not meet the needs of small business and in fact is more suited to five star resorts and establishments. In Gippsland and East Gippsland there are very few of these large establishments and as discussed in my exegesis small business is the major segment of the owner/operators businesses.

Café/Bakeries in regional areas are a growing market and industry has commented that the training RTO's deliver does not meet their needs. A specific course for Café/Bakeries needs to be developed and particularly a small unit on basic food service is a vital component. As no unit of competency in the current training package suits the needs I am developing the unit of competency and a full course in consultation with industry and my colleagues in the VHEN.

Attached is:

- a. Draft of unit of competency I developed following consultation with bakeries in the area.
- b. Draft of a full program for Café Bakeries

DRAFT

THHBFB XXXXXA Provide service of food

Unit Descriptor

This unit deals with the skills and knowledge required to provide general service in a food service operation, such as a café and it reflects the role of a food and beverage attendants.

Element		Performance Criteria	Comments/amendments
Prepare areas for service	1.1	Bookings are check and relayed to relevant staff members	
	1.2	Personal hygiene and presentation is discussed and applied as per enterprise standards	
	1.3	Check service and public area if appropriate for cleanliness prior to service in accordance with enterprise procedures to ensure readiness for service.	
	1.4	Prepare and adjust the service areas to ensure comfort and ambience for customers as appropriate	
	1.5	Check tables and seating area for any OHS issues and customer and service personnel access.	
	1.6	Check and prepare equipment for service	
	1.7	Verify product variations and daily specials with kitchen	

			Comments/amendments
Serve customers	2.1	Customers requirements are determined and met, in terms of speed of service, quantity, quality,	POS
	2.2	additions and dietary needs	
	2.3	Orders are taken and customer relations skills are used to provide polite, efficient and effective service.	
	2.4	Products are delivered in a timely manner according to enterprise standards,	
	2.5	Assistance is provided to customers in selection of food items where required.	
		Selling skills are employed appropriately according to enterprise practices to ensure optimum sales is made to each customers	

Certificate III in Hospitality (Café/Bakeries)						
	Skills	National Unit	Number	HRS A division of East Gippsland Institute of TAFE		Comments/amendments
Competencies	Know the industry	Develop & Update Local knowledge	THHGCS01B	10		
	OHS		THHCOR03B	5		
	SFH		THHGHS01B	15		
	Communication	Communicate in the Workplace	THHGGA01B	10		
	Literacy & Numeracy	Use Basic Mathematical concepts	FDFCORBM2B	20		
	Personal Presentation	Work with Colleagues & Customers	THHCOR01B	20		
	Basic Food presentation	Present Food	THHBKA02B	6		
	Display Food	Carry Out Cafeteria Operations	HLTFS6A	80	?????	
	Take money receipt money					
	Merchandise	Merchandise Products	WRRM1B	30		
	Serve food clear tables	Provide Food Service	THHBFBXXXX	30	?????	
	make coffee	Prepare and Serve Espresso Coffee	THHBFB12B	30		
	clean coffee machine					
	make non alcoholic beverage	Provide non alcoholic beverages	THHBFB10B	15		
				271		

Anne Rigg
15.9.04



REVIEW OF THE TOURISM AND HOSPITALITY TRAINING PACKAGES

RECOMMENDATIONS

AUGUST 2005

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Project Overview

REVIEW OBJECTIVES

This report is the result of the first stage of a project to formally review the Tourism and Hospitality Training Packages. The project involves two-phases:

- consultation, research and analysis, and development of recommendations for improvement
- actual re-development of units of competence and qualifications in consultation with industry and training organisations, and their submission for endorsement

These draft recommendations are the result of the consultation conducted in the first phase of the process. Key objectives of this stage are to:

- research the application and examine the suitability, effectiveness and uptake of the existing Training Packages
- identify any barriers to, or gaps affecting, full implementation of the Training Packages
- identify improvements that should be made to the Training Packages
- investigate whether the range and quality of publicly available Training Package resource materials is appropriate

ACKNOWLEDGMENTS

Service Skills Australia thanks all those people who have contributed to the review process to date. This includes not only members of the National Project Steering Committee, but all those industry organisations, training organisations and individuals who have attended meetings, replied to emails, completed surveys and participated in telephone discussions.

To review the Issues Register, which summarises the feedback received, please go to www.serviceskills.com.au

CONSULTATION ON DRAFT RECOMMENDATIONS

Consultation during the review is very much an ongoing process, and views and input may be sought right up until the final sign off of the units of competence and qualifications by the Steering Committee prior to the submission for endorsement.

The draft recommendations presented here are for initial discussion by the National Project Steering Committee. Recommendations will then be finalised and form the basis for the more detailed work and further consultation required in the re-development phase.

SCOPE AND FOCUS OF THE REVIEW

The Hospitality and Tourism Training Packages were first developed in 1997 and 1998 after widespread consultation with relevant stakeholders. A major review, again involving extensive consultation, resulted in the release of the 2nd versions in early 2002. It is now time to refine these packages through this 2005 review.

This review is focussing on:

- Meeting the needs of emerging industry sectors, jobs and career pathways (e.g. new competency standards and/or qualifications may be suggested)
- Updating existing standards to ensure that new technology, legislation and industry trends are fully covered
- Improving qualifications frameworks to ensure they are flexible, yet sufficiently reflect the needs of industry sectors and job functions (e.g. better integration of Hospitality and Tourism may be suggested)
- Making further refinements to the assessment guidance provided in the competency standards

In addition, there are a number of national initiatives which impact on the review. These include the embedding of employability skills and appropriate streamlining of units and / or qualifications to remove unnecessary duplication.

The High Level Review of Training Packages also made many suggestions about units of competence and qualifications. Many of these recommendations had already been addressed in the Tourism and Hospitality Packages Training Package in their 2002 review.

Industry and training organisation involvement in the review is vital, and this will be an ongoing feature of the process right up until the time the Packages are submitted for re-endorsement. To date more than 650 comments have been recorded in the review Issues Register.

Consultation processes are described in more detail below.

PRINCIPLES AND PROCESS FOR CONTINUOUS IMPROVEMENT

Service Skills is committed to a policy of continuous improvement of Training Packages. Even though this is a formal review, with formal consultation processes, feedback will be received and addressed on an ongoing basis as reviews in general move towards a continuous improvement model.

There are a number of key principles on which future continuous improvement work should be based. These involve commitment to widespread consultation with industry and training organisations, a focus on transparency of process (eg publication of an Issues Register so that all contributions may be seen by all stakeholders), and of course the involvement of content experts in any detailed review work.

An additional key principle, which reflects the extent of feedback expressing concerns about the quality of delivery, could be one related to ensuring that wherever possible, Training Package content emphasises and encourages quality training outcomes.

The continuous improvement of the Training Packages really operates on two levels. On a micro level, the focus is on how to improve the content and structure of units of competence and qualifications. This requires detailed analysis of content, and consideration of highly specific feedback. On a broader level, there are many issues related to the Training Package implementation, but only some of which can be addressed in the review.

An enormous number of the comments received to date focus on issues surrounding the quality of training delivery. While some additional rigour can be added to the Training Package content, the Training Package cannot directly influence issues such as inadequate hours for training,

inappropriate resources and equipment within training organizations, and the lack of qualified trainers. Everybody acknowledges however, that resolution of these issues is vitally important for an appropriately skilled workforce. Service Skills will use the review process to identify possible areas for further work (outside of the Training Package review) to address key areas identified.

SCOPE OF THE TOURISM AND HOSPITALITY TRAINING PACKAGES

There are currently 35 qualifications and 268 units of competency in the Tourism and Hospitality Training Packages, covering a wide range of occupations and outcomes.

As a result of the recent national review of Training Packages (High Level Review) across all industries, all Industry Skills Councils have been asked to consider some streamlining and reduction of duplication in units of competence and qualifications. Service Skills has agreed to do this, and will be looking at further ways to enhance units and qualifications, especially those that apply across the sectors under its coverage. In Tourism and Hospitality some of this has already occurred, and the two packages were brought much closer together during the 2002 review.

CONSULTATION METHODOLOGY

Service Skills Australia makes every effort to reach all involved stakeholders. As part of the review of the Tourism and Hospitality Training Packages, Service Skills Australia has liaised with stakeholders through a variety of methods and mediums:

Website

- Overview; invitation to provide input; timelines
- Online feedback questionnaires
- Downloadable questionnaires
- Workshop schedule

Newsletter

- Newsletter giving notice to Service Skills Australia network data base (RTOs and schools with Tourism and Hospitality on scope)

Workshops and Reference Groups

- Workshop in each State/Territory – convened by State/Territory Network
- Additional workshops by specific groups eg: curriculum groups or industry groups – convened by State/Territory, Industry Associations and RTO networks
- Special issues workshops and reference groups for specific areas such as cookery, event management, licensing/RSA, spas, butlers, indigenous areas

Industry Associations and peak bodies

- Advice on review through industry journals, newsletters
- Feedback sought through other mechanisms

Licensing

- Liaison (letters) with key bodies ie Liquor Boards, ANZFA etc

Access and Equity

- Equity evaluation (ANTA)
- Liaison with key bodies eg Disabilities, indigenous bodies etc

Implementation and Issues

- Compilation of statistics on completions, New Apprenticeships,
- Question in questionnaire on issues

For details of full review methodology and criteria, see page 19. A list of consultation workshops held is on page 20.

Key Issues and Recommendations

1. ADDRESSING QUALITY THROUGH CONTENT

A large proportion of the feedback received has been about quality issues related to the implementation of the Training Packages, such as delivery, assessment and “nominal hours”. This poses a question: how can Training Package content address issues surrounding the quality delivery of training when many of the issues relate to systems, processes and traditions well beyond the direct influence of the Training Package?

While acknowledging the constraints that exist, there are *some* opportunities which could address quality issues when improving units and qualifications:

- In the current version of the Training Package, a number of ‘holistic’ units were added for Cookery to reflect the overwhelming need for considerable integrated work practice for chefs. These units have been popular, and suggestions have been made to expand these to apply across many different areas of both hospitality and tourism in order to ensure sufficient practice and demonstration of the competencies in workplace conditions
- All units can be checked again to see how additional rigour can be added in relation to assessment guidance, for example, be increasing the mandatory requirements for demonstration of competence
- In relation to areas where gaps are being identified (but which are actually covered within technical units) such as basic calculations and basic geography, it is possible to consider the creation of new units, hopefully to ensure delivery of these skills when required. The concern is that these units could unnecessarily ‘load’ qualifications and be delivered totally outside a workplace context
- Greater specification of resource requirements such as equipment and fittings might assist in achieving more consistent outcomes, especially in the area of Commercial Cookery.

Issues	Recommendations
Holistic Units	Expand the number of ‘holistic’ units to apply across different areas of hospitality and tourism (from Certificate II or III)
Improving Unit Rigour	Check all units to see if additional rigour can be added to the Evidence Guides
Basic Skills	Investigate the options of new basic skills units in area such as calculations and geography to support technical units, or strengthened embedding in existing technical units
Resource Specification	Provide more specification about resource requirements in reviewed Training Package

2. EMERGING TRENDS AND INDUSTRY AREAS

A number of emerging industry areas have been identified during consultation. In many instances, these areas represent different markets more than trends which require whole new sets of skills. In some cases, trends indicate a need to ensure that qualifications are flexible enough to be packaged to meet emerging needs. On yet another level, there are particular situations which demand a new concept of industry scope. This is true for personal butlers, who require a wide range of skills currently covered in the Package, but who certainly do not see themselves as part of

the Hospitality industry. There are also some areas, which do require the development of new units, such as table games for casinos.

Some of the particular areas, which have been flagged are:

- Spa resorts (preliminary research has been undertaken in this area, and this work requires a very broad multi-sector, multi Skills Council approach)
- Personal Butlers
- Gaming for casinos (table games)
- Emerging markets (gay tourism, cruising, sports, schoolies, grey nomads)
- Bed and Breakfast operations (investigation reveals that this outcome can already be achieved through existing units and qualifications)

Most of these areas have been investigated and are actually addressed within the Training Package. However, there may be the need for additional work to be completed outside the scope of this project, given the extensive consultation required. Where areas are already addressed, the Training Package could provide additional advice on packaging electives to meet the emerging job profiles. In addition, there are some specific Skill Sets or clusters that could be identified to encourage industry-friendly training delivery.

Issues	Recommendations
Gaming and Spas	Work with relevant parties to identify suitable new or revised units and / or qualifications for incorporation into the Training Packages if appropriate
Additional Guidance	Expand advice on packaging electives in qualifications frameworks to meet the emerging job profiles

3. BUSINESS PROFITABILITY

There are many existing units in the Training Packages which relate to financial management (budgeting, costing etc), but feedback suggests that there is a need for a greater focus on the whole issue of business profitability. This applies from the very early levels (eg awareness of waste and its impact on the business) to the much more complex skills such as pricing, costing, yield management and distribution chains.

As with many of the other issues and possible gaps flagged during consultations, this issue requires analysis of existing units, review of possible units in other Training Packages, and potential development of new units.

A working matrix showing how and where these skills are covered could be very useful for future consultations and development processes. Detailed comments should be used to inform this process. It is also important to consider the placement of these skills within qualifications, in terms of what becomes core and what is included as electives.

Issues	Recommendations
Ensuring Adequate Coverage of Business Profitability Issues	Analyse existing units and review units in other Training Packages to develop a working matrix showing coverage (and possible gaps) of skills and knowledge relating to business profitability
	Identify where business profitability skills are embedded in existing units of competence and strengthen if necessary

4. CUSTOMER SERVICE

Quality customer service is the cornerstone of successful businesses in the tourism and hospitality industries. Many comments have suggested the need for more focus on customer service in the Training Packages. These have related to:

- more focus on service in all units plus additional units
- splitting of the core unit which combines communication and customer service
- splitting of conflict unit (currently includes all types of conflict, and difficult customer service situations could be emphasised in its own or a customer service unit)
- additional focus on service for retail travel agents, in accordance with their changing role, perhaps a unit on fee for service concepts (as the provision of service, sales and advice is now much more recognised as the keystone for successful agents)
- greater focus on issues around service specific issues such as loyalty programs

Customer service skills are of paramount importance across all Training Packages covered by the Service Industries Skills Council (Service Skills Australia), and Service Skills is involved in broader work to develop a suite of units to cover the generic and specific skills needed by people working in different service sectors.

Some of the suggestions raised above have already been flagged (eg splitting of units which also cover communication), and all comments will be fed into the broader work.

Issues	Recommendations
Customer Service Units	Examine and enhance or re-package existing customer service/communication units to ensure adequate coverage in all qualification levels
	Identify customer service units from other service industries Training Packages that can be offered as electives

5. EMPLOYABILITY SKILLS

From an employer perspective, key skills such as communication, problem solving, teamwork and initiative (employability skills), have always been important. Many comments in the feedback confirm this.

National policy now requires that relevant employability skills (8 have been identified) be embedded in all units of competence and qualifications. In the case of the Tourism and Hospitality Training Packages, many of these skills have already been incorporated. As part of the review, however, there will be a systematic process to ensure the appropriate inclusion of employability skills.

The eight employability skills are communication, teamwork, problem solving, initiative and enterprise, planning and organising, self-management, learning and technology. These will replace the Key Competencies in any new or re-developed units of competence.

A common theme in the review feedback has been the lack of numeracy skills (especially in areas such as cookery), and the need for a unit on basic calculations. Currently this is embedded across all technical units, but training organisations suggest it is not given enough focus as a result.

The review of the Training Packages will enable all units to be checked for adequate coverage of all essential skills and literacy (computer literacy, financial literacy, information literacy etc)

Issues	Recommendations
Employability Skills	Consult with industry to ensure appropriate inclusion of employability skills in all units of competence

6. TECHNOLOGY – TOOL OR OUTCOME?

Many comments suggest the need for specific units addressing different technologies. In particular, these include:

- kitchen technologies
- hospitality technologies
- reservations systems
- back office systems

The current Training Packages are generally based around the philosophy that technology is a tool used to achieve an outcome, rather than an outcome in its own right. With this in mind, units are built around work outcomes and work functions rather than specific technologies.

There are however, exceptions to this rule, such as *Operate a computerised reservations system* which is both a technology and a job role. Development of units that are technology driven usually occurs to address issues around training delivery (ie if there is no specific unit, how will the content be trained). In addition, the fact that a student cannot re-enrol in a unit, means that their training program may be limited to one technology if there are not multiple units for different systems available. This is the basis of some feedback requesting the addition of a unit to specifically address accommodation reservations systems. This would require, however, the classification of all systems into Tourism or Hospitality - difficult given the number of systems currently used.

Another aspect of the debate is the need to ensure that the requirements of units do not exclude those who only use manual systems.

It would require a philosophical shift to link units to specific technologies. However, at this point in time it may be appropriate to review the requirement in particular units, and to decide if we have reached the point where use of automated systems (in some contexts) is a requirement for competency to be achieved. This requires further discussion with industry as re-development progresses.

It is worth noting that any training based around units of competence should as a matter of course incorporate learning using current industry technologies. However, many technical areas such as food and beverage service and inventory now utilise computer technology and many functions such as marketing are increasingly done on-line. All units of competence, therefore need to be reviewed to ensure that they are sufficiently addressed.

Issues	Recommendations
Technology Based Units	Maintain focus of technology as a tool to achieve a work outcome, and avoid development of units based around particular technologies
Technology in other Technical Units	Review all technical units and refer to and strengthen current technology where relevant, particularly to meet new requirements (ensure language is technology-neutral so that units do not become time-locked)

7. RISK MANAGEMENT

The need for more focus on risk management (in its broadest sense) at all levels is a common feedback theme. This involves ensuring this is embedded in all units, plus the potential development of new units to address risk assessment and management. (Currently there is one unit Manage Risk with a broad focus, but only relevant at higher levels).

Particular areas where risk management was identified as important were guiding, events and specific job roles involving international visitors, but there were also comments that this applied to all tourism and hospitality roles.

As a first step, there is a need to:

- review the relevant Risk Management standards
- review units of competence developed by other industries in this area
- identify exactly what skills are required at different levels and how these are applied in the workplace

Issues	Recommendations
Risk Management Units	Review existing Risk Management unit to ensure they are suitable and examine standards from other Training Packages for incorporation where appropriate
	Incorporate risk management in the cores of Diplomas in Tourism and Hospitality
	Consult further with industry to identify exactly what skills are required at different levels and how these are applied in the workplace
Coverage of Risk Management in Existing Units	Ensure risk management is adequately covered and embedded in all units and qualifications

8. LICENSING AND REGULATORY ISSUES

There are a number of licensing and regulatory requirements that affect units of competence in the Tourism and Hospitality Training Packages. In the previous review, the relevant units of competence were reviewed to ensure that they were aligned to the licensing requirements. There have since been some changes and these will now be addressed. These include:

- Travel agent licensing: review of units and qualifications to ensure compliance with new, national guidelines, and to meet training requirements for selling insurance schemes
- Food safety: review of units to ensure compliance with emerging, State legislation
- Responsible service of alcohol: review to ensure continuing compliance with licensing requirements
- Responsible conduct of gaming: review to ensure continuing compliance with licensing requirements

It is also necessary to consider how the Training Package might assist in addressing the various and different State/Territory requirements in relation to RSA and RCG. This may involve the development of national support materials.

Some initial input has been received in relation to linking Guiding qualifications with licensing. The scope of this initiative would be extensive, and is probably outside the scope of this review.

Issues	Recommendations
Legislative Issues	Review requirements of new legislation and relevant standards to ensure compliance
	Review units to ensure continuing compliance with RSA and RCG State/Territory licensing requirements
Support Materials	Develop support materials for RSA and Food Safety to assist in addressing State/Territory variations and work towards arrangements with regulatory bodies

9. ADDRESSING KNOWLEDGE

Not surprisingly, there has been a range of feedback requesting the addition of numerous knowledge-based units of competence in areas such as:

- Geography
- Compulsory local knowledge
- International destinations
- Gaming product knowledge
- Culinary knowledge
- Environmental knowledge

The problem is that the knowledge required to undertake some jobs such as retail travel and guiding, is infinite and constantly changing. It is also different for different job roles and regions in which a person operates. Therefore Training Packages generally include research skills, which enable people to access the required knowledge as needed. However, there are several units that address this knowledge in the current packages, some as a result of expansion in the 2002 review. Knowledge requirements for guides were massively increased at that time. Review feedback has indicated a request for even more to ensure that basic knowledge required by job roles is addressed. The difficulty arises in drawing a line about the number of knowledge-based units that are appropriate for inclusion. The Package could include scores of knowledge units. A possible option could be to include some additional research-based units, which are flexible enough to be used in a range of contexts.

On a broader level, there have also been comments suggesting the addition of units with a focus on developing knowledge and researching information to meet emerging industry trends and to develop new business practices. These units could provide a flexible basis for addressing changes in the industry.

Issues	Recommendations
Additional Industry Knowledge Units	Develop one or two additional units for use in higher level qualifications, which relate to issues such as researching and integrating industry trends and developing new industry business practice
Retail Travel	Split Domestic /International Destinations into two units
Research Units	Consider development of higher level, flexible research-based unit to address additional knowledge requirements
Marketing Skills	Investigate the development of a higher level unit to address basic marketing knowledge and skills

10. CATERING FOR DIFFERENT HOSPITALITY OUTCOMES

Significant feedback has been received about the need for units to better address the skills required in what might broadly be called 'casual dining' establishments (eg café, brasseries, "delis"). These businesses generally do not require the full range of skills needed in traditional restaurants and might be characterised by 'knifeless kitchens' where much of the produce is bought in already portioned and pre-prepared, and fast, food outlets where the emphasis is more on speed and efficiency rather than on the full range of service options. Employees in these places typically require a mix of skills including some food and beverage preparation, and food and beverage service which may not necessarily include alcoholic beverages, The dilemma is how to

address the needs of these outlets whilst maintaining industry standards and preparing trainees for a career in the industry.

An option would be to look at creating new units specifically for these more casual outlets. New (or amended) units in food and beverage and cookery to cover these contexts could achieve three things:

- Better reflection of skill needs for casual dining establishments
- Protection of the integrity of cookery and food and beverage units which cover the broader range of skills needed in other contexts
- Provide better advice to employers and other training providers about the nature and level of skills achieved.

Issues	Recommendations
New Units for Casual Dining	Investigate the development of new units to address food preparation and service in casual dining establishments

11. COMMERCIAL COOKERY

Most feedback in commercial cookery relates to implementation issues and cannot be directly affected by the Training Package. There is general support for the content of the Certificates and units of competence although a request to increase the flexibility of Certificate III to some degree. There were many comments related to the fact that cooks need management, financial and technology skills. These are included in Certificate IV, however, since the “trade” level is Certificate III, most trainees leave after completing it and do not undertake Certificate IV. It could be addressed if Certificate IV were recommended as the trade level. This change would require substantial consultation with industry.

Feedback also indicates a need to address casual dining (see comments above) and breakfast cooking. New units may assist in meeting this need. In Catering there is a need to look at current equipment requirements to ensure that they are up to date. Asian Cookery has not raised the need for change other than to develop holistic units specific to Asian Cookery, which better address the specific style and methods of Asian kitchens. In Patisserie, given the current popularity of patisseries offering chocolate products, the qualifications and units may need to be extended to address this.

In relation to Commercial Catering, one State has questioned the need for these to be separate qualifications. While this seems to be based on State variations in delivery, further work could be undertaken to examine the linkages between catering and cookery, and catering and other areas such as events.

Issues	Recommendations
All Cookery Units	Examine all units to ensure current practices and equipment are adequately addressed
Commercial Cookery	Review Certificates III and IV to increase flexibility where possible
Commercial Catering	Re-examine the validity of the Catering qualifications and their relationship to the Cookery qualifications
Asian Cookery	Review existing holistic unit to specifically accommodate basic Asian cookery methods
Patisserie	Examine qualifications and units to better address current practice including chocolate and coffee products and operating a small business

12. EVENTS

Enhancement and expansion of the Event Management units and qualifications was flagged in the very early stages of the review (or indeed prior to the review). A small Working Party has met on two occasions to progress work on the development of new Events qualifications.

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

The current proposal is for:

- Certificate III in Events
- Diploma of Events
- Advanced Diploma of Events

Initial feedback on the work has been positive, with some valuable specific (and sometimes contradictory) comments to inform future work. Some of these include:

- Differing views on whether practical demonstration of skills should be a requirement for more complex units (eg RTO suggestion that it is simply not possible for students to manage an event)
- Need for inclusion of exhibitions
- Possible need for a Certificate IV qualification
- Some concern that the focus will now be too broad
- Need for more focus on catering/menu/beverage knowledge
- Need for more involvement from Sport stakeholders
- Need for event management from a venue perspective to remain within Hospitality
- More marketing focus in the core of higher level qualifications

All detailed comments will be fed into further work on developing the Event Management units and qualifications.

Issues	Recommendations
Integration of Detailed Feedback for Events	Use detailed comments to inform further development work on Event Management units and qualifications as above for: <ul style="list-style-type: none"> • Certificate III in Events • Diploma of Events • Advanced Diploma of Events

13. QUALIFICATIONS

Service Skills now covers all service industries including retail and wholesale, hairdressing and beauty, floristry, funeral and sport and recreation, as well as tourism, hospitality and caravans. Reviews of Training Packages will be examining the relationships between these sectors, and in this review in particular, we are looking at the relationship and possible overlap between:

- Retail and fast food
- Outdoor recreation and guiding
- Sport and event management
- Spa resorts and beauty

This may result in some amendments to qualifications, and further cross-sector qualifications. This will be undertaken in close consultation with industry.

A range of detailed suggestions for amendments to qualifications has been provided, and these will be used to inform detailed re-development. However, there are some broad recommendations emerging from consultations to date.

Issues	Recommendations
All Qualifications	Investigate all qualifications for the appropriate inclusion of holistic units Progress work on qualifications in 'crossover' areas as identified above
Hospitality Operations	Place more guidance and more restriction (in some cases) around packaging electives within qualifications, particularly in Certificate IIs to improve rigour and better define industry outcomes
Kitchen Operations	See recommendations above in section on Cookery
Commercial Cookery	
Asian Cookery	
Patisserie	
Commercial Catering	
Hospitality and Tourism Management	Investigate a partially nested approach to qualifications to provide greater flexibility

Tourism Operations	Merge Certificate IV in Tourism (Operations) with Certificate IV in Tourism (Sales and Marketing) ensuring both outcomes can be covered.
	Place more guidance and more restriction (in some cases) around packaging electives within qualifications, particularly in Certificate IIs to improve rigour and better define industry outcomes
Retail Travel	Consider merging domestic and international qualifications and consult further
Tour Wholesaling	Integrate better focus on inbound (may require addition of new units)
Visitor Information Services	No specific change requested
Attractions and Theme Parks	No specific change requested
Guiding	Strengthen risk management and investigate the requirement for more knowledge units
Natural and Cultural Heritage	Cross-reference to Outdoor Recreation qualifications and consider possible integration
Tourism Diploma Qualifications	Merge Diploma of Tourism (Marketing and Product Development) and Diploma of Tourism (Operations Management) ensuring both outcomes can be covered
Events Qualifications	Please refer to separate section on Events

14. UNITS OF COMPETENCE

Many detailed suggestions have been made to enhance units, many with a focus on attempting to improve delivery. As part of the re-development process these comments will be examined and addressed where appropriate. A checklist is being developed to ensure a consistent approach to re-development.

A new national template for units of competence (and qualifications) has now been developed, and the Training Packages will be re-produced accordingly.

Issues	Recommendations
Overall unit review	Review all units in accordance with new national policy and template requirements

15. SKILL SETS

Nationally, there is an emerging focus on 'skills sets'. Skill sets are broadly defined as clusters of competencies that are less than a full qualification, but more than a single unit, and which reflect key industry outcomes and potential opportunities for shorter, more focused training programs – something always identified as important by industry. This is already possible within the current Training Package, and can be easily accessed by industry. However, in reality, public training organisations are not likely to provide these shorter programs unless they are funded. There is a national project currently addressing this issue.

There are some natural 'skill sets' in different tourism and hospitality areas such as food safety, event management, small business or marketing. Work in these and other areas identified by industry will be progressed during the review.

Issues	Recommendations
Skill set Priorities	Progress the development of skills sets in areas where this approach would be highly valued by industry

16. ACCESS AND EQUITY

At the time of the 2002 review of the Training Packages, an independent Equity Report provided advice on ensuring the Training Packages provided no barriers to access by different groups in the community. Initiatives to enhance access and equity included ensuring that units and qualifications were expressed and structured appropriately, and the inclusion of advice on Reasonable Adjustment.

No specific access and equity issues have been raised during consultations, though all new and existing units will again be checked during re-development. Consultations with indigenous groups are ongoing, and these processes may provide additional information.

Issues	Recommendations
Checking for Access and Equity Issues	Incorporate an access and equity check into detailed re-development processes
Indigenous Tourism and Hospitality	Investigate the suitability of current qualifications in Tourism and Hospitality for indigenous tourism/hospitality operations

17. VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS

There is significant feedback in the review expressing concerns about the delivery of qualifications in the schools sector and the ability of the school system to resource effective delivery. This includes both the lack of proper commercial equipment and settings used for training and assessment by some schools and the lack of industry experience of some teachers and trainers. Another issue is the lack of appropriate work experience undertaken by some students. Whilst some of these issues are difficult to address within the restraints of Training Package Guidelines, there are some initiatives which may assist.

Issues	Recommendations
Recommendations for VET in Schools Delivery	Include recommendations that Schools delivery should be restricted to Certificates I and II
Different Hospitality Outcomes	Further consultation required (refer to section: Catering for Different Hospitality Outcomes)
Resources	Include detailed resource requirements for assessment to assist schools and other providers to provide suitable settings for training and assessment
Workplace experience	Look at the inclusion of holistic units in all qualifications (see above) to ensure demonstration over time in workplace conditions

18. IMPLEMENTATION ISSUES BEYOND DIRECT SCOPE OF REVIEW

A significant amount of feedback received during the review has related to a range of training delivery implementation issues. These concerns have been expressed by both industry and training providers. These include:

- Concerns regarding the industry currency of trainers and availability of trainers
- Lack of effective links between training organisations and industry
- Variation in quality of delivery and assessment
- Pressures on schools and inability to deliver to professional standard
- Difficulties in achieving any kind of flexibility within the implementation regimes of the Australian Quality Training Framework
- Inadequate hours of training allocated to units of competence
- Issues surrounding the implementation of traineeships (varying workplace standards, differing timeframes etc)

In re-developing units of competency and qualifications, it is possible to improve the rigour by clearly articulating some of these requirements, and this is included in key recommendations. In addition, there is definitely a role for initiatives such as professional development opportunities and improved industry and training organisation networking activities. To some extent, however, many issues relate to specific State and Territory arrangements for delivery and are beyond the scope of the Training Package review.

Other important issues are more industry-related but again are beyond the direct scope of the review. These include:

- Casualisation of the workforce and the impact on skills and training

- High attrition rates from training and apprenticeships
- Difficulties in retaining staff
- Skills shortages in particular areas like cookery

Service Skills will use the review process to identify possible areas for further work (outside of the Training Package review) to address key issues raised.

Issues	Recommendations
Priority Implementation Issues	Identify priority areas requiring further work for potential inclusion into future Service Skills activity planning such as the provision of accurate career advice to encourage the right category of new entrants, advice and case studies on innovative or best practice training delivery and assessment and professional development resources and activities

19. SUPPORT MATERIALS

Some comments in the consultation related to the quality and lack of currency in the support materials being used by particular training organisations. All support materials developed under national projects were updated following the previous review. However there are some gaps, which have been identified, particularly in the areas of commercial cookery and management. These will be listed as priority areas when any support materials projects are undertaken.

Resources to address Responsible Service of Alcohol and Food Safety have already been targeted for development in the current financial year.

Industry Context for the Review

THE TOURISM AND HOSPITALITY INDUSTRIES

Service Skills to insert prior to release of draft recommendations

Review Methodology (from Training Package Developers Handbook)

Specific project requirements for the Phase 1 review are summarised as follows:

- Consultations with a wide range of enterprises and peak industry groups to determine the level of industry acceptance and uptake of the units of competency and qualifications and whether the units of competency and qualifications meet current and anticipated future industry needs
- Consultation with ANTA, All State/Territory Training /Recognition Authorities and relevant Regulatory/Licensing Authorities, to determine how issues that have arisen in the implementation of units of competency and qualifications could be resolved
- Consultation with Registered Training Organisations delivering and assessing against the units of competency and qualifications to gather information about implementation to determine if the Training Package needs amendment, and if so, how this can be done without compromising industry defined outcomes
- Analysis of the endorsed components of the units of competency and qualifications for consistency with national policy guidelines in particular:
 - the technical content and structure of units of competency and qualifications
 - the size of units of competency and qualifications and their utility for implementation, assessment and effect on portability
 - improved clarity, layout, design, documentation of standards and instruction
 - the incorporation of units of competency and qualifications from other endorsed 'source' Training Packages to reduce duplication, increase efficiency of delivery, and assist people's mobility in the labour market
 - gaps in availability of units of competency and or qualifications
 - the relationships of qualifications, ease of determining requirements for qualifications, breadth/narrowness of unit detail, incorporation of units and qualifications from other Training Packages, accurate AQF alignment and capacity for valid, reliable and fair assessment and training- especially with respect to the capacity of the Evidence Guides and Range of Variables
 - incorporation of key competencies, generic skills, OHS and whether language, literacy and numeracy needs are addressed and aligned to appropriate qualifications
 - the existence of any bias or potentially discriminatory aspects
 - identification, and where relevant, incorporation of international or national technical or other standards, including those of the International Standards Organisation (ISO) and Standards Australia (SAA);
 - Establishing the effectiveness of using the package in supporting learning
 - Flexibility and relevance of packaging and customisation advice, particularly related to enterprise needs across large, medium and small companies
 - Comment on capacity for implementation within the school sector
 - Recommendations on the structure of the units of competency and qualifications
 - Consolidation of level of uptake and industry support
 - Recommendations for addressing barriers to implementation
 - Identification of issues relating to New Apprenticeships, including lack of support structures in regions, the levels at which they should be delivered and the cost of delivering them
 - Analysis of support materials for the units of competency and qualifications
 - Identification of critical gaps in resources

NATIONAL CONSULTATION WORKSHOPS

State/Venue	Sector	Date	Time	Venue	State ITAB/Industry Association Contacts
VIC	Registered Training Organisations	Thursday 24 February	10.30am – 5.00pm	William Angliss Institute 555 La Trobe Street MELBOURNE VIC 3000	Service Skills Victoria Phone: 03 9621 1777 Email: info@ssv.org.au
	Tourism forum	Wednesday 25 May	9.00am – 11.00am	William Angliss Institute Level 5 555 La Trobe Street MELBOURNE VIC 3000	
	Cookery forum	Thursday 26 May	9.00am – 11.00am	William Angliss Institute Level 5 555 La Trobe Street MELBOURNE VIC 3000	
	Compliance issue affecting skill needs (<i>across all sectors</i>)	Thursday 26 May	11.30am – 12.30pm	William Angliss Institute Level 5 555 La Trobe Street MELBOURNE VIC 3000	
	Hospitality forum	Thursday 26 May	1.30pm – 3.30pm	William Angliss Institute Level 5 555 La Trobe Street MELBOURNE VIC 3000	
ACT	Tourism and Hospitality – industry	Wednesday 9 March	4.00pm – 6.30pm (refreshments provided)	Board Room ACT Chamber of Commerce 12A Thesiger Court DEAKIN ACT 2600	Tourism Training (ACT & Region) Phone: 02 6283 5242 Email: jennifer.hilton@ticact.org.au
	Registered Training Organisations	Thursday 10 March	9.00am – 11.30am		
SA	Hospitality and Commercial Cookery qualifications – industry	Wednesday 13 April	9.00am – 12.30pm	Training rooms 2 and 3 Tourism Training SA 5 – 9 Rundle Street KENT TOWN SA 5067	Tourism Training SA Phone: (08) 8362 4088 Email: Anna Martin - annam@ttsa.com.au
	Tourism and Event Management qualifications – industry	Wednesday 13 April	1.30pm – 5.00pm		

State/Venue	Sector	Date	Time	Venue	State ITAB/Industry Association Contacts
	Hospitality and Commercial Cookery qualifications – RTO	Thursday 14 April	9.00am – 12.30pm		
	Tourism and Event Management qualifications – RTO	Thursday 14 April	1.30pm – 5.00pm		
WA	Tourism – industry	Thursday 17 March	7.30am – 11.30am	Ambassador Hotel 196 Adelaide Terrace Perth	WA Hospitality & Tourism ITC Phone: 08 9322 9922
	Hospitality – industry	Thursday 17 March	12.30pm – 4.30pm		
	Tourism – RTO	Friday 18 March	9.00am – 12.30pm	Central TAFE, Leederville Campus Training Room L1125 Oxford St, Leederville, WA	
	Hospitality – RTO	Friday 18 March	1.15pm – 4.15pm	Rottnest Room, Heathcote, Duncraig Rd Applecross	
NT – Alice Springs	Tourism, Event Management, Adventure Tourism, Travel Agents and Tour Guide Licensing Issues	Monday 21 March	12.30pm – 2.30pm	Novotel Outback Alice Springs Arrernte Room 46 Stephens Street Alice Springs NT 0870	CHARTTES Training Advisory Council Phone: (08) 89411956 Email: info@charttes.com.au
	Hospitality and Commercial Cookery	Monday 21 March	3.00pm – 5.00pm (followed by networking cocktails and refreshments 5.00pm – 6.00pm)		
NT – Darwin	Tourism (incl. Licensing & Outdoor Rec) – RTO and industry combined	Tuesday 22 March	2.30pm – 5.30pm (followed by networking cocktails and refreshments 5.30pm – 6.30pm)	Darwin Entertainment Centre Mitchell St DARWIN NT 0800	CHARTTES Training Advisory Council Phone: (08) 89411956 Email: info@charttes.com.au
	Hospitality – RTO and industry combined	Wednesday 23 March	9.00am - 11.00am		

State/Venue	Sector	Date	Time	Venue	State ITAB/Industry Association Contacts
QLD	Tourism and Hospitality combined	Wednesday 27 April	Two sessions: 9.30am – 11.00am 11.30am – 1.30pm	Sports House 150 Caxton Street MILTON QLD 4064	Tourism Training Queensland Phone: 07 3511 6711 Email: robyn@ttq.org.au
	Tourism and Hospitality combined	Wednesday 4 May	Two sessions: 8.30am – 10.30am 11.00am – 1.00pm	Hotel Watermark 3032 Gold Coast H'way SURFERS PARADISE QLD	
	Commercial Cookery	Wednesday 11 May	9.00am – 12.00pm	Sports House 150 Caxton Street MILTON QLD 4064	
	Hospitality	Monday 11 July	10.30 – 12.30pm	Bretts Wharf 449 Kingsford Smith Drive HAMILTON QLD 4007	Restaurant and Catering Australia Phone: 1300 722 878 Email: kareni@restaurantcater.asn.au
TAS	Tourism and Hospitality combined	Wednesday 15 June	10.00am – 12.00pm	Drysdale Campus Cnr Franklin and Charles Streets LAUNCESTON TAS 7250	Service Skills Australia Phone: 02 8243 1200 Email: pcollins@serviceskills.com.au
	Tourism and Hospitality combined – RTOs	Thursday 16 June	10.00am – 12.00pm	Drysdale Campus 59 Collins Street HOBART TAS 7000	
	Tourism and Hospitality combined – Industry	Thursday 16 June	3.00pm – 5.00pm	Drysdale Campus 59 Collins Street HOBART TAS 7000	
NSW	Tourism and Hospitality combined	Monday 23 May	2.30pm – 4.30pm	Löwenbräu Keller Cnr of Playfair & Argyle St THE ROCKS NSW 2000	Tourism Training Australia (NSW) Phone: 02 9286 3944
	Hospitality	Tuesday 31st May	9.00am – 11.30 am	Onda Restaurant TERRIGAL NSW 2260	Restaurant and Catering Australia Phone: 1300 722 878 Email: kareni@restaurantcater.asn.au

Training Package Take-up

NATIONAL RESEARCH DATA

(NCVER stats to be included here)

Appendix A: Detailed Qualification Recommendations

To be developed after the National Project Steering Committee Meeting

Appendix B: Unit Recommendations

To be developed after the National Project Steering Committee Meeting

2004 Tourism & Hospitality Industry Priorities Report

Findings from the OTTE Study Area research suggest further work will be required in 2005 to finalise priorities for Tourism and Hospitality. The priorities listed below are interim for 2005 and have been refined in consultation with the relevant ITAB. Changes in 2004 include specifying qualification streams or delivery regions where relevant. If the region is not stated, the priority applies state-wide.

High Priority

- Apprenticeships in Commercial Cookery;
- Traineeships for the Caravan sector (Manufacturing and Servicing) for new entrants to enterprises aged less than 25 in Sunraysia, North West and South East Metropolitan Melbourne only; and
- Traineeships for Hospitality sector in Food & Beverage, Front Office and Housekeeping for new entrants to enterprises aged less than 25

Priority

- Non apprenticeship/traineeship training in Cookery (AQF levels 1-3);
- Non apprenticeship/traineeship training in Hospitality at AQF levels 1-6;
- Non apprenticeship/traineeships training in Tourism at AQF levels 1 to 3 excluding Retail Travel Sales, International Retail Travel Sales, Tour Wholesaling & Attractions and Theme Parks streams;
- Non traineeship training for Tourism at AQF levels 4 to 6 in Marketing and Product Development /Meetings and Events Management/ /Event Management /Ecotourism;
- Non traineeship for Caravan sector at AQF levels 1-6;
- Traineeship training in Hospitality (excluding Food & Beverage, Front Office & Housekeeping) for new entrants to enterprises aged less than 25; and
- Traineeships training in Caravan Park Operations and Tourism for new entrants to enterprises aged less than 25

Low Priority

- Non apprenticeship/traineeships training in Tourism at AQF levels 1 to 3 in Retail Travel Sales, International Retail Travel Sales, Tour Wholesaling & Attractions and Theme Parks streams;
- Non traineeship training for Tourism at AQF levels 4 to 6 in Operations Management incorporating Retail Travel Sales, International Retail Travel Sales, Tour Wholesaling & Attractions and Theme Parks streams; and
- Traineeships for the Caravan sector (Manufacturing and Servicing) for new entrants to enterprises aged less than 25 excluding Sunraysia, North West and South East Metropolitan Melbourne only

Implementation Issues

General

- The increased focus on and whole of government and industry approach to workforce development should require the scope of future ITAB advice to broaden to include:
 - VET in Schools delivery
 - ACE delivery
 - Fee for Service delivery
 - Higher Education delivery
- Competencies in e-business, wine/cellar door sales, innovation and coffee have been developed in response to industry demand and therefore registered training organisations need to be encouraged to include these new competencies in delivery across appropriate mainstream tourism and hospitality qualifications.
- Industry representatives have raised concerns about the quality of training delivery across all sectors and have requested that industry play a greater role in the audit processes.
- The industry is concerned by the high number of graduates in the NCVER Student Outcomes Survey 2003 Report, who indicate the motivation to undertake tourism studies is for non vocational purposes. Industry advice is that the entry criteria to undertake vocational training be directly linked to vocational motivations.

Sector specific

- Training in the Tourism Sector for travel agents (retail, sales and office) may require refocusing as online ticketing reshapes the role of travel agents and reduces the demand for new entrants. Training will need to address the needs of existing employees whose roles will be redefined and reshaped.
- Industry advice has highlighted the training needs of existing small and micro businesses as a priority especially in regional Victoria over the next 5 years. To address skills deficiencies in cookery, customer service, marketing & sales, business & financial planning, OH &S and e-business, the ITAB has recommended:
 - encouraging investment in training operators of small and micro businesses and the existing workforce in the tourism and hospitality sectors especially in regional Victoria;
 - a focus on mature aged learners
 - priority delivery of specific competencies/clusters of competencies geared toward business priorities or compliance (i.e. short, sharp and specific) rather than qualifications.

Tools and resources

- Priority must be given to the development of tools and resources to support the tourism, hospitality and caravan training packages particularly in the following delivery areas:
 - **Commercial Cookery:** Increased resources are required for culinary arts. There are issues of economies of scale regarding competencies with high practical content and limited student/teacher ratio.
 - **VET in Schools** The standards for teaching & implementation methods for this program are seen by industry as limited or unclear.

- **Business Management competencies.** Recommendation to include for all training packages at AQF levels 4-6 competencies in e-business, marketing & sales, risk management and finance.
- Increased demand for workplace based training programs in **rural and regional areas** (primarily driven by emerging niche products).

A report prepared by the Service Skills Industries Training Board on the factors driving change in this industry and their implications for training is presented in Appendix A.

Appendix A 2004 Change Drivers Report – Tourism and Hospitality

Executive Summary

This report reviews four key questions posed by the Office of Training and Tertiary Education (OTTE) in relation to recent and expected changes within the tourism industry and the consequent impact on training requirements and resources.

1. Major change drivers impacting on the industry

The Tourism industry is a particularly volatile sector, where both supply and demand factors can be directly and severely impacted by changes which expose tourism operations, services and destinations to substantial risk. The underlying causes of such changes can be broadly classified as:

Economic and political:

- Economic globalisation, polarisation of wealth, fluctuating global economy (e.g. currency rates);
- e-commerce/ e-business expansion of market and competition;
- Domestic Government policy e.g. Tourism White Paper – national and regional coordination of marketing, research and major events; Commonwealth Games 2006; restructure of the aviation sector in Australia; investment in transport infrastructure; proposed plenary hall conference centre (5000 capacity);
- Regulations and compliance requirements enforcing service quality standards within increasingly diverse sectors across the industry;
- International terrorism; and the
- Public Liability Insurance crisis.

Social and cultural:

- **Workforce/ Employment** - increase in trading hours; more flexible casual or part-time work arrangements; flatter corporate structures with increased working hours for managers; and more women in the workforce.
- **Lifestyle** - Increased interest in a balanced lifestyle; increase in short breaks market due to limited leisure travel time; high yield markets travelling more for business; and growth in trips incorporating both business and pleasure;
- **Generational** - Increase in single and smaller households; declining fertility and consequent decrease in 'working age' cohort within the total population; aging population as baby boomer cohort reaches early retirement option at 55 years (expected to substantially increase demand in respect of short-trip excursions and longer-term 'touring Australia' holidays; and to also provide the broad knowledge and experience workforce most suited to casual employment within the industry given re-training opportunities and income/ tax incentives).

- **Special interest groups** - increased emphasis on niche/specialised/ tailored tourism product across all markets to counter increased competition within the industry (domestic and international), and increased competition for personal discretionary income from the growth in alternative leisure activities (eg., home entertainment systems, new sport/ leisure opportunities, and home renovation trends).
- **Multicultural influence** – the increasingly multicultural character of food and beverage within Australian society has supported a widening diversity in demand for culture-specific hospitality/ tourism product and services, and the emerging development of a uniquely modern Australian cuisine blending Asian/European influences.
- **The ‘informed consumer’** – an increasing sophisticated consumer who is *“better informed and more culturally and linguistically diverse”* drives opportunities for high yield markets which demand higher quality standards of facilities and services. The consequent demand for staff with higher level skills, knowledge and experience is partly reflected in the movement towards recruiting graduates from vocationally focused university degree programs in hospitality/ tourism (recent legislation to allow TAFE institutes to offer specialist degree programs will further support response to top-end demand for higher level skills).
- **Cocooning** – In reaction to recent terrorism activities (New York, Bali, Madrid) and health scares such as SARS, Avian (bird) flu and earlier ‘Mad Cow’ outbreaks, some communities are becoming isolationist, choosing to stay close to home and focus on their immediate surrounds. Recent United States research described this process as ‘cocooning’, and pointed to its compounding effect on the adverse impact of external shocks upon the tourism industry.
- **Regional** – dispersal of tourism product and services as rural communities broaden their resources to support the population base required to guarantee access to essential services. Such regional dispersion will be further encouraged and supported by broad regional marketing campaigns which “package” available tourism experiences within a region or touring route.

Technology and Environment:

- **Technology** - Increase in internet access speed and business/ community use; consequent rapid growth in e-commerce/ e-business; technological innovation (mobile technology, global positioning systems as a standard in cars); and increasing use and integration of on-line databases.
- **Environmental** - Environmental disasters (bushfire and drought); global warming (water conservation); increased business and community awareness of environmental sustainability; and increased interest in ecotourism and nature-based tourism.

2. Enterprise and sector strategies to address change drivers

The underlying motivation directing enterprise strategies responding to change drivers is essentially to maintain and improve the competitive position of the business within its domestic and/or international market. Sector strategies share a similar aim in that they are essentially directed to minimising the influence of domestic and/or international market distortions which threaten the continuing viability of sectors within the local tourism industry.

Economic and Political Change Drivers

The Federal Government's recent "Tourism White Paper" sets a clear strategic direction for the tourism industry through a substantial administrative reorganisation to establish new foundations to support industry development, research and marketing. This structural reform process fostered industry, sector and business partnerships to provide for a more coordinated targeting of international and domestic tourism markets. It also provided for effective regional participation in tourism growth through a new "See Australia" program promoting regional tourism dispersion, ie. encouraging visitors beyond the main tourism gateways.

The White Paper also pointed to supply-side considerations, highlighting the need to "lift capability" across the industry to ensure it is always in the best position possible to capitalise on increasing demand through the provision of high quality product and services. The capability of tourism businesses to deliver what they promise and to satisfy customer expectations depends upon sound management practices. Quality assurance accreditation is a means of identifying which businesses meet quality standards, and the Australian Government supports industry efforts to establish a national, voluntary accreditation system that encourages quality standards.

The strategies outlined in the Federal Government's White Paper are supported by the Victoria's Tourism Industry Strategic Plan, the State Government's recent economic statement "Victoria: Leading the Way", and by micro-level regional and sector-specific market segment plans.

Accommodation Sector

Initial responses to market disruptions sought to recover occupancy by discounting, which only compounded declining yields by depressing prices throughout the sector. Subsequently, longer term strategies to develop more effective business models were adopted, seeking greater flexibility in staffing, enabling better yield management through unforeseen downturns in the travel market.

Hospitality Sector

Changing regulations and compliance issues, including: smoking prohibition, food-safety regulations, workers compensation and GST; increasing market diversification

and recent sustained have compounded competitive market pressures to promote sector priorities focusing on 'better business' practice. This 'whole of business' response considers broader strategies in staffing flexibility (selection and training), technology applications and marketing.

Tourism Operations and Services Sector

This sector was most severely affected by the Public Liability Insurance crisis, and the consequent business management reviews were focused on establishing service standards which would provide a basis to negotiate affordable insurance cover.

Social and Cultural Change Drivers

Business strategies responding to the diversification of consumer interests and increases in 'service expectations' focused on maintaining competitive market position throughout the industry, regardless of sector. Their development of innovative product and services to meet this changing consumer demand has led to an ever-expanding growth in niche product and services, and a consequent demand for specialist staff, for example, food and wine service staff who combine encyclopaedic product knowledge, customer service, marketing and the ability to sell, as a basic skills profile.

Technical and Environmental Change Drivers

Technology is a major driver across all sectors of the tourism industry and the capacity of tourism businesses to use of enabling technologies is crucial to remaining competitive.

Accommodation Sector

The ability of web-sites to attract large numbers of travel consumers is well illustrated by discount accommodation sites Lastminute.com and wotif.com.

Hospitality Sector

Business software applications allowing more effective internal management and control, integrating accounting system requirements with day-to-day operational procedures to monitor costs, enhance service performance and lift profitability.

Tourism Operations and Services Sector

Leading edge travel agents focusing on development and packaging of specialised tours have established close relationships with specialist providers and become more active participants in the provision of tourism product.

3. Training needs following from strategies to address change drivers

Government and industry wide strategies support and enable growth in developing niche product areas. Consumer demand will drive the creation of predominately regionally based small to medium size enterprises (SMEs) in the following niche product areas in the next 5 to 10 years.

- Business Events
- Backpacker tourism
- Nature-based tourism
- Wine and Food tourism
- Festivals and major events
- Cruise and marine tourism
- Boutique style accommodation
- Indigenous tourism
- Study tourism
- 'Motor-based' tourism
- Sports tourism
- Recreational boating

Skill demands, particularly product/service knowledge, to cover these niche markets will change significantly, especially given the emergence of a more informed consumer base. This will have a direct impact on training needs training programs will need to become more specialised

In a recent series of TTV facilitated industry forums to examine the potential of specialist TAFE degrees, two issues emerged regarding culinary arts: the need for training to provide higher level artisan skills for chefs; and to facilitate the professional development of chefs to assist their career progression to business management positions. However, at the same time, there is a converse increase in the demand for commercially prepared food for major events and large scale conferences and increased use of pre-prepared food in sectors such as clubs and pubs. Such outsourcing of food preparation could lead to pressures to down-skill commercial cookery towards food processing.

A recent Tourism Training Victoria industry survey clearly identified a growing trend toward 'job enlargement' requiring employees to multi-skill across multiple tasks at increasingly higher skill levels. This trend is particularly pronounced in the SME sector where it is largely driven by increasing consumer expectations but also by operational (primarily government compliance) and strategic (eg e-business) considerations. TTV's recent on-line 'Experience Counts' forum confirmed that this trend will increase as further service requirements are placed on SME businesses by consumers, industry and government requiring greater market competitiveness.

Recent improvements in the availability of information, especially access through the Internet and the media, have helped to create a well-informed and discerning consumer who is both open to new and innovative tourism products, and pro-active in seeking product that responds to their interests.

These teleological changes have also imposed a rationalisation of the travel agency sector, requiring travel agents to re-invent themselves to provide specialist and personalised services focusing on domestic as well as international tourism. Proposals outlined in the Tourism White Paper, such as initiatives to assist in the development of niche markets, provide the travel sector with potential opportunities in the domestic travel industry. Leading edge travel agents are responding to the challenge of online technologies by focusing on packaging of specialised tours and having a greater role in the provision of product. This new role will demand a broader coverage of specialist skills in managing destination marketing through web networks, customer service and business management.

As this process accelerates it will lead to changes in the structure of existing distribution services. On-line travel agents will compete directly with suppliers; business-to-business electronic commerce will be replaced business-to-consumer. Changes to legislation and regulations governing such processes may then change. This would then require more specialised training in areas such as risk management, general computer operation, use of industry-specific and generic computer software packages, languages, and human resource management. These types of courses are already available in many Vocational Education and Training (VET) institutions or can be developed by providers who have experience in working with enterprises to customise training for specific needs. Customisation and, where feasible, development of new courses will play an important role in facilitating innovative companies to acquire the highly specialised skills needed to operate at the leading edge of the tourism and hospitality industry.

However, e-business training and consequent application needs to be developed in ways which extend adoption of new technology beyond the 'techno-whizzos' and 'early adopters' identified in the recent TTV E-business report, to ensure full coverage and access within the tourism industry.

4. Potential impact of training needs to address change drivers upon training resources

Infrastructure

- Expansion of training providers and diversity in training delivery
- Greater emphasis on workforce development
- Greater demand for increased resources for culinary arts: issues of economies of scale regarding units with high practical content and limited student ratio.
- Greater demand for increased resources for Secondary School VET programs/existing employees.
- Increased demand for workplace based training programs in rural and regional areas (primarily driven by emerging niche products)

Equipment

- Technology: providing access to the 'right' equipment and keeping up-to-date with new industry practices as technology plays an increasingly greater role in business operations.

Human resources

- Partnerships with leading edge companies/suppliers of new or emerging technology to enable VET trainers to maintain industry currency of knowledge and skills.
- Leading edge tourism regions - Creating partnerships with regional associations (primarily to increase technology access and use amongst operators).
- Increased demand for flexibility in training programs to meet skill needs of existing employees & SME management.

Partnerships between VET providers and leading edge companies will provide VET trainers with increased understanding of new and emerging products and technologies. In addition, company training facilities can be established to assist increased demand for VET to provide specialised training on-site.

Changing training needs will directly impact training resources as demand for increased diversity in the range of providers and increased diversity in terms of the supply of product and services delivered grows.

Over recent years federal and state governments have increasingly acknowledged the growing sophistication of the marketplace. This is evident in the policy decisions to deregulate the market to allow a range of training providers into an industry where traditionally governments had limited competition. In effect this has led to the removal of demarcations in training delivery (e.g. Victorian Parliament enacting legislation in May 2003 to enable TAFE institutes to offer specialist degrees). This has led to the entry of and or expansion of training providers such as:

- University (graduate & post-graduate programs)
- TAFE (tertiary qualification, under-graduate programs)
- Group Training Companies
- ACFE
- Adult Community Education (ACE) providers
- TAFE (vocational training programs)
- Secondary Schools (VET/VCAL/Part-time Apprenticeship)
- Private Registered Training Organisations
- Employer Training Groups (Qantas/Accor Hotel Group)
- National Apprenticeship Centres (NACs)
- Secondary Colleges/ Schools (VET in schools program)

Increasing fragmentation of training provision may lead to concerns within industry that this fragmentation may undermine the quality of the programs delivered. This diversification may then require increased resources to monitor and maintain quality standards to ensure the confidence of the industry.

Training packages

Synergies between industry sectors in developing generic training package units i.e. customer service and IT (e.g. Service Industries) may need to be examined.

Conclusion

Future training needs will increase pressure on many training providers to maintain currency in new technology, human resources and equipment. Industry priority will be placed on funding for equipment, supporting technology and professional development for Vocational Education and Training (VET) practitioners to enable continued confidence in the relevance and currency of VET.

Partnerships between VET providers and industry will be a critical resource solution providing VET practitioners with increased understanding of new and emerging products and technologies. In addition, access to current industry equipment and practices will assist in meeting increased demand for VET to provide specialised training on-site.

Greater leveraging of industry partnerships through workforce development will need to be achieved to create greater economies of scale for tourism, hospitality and caravan VET training.

A copy of the full report is available at: www.tourismtrainingvic.com.au