SIT50416 Diploma of Hospitality Management (Cookery Stream)

Course Handbook

Name: _____

CRICOS 02695C | National Provider 31302

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CRICOS CODE: 091019B

Purpose of the Course Handbook

This booklet provides you with the information you will need during your time studying at Imagine Education Australia. Please make sure you have ongoing access to this book as you will need to refer to it throughout your course.

It is important to know your rights as a student, and be familiar with the competencies to be attained for each qualification you study.

- A process of RPL (recognition of prior learning) and recognition can be applied to avoid duplication of learning and training.

- Appeals procedures exist for students who might disagree with competencies awarded.

- Extra support can be obtained by contacting your trainer.

To ensure this Handbook meets our systems for quality service, consider providing feedback.

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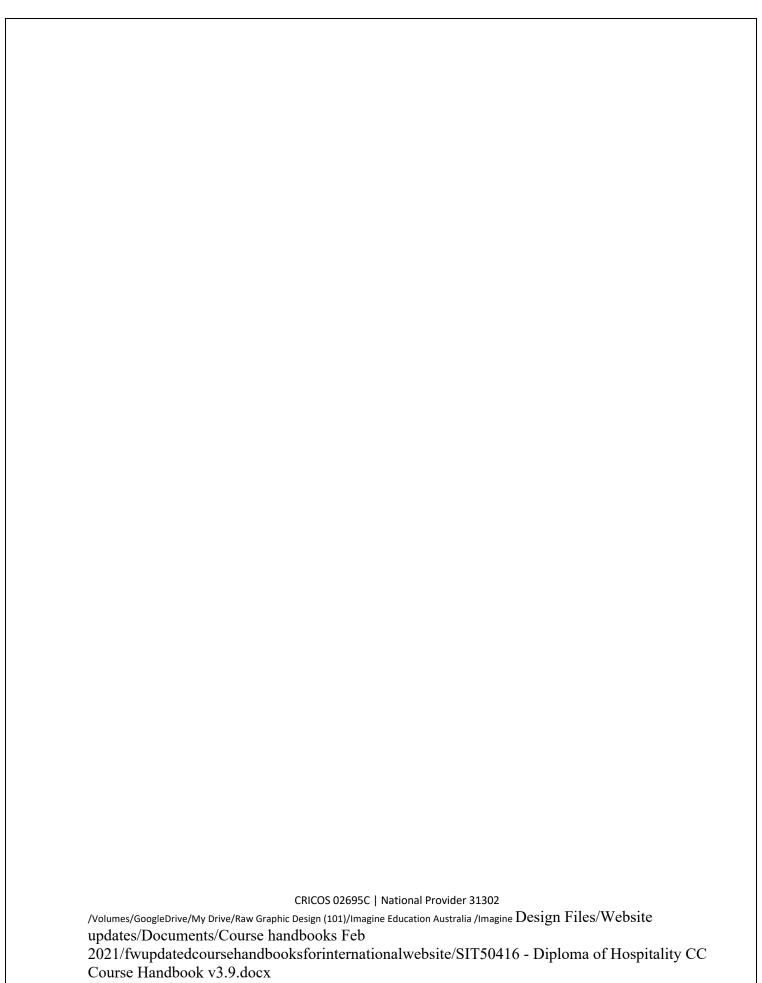Web: www.imagineeducation.com.au

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Entry Requirements for Vocational Education and Training

Entry requirements are in place to make sure that students who gain entry to these courses have the skills and abilities they require in order to successfully complete their studies.

Students need be 15 years old and are required to have reading, writing and comprehension skills equivalent to Year 10 pass level to successfully complete Certificate level courses.

International students whose first language is not English will be tested prior to the commencement of Vocational Education and Training Courses. Imagine Education Australia requires an IELTS 5.5 with no band less than 5, or equivalent (as determined by Imagine Education Australia), or satisfactory completion of 6 weeks of General English at Upper Intermediate level.

Should you feel you may not possess these literacy skills or have completed a formal leaving certificate please contact us to discuss support arrangements.

Enrolment and Admission Procedures

Access to vocational courses is open to all students who have successfully attained the prerequisite English language level as determined by Imagine Education Australia and met any pre-requisites.

Courses will be offered if enrolment numbers are viable and human and physical resources are available.

The following will be provided to students at the beginning of each course:-

- A course outline indicating units of work, units of competency, assessment requirements, materials, and equipment required
- A Student Handbook
- RPL process and Complaints and Appeals processes will be discussed
- The Code of Practice
- Vocational outcomes and opportunities will be discussed
- Credit transfers will be outlined
- Work placement application form issued

A Student File and Profile and Training Plan for the duration of the course of study will be established and maintained.

Program Outcomes and Benefits

Students will be provided with opportunities to achieve the following outcomes:
- Link off job learning at college to on job training in the workplace.
- Establish pathways to qualifications nationally recognised by industry, education and vocational training authorities.
- Students may apply for Recognition of Prior Learning (RPL) to determine on an individual basis, the competencies obtained by a person through previous formal or informal training, work and/or life experience.
- Receive a Statement of Attainment or Certificate from Imagine Education Australia listing competencies successfully achieved for each training program studied.
- Receive assistance with English language study.

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Imagine Education Australia Code of Practice

Preamble: Imagine Education Australia (National Provider Number 31302) is a Registered Training Organisation (RTO) and discharges its responsibilities for compliance with the Australian Quality Framework and National Standards for Registered Training Organisations. This includes a commitment to recognise the training qualifications issued by other Registered Training Organisations.
Imagine Education Australia is registered with ASQA to deliver a range of Vocational Education and Training Programs.

The mission of the College as a Registered Training Organisation is to deliver quality training in accordance with the National Training Packages. Imagine Education Australia reserves the right to amend the **CODE OF PRACTICE** to suit the needs of the training organisation as required. All amendments will be in accordance with legislation governing RTOs.

Access and Equity: All students will be recruited in an ethical and responsible manner and consistent with the requirements of the National Training Package. Our Access and Equity Policy ensures that student selection decisions comply with equal opportunity legislation. The students' English Proficiency Level will be tested prior to the commencement of Vocational Education and Training courses. Imagine Education Australia requires an IELTS 5.5 with no band less than 5, or equivalent (as determined by Imagine Education Australia). Appropriate, qualified staff will assess the extent to which the applicant is likely to achieve the stated competency standards and outcomes of the course, based on their qualifications and experience.

Administration and Management: Imagine Education Australia has policies and management strategies, which ensure sound financial and administrative practices. Management guarantees the organisation's sound financial position and safeguards trainee fees until used for training/assessment. Fee payment procedures are outlined in the Letter of Offer at the time of application. Records are managed securely and confidentially and are available on request. The College has adequate insurance policies.

Complaints and Appeals: Imagine Education is committed to ensuring that any person wishing to make a complaint concerning its conduct as an RTO, whether a complaint, appeal or other matter, shall have access to the complaints procedure.

Enrolment Procedure: Prior to enrolment, prospective students will receive a Letter of Offer which contains information on Fees and Charges, Code of Practice, The Course Guide and Student Handbook are available on the Imagine Education Australia website: www.imagineeducation.com.au. These contain information on Entry requirements, the Induction and Orientation Procedure, Refund Policy, payment options and unit details are included in these documents. In order to apply for enrolment students must return the signed Letter of Offer. This process ensures that all fees and charges are known to students before enrolment. Course content and assessment procedures are explained and vocational outcomes are outlined in the Course Handbook and are covered during the Student Orientation procedure in the first session.

External Review: Imagine Education Australia participates in external monitoring and audit. This covers annual AQTF Internal Audits, random quality audits, audit following complaint and audit for the purposes of re-registrations.

International Students: Imagine Education Australia will be bound to the Education Services for Overseas Students (Registration of Providers Financial Regulations) Act 1991.

Legislative Requirements: Imagine Education Australia will meet all legislative requirements of State and Federal government. In particular, Workplace Health and Safety, Workplace Relations, Anti-Discrimination, Privacy, Equal Opportunity and Vocational Placement standards will be met at all times.

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Marketing and Advertising: Imagine Education Australia markets our vocational education and training products with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product.

Privacy: Imagine Education Australia is bound and committed to The Australian Privacy Principles (APPs) as set out in the [Privacy Amendment (Enhancing Privacy Protection) Act 2012](#)
. We collect and hold personal information from our employees, clients and students. Our main purpose for collecting such information is to facilitate training and assessment, and for the purpose of issuing statements of attainment and qualification as outlined in our scope. As an RTO, we are required to hold student training and employment details. The confidentiality of the information we collect from you is protected under the Privacy Act. Such information will be stored in our electronic system which is protected by security.

Quality Management Focus: Imagine Education Australia has a commitment to providing a quality service and a focus on continuous improvement. We value feedback from trainees, staff and employers for incorporation into future programmes. Feedback is recorded in our electronic management system.

Recognition: Imagine Education Australia recognises the assessment decisions of, and Statements of Attainment and Qualifications issued by any other RTO. This procedure is detailed in the Staff and Student Handbooks.

Recognition of Prior Learning (RPL)
Imagine Education Australia has a process and procedure for students wishing to be considered for the Recognition of Prior Learning (RPL). The RPL process invites students who consider their level of knowledge and skills to be of the same standard as required in their vocational course, to gain credit if they can produce sufficient evidence. This procedure is detailed in the Staff Handbook and this course Handbook.

Refund Policy: The Imagine Education Australia Refund Policy is detailed in the Terms and Conditions of the Letter of Offer.

Smoking Policy: Imagine Education Australia is a smoke free campus.

Student ID Cards: For identification purposes, all students of Imagine Education Australia will be photographed during their first Orientation Induction lesson. A Student Identification Card will be issued in the first week, and is to be carried at all times.

Student Services: We have sound management practices to ensure effective student service. In particular we have student service standards to ensure timely issue of student assessment results and qualifications. These will be appropriate to competence achieved and issued in accordance with national guidelines. Our quality focus includes a **Recognition of Prior Learning Policy**, **Recognition**, a fair and equitable **Refund Policy**, **a Complaint and Appeal Policy,** an **Access and Equity Policy** and **student welfare and guidance services**. Where necessary, arrangements will be made for those students requiring literacy and/or numeracy support programs. We will take every opportunity to ensure that this information is disseminated, understood and valued by personnel and students.

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Suitability Card: The Commission for Children and Young People and Child Guardian Act 2000 requires students enrolled in a course of study with a tertiary education provider (eg. University or registered training provider), seeking to work with children under 18 years of age to obtain a blue card. Students who have to work with children or young people as a part of their studies must be issued with a blue card before they begin their placement. To further our commitment to supporting this all students will be required to hold a blue card prior to entering a child care centre or school for training purposes such as excursions. Students enrolled in Children's Services Courses with Imagine Education Australia are required to apply for the Blue Card on enrolment. According to the Commission for Children and Young People and Child Guardian, students are considered volunteers and applications are processed without charge. The application form is issued on enrolment.

Training and Assessment Standards: Imagine Education Australia has personnel with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered. Assessment will meet the national Assessment Principles (including Recognition for Prior Learning and Credit Transfer). Adequate facilities, equipment and training materials will be utilised to ensure the learning environment is conducive to the success of students. Flexible learning and assessment procedures are in place to address individual student needs. Units of competency can be repeated, re-sat or revisited if unsuccessful at the first attempt.

Sanctions

Imagine Education Australia will honour all guarantees outlined in this Code of Practice. We understand that if we do not meet the obligations of this Code or supporting regulatory requirements, we may have our registration as a Registered Training Organisation withdrawn.

Legislation Requirements

Commonwealth, State/Territory Legislation and Regulatory Requirements
Commonwealth:
Disability Discrimination Act 1992
Anti-discrimination provisions are contained in a number of federal Acts, including the:
Racial Discrimination Act 1975;
Sex Discrimination Act 1984;
Disability Discrimination Act 1992;
Australian Human Rights Commission Act 1986
The Human Rights and Equal Opportunity Commission administers these acts. The importance of preventing discrimination is also stressed in the principal objects of the Fair Work Act 2009 (Cth), which refers to respecting and valuing the diversity of the workforce by helping to prevent and eliminate discrimination on the basis of race, colour, sex, sexual preference, age, disability, marital status, family responsibilities, pregnancy, religion, political opinion, national extraction or social origin.

Family Assistance (Administration) Act 1999
Schedules 5 & 6 of the A New Tax System (Family Assistance and Related Measures) Act 2000
http://www.comlaw.gov.au/Details/C2004C01310/Html/Text#_Toc345488111

Australian Childhood Immunisation Register (Health Insurance Commission)
Australian Childhood Immunisation Register (ACIR).The Register is administered by the Health Insurance Commission (HIC) and commenced operating on 1 January 1996. All children from birth to six years registered with Medicare are enrolled on the Register. Information about immunisation encounters is forwarded to the HIC by recognised providers for inclusion in the register.

Privacy Act 2009

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Privacy Act 2009 (Qld) recognises the importance of protecting the personal information of individuals. It contains a set of rules or '**privacy** principles' that govern how Queensland Government agencies collect, store, use and disclose personal information.

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Child Care Benefit (Eligibility of Child Care Services for Approval and Continued Approval) Rules 2017
https://www.legislation.gov.au/Details/F2017L01237
Priority of Access Guidelines. These Commonwealth Acts are available at
https://www.education.gov.au/priority-filling-child-care-places

Educational and Care Services National Legislation
The National Quality Framework (NQF) was established under an applied law system, comprised of the *Education and Care Services National Law* and the *Education and Care Services National Regulations.* The NQF applies to most long day care, family day care, outside school hours care and preschools (known as kindergarten in some jurisdictions) in Australia from 1 January 2012.

Queensland:
Commission for Children and Young People and Child Guardian Act 2000 (Qld)
The object of this act is to establish the Commission for Children and Young People and Child Guardian to promote and protect the rights, interests and wellbeing of children in Queensland.

Child Protection Act 1999 (Qld)
This act is to be administered under the principle that the welfare and best interests of a child are paramount. These principles include that every child has the right to protection from harm, that families have the primary responsibility for the up-bringing, and protection and development of their children, and that the preferred way of ensuring the wellbeing of a child is through the support of their family.

Food Safety Act 2006
https://www.health.qld.gov.au/public-health/industry-environment/food-safety/regulation/act-standards

Food Standards Code and User Guides
The Food Standards Code   - All of the standards and subsequent amendments in the Australia New Zealand Food Standards Code (the Code) are available from the website in word or pdf format. Hard copies of the Food Standards Code and User Guides can be purchased from Anstat Pty Ltd, phone 61 3 92781144 or on-line
http://www.saiglobal.com/Information/Legislation/Services/Food/

Work Health and Safety Act 2011
The Work Health and Safety Act 2011 provides a framework to protect the health, safety and welfare of all workers at work. It also protects the health and safety of all other people who might be affected by the work.

Industrial Relations Act 2016 (Qld)
Industrial relations is the management of work-related obligations and entitlements between employers and their employees.

Anti-Discrimination Act 1991
The Anti-Discrimination Act 1991 aims to promote equality of opportunity for everyone by protecting them from unfair discrimination in certain areas of activity, including education and training. The services developed by RTOs, including their administrative practices and assessment processes, must take into account the principles established by this legislation.
The Act prohibits discrimination on the basis of the following attributes: sex, relationships status, pregnancy, parental status, breastfeeding, age, race, impairment, religious belief of religious activity, trade union activity, lawful sexual activity, gender identity, sexuality, family responsibilities, association with, or relation to, a person identified on the basis of any of the above attributes.
Workplace Harassment, Victimisation and Bullying (See above)
Health Rights Commission Act 1991
Building Fire and Safety Regulations 1991
Health (Drugs and Poisons) Regulations 1996 (Relevant sections only)

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These Queensland Acts are available at: - https://www.legislation.qld.gov.au/OQPChome.htm

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Standards
The National Quality Standard
The National Quality Standard sets a new national benchmark for the quality of children's education and care services. It will also give services and families a better understanding of a quality service. This enables families to make informed decisions about the services providing education and care to their child. The National Quality Standard is a key aspect of the National Quality Framework.

Relevant Building Standards
At Imagine Education, training and assessment staff will be provided with information about State and Commonwealth legislation and regulations relating to training, the workplace and industry at staff induction. Updates and changes will be addressed at weekly staff meetings, through memos and emails, and the impact of these changes will be addressed.

Educational Access and Equity
Equity means fair treatment of all. In developing work programs from this syllabus, schools are urged to consider the most appropriate means of incorporating the following notions of equity.

Schools need to provide opportunities for all students to demonstrate what they know and what they can do. All students, therefore, should have equitable access to educational programs and human and material resources. Teachers should ensure that the particular needs of the following groups of students are met: female students; male students; Aboriginal students; Torres Strait Islander students; students from non-English-speaking backgrounds; students with disabilities; students with gifts and talents; geographically isolated students; and students from low socioeconomic backgrounds.

The subject matter chosen should include, where appropriate, the contributions and experiences of all groups of people. Learning contexts and community needs and aspirations should also be considered when selecting subject matter. In choosing suitable learning experiences teachers should introduce and reinforce non-racist, non-sexist, culturally sensitive and unprejudiced attitudes and behaviour. Learning experiences should encourage the participation of students with disabilities and accommodate different learning styles.
It is desirable that the resource materials chosen recognise and value the contributions of both females and males to society and include the social experiences of both sexes. Resource materials should also reflect the cultural diversity within the community and draw from the experiences of the range of cultural groups in the community.

Efforts should be made to identify, investigate and remove barriers to equal opportunity to demonstrate achievement. This may involve being proactive in finding out about the best ways to meet the special needs, in terms of learning and assessment, of particular students. The variety of assessment techniques in the work program should allow students of all backgrounds to demonstrate their knowledge and skills in a subject in relation to the criteria and standards stated in this syllabus. The syllabus criteria and standards should be applied in the same way to all students.

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Expectations: Imagine Education Australia/The Student

The expectations of the program have been developed specifically for the implementation and conduct of Vocational Education and Training programs offered by Imagine Education Australia. Imagine Education Australia reserves the right to amend the expectations to suit the needs of the educational institution as required.

Imagine Education Australia:
- recognises the importance of students receiving a broad-based education, comprising both general and vocational education and training;
- is registered with the Department of Education and Training to provide the vocational education components of the Training Packages;
- has access to the facilities and resources required for the registered vocational education and training programs;
- has in place an assessment policy.
- has a process in place that enables students to apply for Recognition of Prior Learning (RPL) for the vocational education competencies; and
- has a process for addressing any concerns a student may have and offers the students access to a range of people who can provide him/her with advice and guidance about the vocational education program at Imagine Education Australia, for example Teachers, Director of Studies, CEO Principal.
- The Student Careers and Guidance Counsellor are available and will meet with all students who require this service. A booking form is available at reception. Staff may also direct students.

The Student:
- will make a **serious commitment** to his/her studies at Imagine Education Australia.
- will make every effort to provide **original work**, and will refrain from copying the work of others. Plagiarism can be avoided by using accurate referencing. Plagiarism is using more that 10% of a source.
- will meet the expectations and demands of Imagine Education Australia in terms of participation, co-operation, punctuality, successful submission of work and high standards of behaviour and conduct as outlined in the Imagine Education's **Code of Conduct** in the student Letter of Offer.
- will participate in structured Vocational Placement (workplace learning) as arranged by Imagine Education Australia, and will be responsible for contacting the Vocational Placement Centre (workplace) and the Administration Officer at Imagine Education Australia to give notification of any late or non-attendance as early as possible **before** the beginning of a shift.
- will be dressed in an appropriate manner (no bikini tops or similar apparel or clothing with offensive language written on it).

Clothing Requirements
Students taking part in the following courses are required to wear the following and adhere to the dress codes required in each vocational course and vocational placement:

Automotive	Safety Boots and overalls
Children's Services	Shirt with collar and sleeves, shoes with a back on them
Hairdressing	Closed toed shoes and clothing as per Course Coordinator directions
Hospitality Commercial Cookery	Students will be presented in a neat and tidy manner, in standard chef's uniform and safety boots
Fitness	Sports Shoes, Athletic Attire and Towel
Aged Care/Home and Community Care	Please refer to the specific clothing requirements instructions listed in the Practical Guide

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Delivery and Assessment/ Teaching Methodology

- **Flexible learning and assessment procedures are in place** to address individual student needs.
- Studies completed prior to enrolling in a VET course can be recognised through the RPL process.
- Units of competency can be repeated, re-sat or revisited if not yet competent at the first attempt.
- Students are invited to negotiate with their teacher if they believe certain types of evidence should be collected to validate competency.
- After commencement of a course, it is possible for students entering late, to undertake all units of competency by completing additional studies.
- Competencies can sometimes be assessed in the workplace when on work placement or in a casual job.
- Assessment results may be appealed by following the Appeals procedure.

Teaching Methodology
Teaching will be conducted in two distinct modes: Theory and Practical. However, these modes will be interlaced with some theoretical information delivered during Practical sessions in order to provide students with the required links between the underpinning knowledge and skills required to achieve competency in any particular task. Also, during purely theoretical subjects activities such as role-plays may be conducted in order that students apply knowledge and practical skills.

This course is based on the practical application of skills and knowledge needed and uses effective training methodology in cases of individual or small group settings.
Whichever delivery mode is used, the emphasis is on practical based applications. With the support of learning materials, the course is delivered through a range of modes, including:
- Face to face facilitation
- Independent learning
- Group based workshops and discussions
- Simulated sessions

Competency-based Assessment
Competency-based assessment is the process of collecting evidence and making judgments about whether or not the student has the knowledge and skills to meet the performance criteria required in the workplace. For example is the student able to use workplace equipment competently?

With this type of assessment the student will be given more than one opportunity to gain competency in particular units of competency or learning outcomes. Students will be required to demonstrate their skill at least three times in order to be deemed competent.

Assessment Items
Assessments contain a variety of assessment methods. These may include:
  A) Activities
  B) Research
  C) Questions
  D) Work samples
  E) Case Studies
  F) Practical
  G) Role Play
  H) Projects.

The assessment methods for each unit are outlined on the Training Plan and Training and Assessment Strategy.

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Work Placement
Work Placement forms an essential part of competency based assessment and provides the student with practical job skills and work experience.
An individualised Training Plan will be used to track course progress and Work Placement hours.
Before a student starts a work placement, the registered training organisation offering the student's course must ensure that a work placement agreement in the approved form is signed by all parties for insurance purposes. Forms are available from the Trainer.

National Training Packages/Training Package Transition
The Imagine Education delivers quality training in accordance with the National Training Packages. A Training Package is a set of nationally endorsed standards and qualifications used to recognise and assess the skills and knowledge people need to perform effectively in the workplace. Training Packages are a key resource for registered training organisations (RTOs) in the delivery of structured, accredited training.
Training Packages are developed by industry through national industry skills councils (ISCs) or by enterprises to meet the identified training needs of specific industries or industry sectors. Training packages are monitored and reviewed by industry through national industry skills councils to ensure they are current and continue to meet the existing and emerging needs of industry.

Foundation Skills
The term 'foundation skills' is used to describe the five core skills of the Australian Core Skills Framework (ACSF) plus 'employability Skills' or the Core Skills for Work Framework. The foundation skills have been integrated into **each unit of your study**:

Foundation skills are identified as:
- reading skills
- writing skills
- oral communication
- numeracy skills
- learning skills
- problem-solving skills
- initiative and enterprise skills
- teamwork skills
- planning and organising skills
- self-management skills, and
- technology skills.

Certification
When a student has successfully completed all the requirements of the qualification and they have paid any outstanding fees, they will be entitled to have the relevant certificate stating the completion of the qualification within 12 working days. If the qualification is incomplete, then, only the units of competency or learning outcomes that have been assessed as competent will be recorded. The student will receive a Statement of Attainment which records successful units of competencies or learning outcomes.

Vocational Course Holiday Leave
Imagine Education vocational courses have been divided into 10 week study periods, and many include holiday breaks. Please see the Course Study Planner for the number of weeks which have been registered for each course and the dates the holidays are timetabled. These holidays have been embedded into your course

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Recognition of Prior Learning Policy and Procedure

Definition
Recognition of Prior learning (RPL) is another form of assessment of a learner's competence. RPL uses evidence from formal, non-formal and informal learning, rather than from a specific assessment activity of Imagine Education Australia.

RPL means getting recognition for what a candidate knows - no matter where or how the candidate has learnt it - if the candidate's knowledge and skills are of the same standard as required in the vocational course.

RPL will allow a candidate to have their knowledge and skill level formally recognised.

What learning might count towards RPL?
Knowledge and skills learnt in:
- other subjects
- work experience or industry placement
- a part-time job or unpaid work

In what parts of the course does RPL Apply?
RPL can only be granted for the vocational training competencies or learning outcomes in the course you are studying. (These are the job-related knowledge and skill areas of the course.)
Each vocational training program has a number of learning outcomes or units of competency. A candidate can apply for RPL in either an entire training program or in individual learning outcomes.

To apply for RPL:
Applications for RPL must be submitted **prior** to the commencement of training in the applicable course. RPL will **not** be approved once a course has been completed.
There is no fee for submitting an RPL application, however the candidate needs to be enrolled in a program before a full assessment can be made. Candidate may submit documentation which they believe will get them RPL to the trainer, who can indicate that they may get some units as RPL. Then the candidate can decide if they wish to choose to enrol, and the full RPL analysis and process can be undertaken. Once the RPL process is complete, they will pay only 50% of the unit price per unit for any unit for which they have been granted RPL. Any other unit which the candidate is not granted RPL for will be charged at full price. **NOTE** that this does not apply to domestic government funded candidates.

Domestic RPL applications:
Candidates may request to undertake the RPL Process. Upon request, the Domestic Marketing Manager (DMM) will issue the candidate with an RPL application form and advise the candidate they have 7 days to return completed application and supporting evidence to the DMM. DMM will advise the trainer (CC Domestic Enrolments Officer) of the candidate's RPL request (via email within 24hrs). The completed RPL application form and supporting evidence will be forwarded to the trainer on receipt by the DMM. The trainer will then assess the application for RPL.

During an arranged interview, the candidate will be provided with the Candidate RPL Kit. The Candidate RPL Kit will be completed and returned to the trainer within 4 weeks. The assessor will then assess the RPL submission. If the assessor does not sight sufficient evidence to grant RPL, the candidate will be interviewed and involved in a competency conversation.

If the candidate disagrees with the outcome, the candidate may appeal.
The evidence the candidate may gather for their appeal might include:
- products and/or records of their work
- a personal report

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- a referee's report

A single piece of evidence may be relevant to one or more of the learning outcomes or competencies.

The following procedure will apply for RPL applications

1	The trainer will provide the candidate information about RPL. **Domestic:** The Domestic Marketing Manager (DMM) provides the candidate a course application form to complete.
2	The trainer will provide the candidate with the relevant learning outcomes or competencies for the training programs as listed in the course handbook. **Domestic:** If the candidate indicates on the application form that they wish to apply for Recognition of Prior Learning, then the DMM provides the candidate with the RPL Application Form to complete, and provides the candidate an overview of information about RPL, the process and the costs involved.
3	The candidate will assess their abilities/competencies, with guidance from the trainer in the learning outcomes or competencies in the training programs.
4	The candidate is to complete an RPL Application Form.
5	The candidate is to gather evidence that supports their application as listed in the RPL application. **Domestic:** The candidate is advised by the DMM that they have 7 days to return completed application and supporting evidence to the DMM.
6	The candidate is to give the completed RPL Application Form and evidence to their trainer. The Trainer will conduct a full RPL assessment through observation on the job and assessing documentation supplied
7	The candidate will receive notification from the trainer to show either that the candidate has gained RPL for full or partial units of the course

Our Recognition - RPL Application Form is available from our website:
www.imagineeducation.com.au

For Domestic candidates undertaking PQS/SAS government funded programs:
The following clauses are applicable to RPL for domestic candidates undertaking study under the PQS/SAS government funded programs.

The supplier must ensure sufficient evidence is retained to validate the supplier's decision to award RPL. Evidence retained by the supplier must incorporate all of the assessments
undertaken for the RPL process along with any other supporting documentation, such as originals or certified copies of formal / informal course certificates, references or testimonials from
employers, volunteer organisations, clubs and associations etc. that contributed to the judgement of the candidate's competence.

RPL must be conducted with the same rigour as any other form of assessment. Where assessment is completed via RPL it must comply with the packaging rules of the relevant qualification; and be conducted in accordance with the Principles of Assessment and Rules of Evidence (refer to Standards for Registered Training Organisations (RTOs) 2015).

The following evidence is acceptable under the PQS/SAS contract:

RPL assessment policies and procedures incorporating an outline of how the SAS will come to its decision to recognise the student's proficiency against each unit of competency required for the qualification. As a minimum this is to include:

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- A document that maps key requirements of the qualification / unit of competency and includes identification of critical aspects of evidence and the required skills and knowledge for units claimed. The document must also list each piece of assessment evidence which was considered in the decision to grant RPL for the student and links it to the relevant unit requirements.
- Documented "Competency Conversation" with the student which is signed by the student and the RTO assessor. Actual questions and responses must be documented and retained.
- Documented "Competency Conversation" with at least one recent employer validating the student has demonstrated workplace performance against unit requirements, which is further verified by signatures from the employer and the RTO assessor. Actual questions and responses must be documented and retained. Please note:
  - Questions asked by the assessor as well as the expected responses should be selected from a benchmark document developed by the supplier to ensure consistency and reliability of the assessment process when used across multiple candidates.
  - Verbatim responses are not mandatory, however, assessor notes must accurately reflect the substance of each response regarding the student's actual workplace performance related to the knowledge and skills aligned with the unit/s of competency.
- Documented self-appraisal (signed by the student) of formal and informal knowledge and skills against tasks relevant to the units making up the qualification
- Record of experience relevant to the intended qualification. Evidence will include, but is not limited to, a resume or consecutive list of recent employment, which includes dates during which employment occurred, a short description of work undertaken and contact details of employer or supervisor
- Where applicable and in accordance with the unit of competency requirements, challenge test/s (including practical observation and/or knowledge tests) addressing the elements and performance criteria of the unit, and the skills required as a minimum in the relevant industry. Whether conducted against an individual unit or cluster, the SAS must retain sufficient direct evidence of the student being able to demonstrate the requisite level of practical skills stipulated within each unit.
- Where applicable and in accordance with the unit of competency requirements, further evidence to support the decision to grant RPL to the student.

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Direct Credit Transfer Policy:

Policy
Imagine Education Australia will recognise all qualifications issued by any other RTO.
Students can apply for Credit and or Direct Credit Transfer from another RTO by submitting their Statement of Attainment and an Imagine Education Australia Credit Application form.
The Application for Recognition Form is available from our website:
www.imagineeducation..com.au

Student Records

During this course of study your teacher will update your results in the record data base and training plan. The Student Practical Record Book is your responsibility. If you undertake Vocational Placement in your industry area you will participate in an induction procedure and interview. Your Student Practical Record Book can be used to document activities in the workplace. During your course you will be asked to evaluate your studies.

On leaving a VET course you will be required to make a copy of your Student Practical Record Book if you wish to have a copy. A Record of results or Qualification for the units of competency you complete will be available for collection from the student services desk 12 working days after the trainer has completed marking the last assessment. If you lose or misplace your certificates you can contact the Imagine Education for another copy. A fee will be applicable.

Timetable

The timetable is available on the Imagine Education website. For day classes attendance is taken at **9:30 am.** If you are not in class at these times then you will be marked absent. The **door will be closed at 9:30 am** and you are not able to join the class until the first break period at 10:30 am. Please note that attendance is expected for all teaching and review weeks. Holidays are the only time that you are not required. Whilst attendance is not compulsory for this course, the Department of Home Affairs (DHA) can ask for a record of your attendance at any stage (international students only).

User choice students: A term timetable will be issued to you advising of designated training sessions. Attendance will be recorded in the training plan.

External Students: There are no requirements for class attendance. Please email your trainer if you require assistance.

Access to Personal Information

Information is recorded during many of the operations associated with the Imagine Education's management system. This information provides evidence of the performance of the activities carried out. This evidence is not only important because it provides an historical record but it may also assist in detecting trends so that preventative action can be taken.
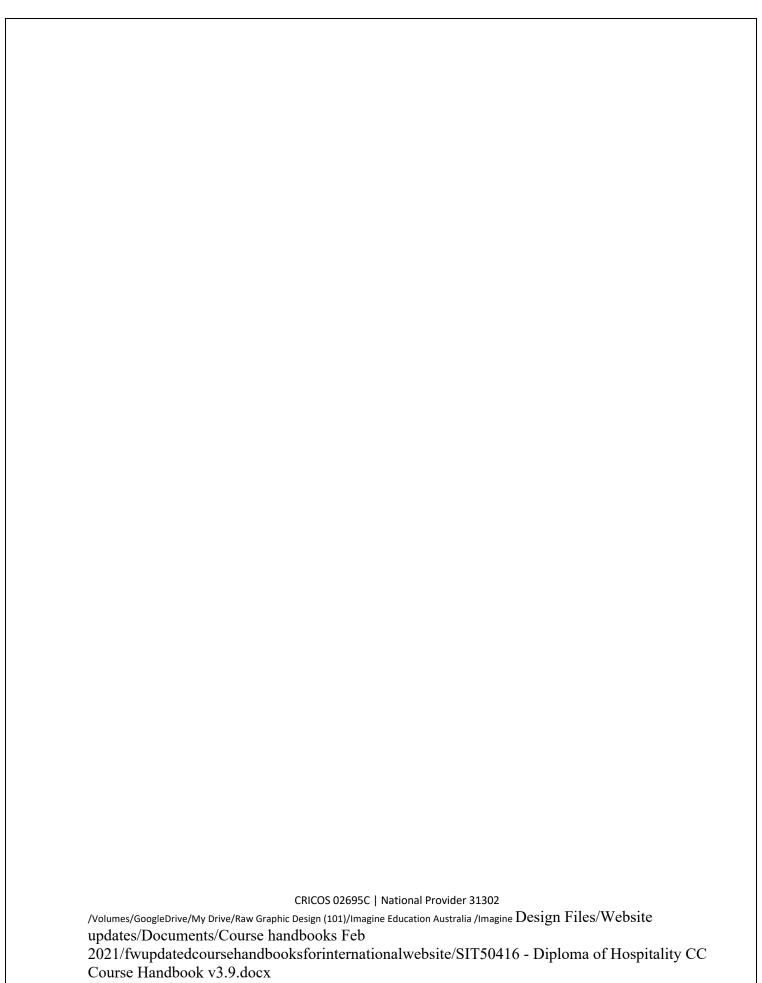A full list of records is indicated in the Records Database. The fields in the Database illustrate the controls in place. All electronic records are backed up according to the Control Data Procedure.
Access to students' records is limited by password. A student can have access to their records only if they have received written permission from the CEO who will have clarified the identity of the student prior to preparing the written permission. Except as required under the AQTF or legislation, students records will only be made available to third parties if written permission is obtained from the student.
All confidential information is filed with access limited to the discretion of the CEO. This information may have come from industry committees, other RTOs or organisations acting on Imagine Education's behalf.

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Destination Studies

After you leave Imagine Education Australia, you may be contacted and asked to provide information on how your VET studies may have helped you gain work or further study. This information is kept confidential and is used to plan programs for VET students in the future. You are not compelled to provide information, but if you do so, you will be helping us to improve our services for future students.

New Apprenticeships

Imagine Education Australia does have a User Choice Contract and can support the training requirements of School-based Apprenticeships or New Apprenticeships.

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DHA Course Progress Policy

Policy:
During the induction and orientation, students are informed of the student visa condition relating to course progress. They are also informed that Imagine Education uses the DHA (Department of Home Affairs) Course Progress Policy and Procedures for CRICOS Providers of VET Courses. Students are also advised that whilst we do not monitor attendance, Imagine Education still record attendance for VET students and attendance is encouraged for all classes. Students are also advised that DHA may request attendance details at anytime for a student.

1.1 Imagine Education Australia will monitor, record and assess the course progress of each student for the course in which the student is currently enrolled.

1.2 Imagine Education Australia must assess each student's progress at the end of each compulsory study period. Imagine Education Australia defines a study period as being 10 weeks.

1.3 Unsatisfactory progress is defined as not successfully completing or demonstrating competency in at least 50% of the course requirements in that study period.
Imagine Education Australia will define course requirements for each study period and will identify when a student has not demonstrated competency in 50% or more of the course requirements.
The course requirements for each study period will also be made clear to the student at the start of the course during orientation.

1.4 Imagine Education Australia has an intervention strategy for any student who is not making satisfactory course progress. It is made available to staff and students and specifies:
i. procedures for contacting and counselling students;
ii. strategies to assist identified students to achieve satisfactory course progress; and
iii. the process by which the intervention strategy is activated.

1.5 The intervention strategy includes provisions for:
i. i. where appropriate, advising students on the suitability of the course in which they are enrolled;
ii. ii. assisting students by advising of opportunities for the students to be reassessed for tasks in units to demonstrate the necessary competency in areas in which they had not been previously able to demonstrate competency; and
iii. iii. advising students that unsatisfactory course progress in two consecutive study periods for a course could lead to the student being reported to DHA.
iv. General Manager may telephone and/or email the student to alert them to the seriousness of their situation and asking them to attend an interview with GM to discuss how Imagine can assist with their studies

1.6 At the end of each compulsory study period, students are assessed against the course progress policy. If a student is identified for the first time as not making satisfactory course progress, the intervention strategy as outlined in 1.4 is implemented. The intervention strategy must be activated within the first four weeks of the following study period.

However, if a provider identifies that a student is at risk of making unsatisfactory course progress before the end of the study period, the provider is encouraged to implement its intervention strategy as early as practicable.
1.7 If a student is identified as not making satisfactory course progress in a **second consecutive compulsory** study period in a course Imagine Education Australia will notify the student of its intention to report the student to DHA for unsatisfactory progress. The provider does this through the written notice described in 1.8. The

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General Manager may also telephone or email the student advising that their course may be cancelled and asking them to attend an interview with GM to see how Imagine can assist with their studies.

1.8 The written notice (of intention to report the student for unsatisfactory progress) informs the student that he or she is able to access the registered provider's complaints and appeals process under Standard 8 and that the student has 20 working days in which to do so. A student may appeal on the following grounds:
 i. provider's failure to record or calculate a student's marks accurately,
 ii. compassionate or compelling circumstances, or
 iii. provider has not implemented its intervention strategy and other policies according to its documented policies and procedures that have been made available to the student.

1.9 Where the student's appeal is successful, the outcomes may vary according to the findings of the appeals process.
 i. If the appeal shows that there was an error in calculation, and the student actually made satisfactory course progress (successfully completed more than 50% of the course requirements for that study period), the provider does not report the student, and there is no requirement for intervention.
 ii. If the appeals process shows that the student has not made satisfactory progress, but there are compassionate or compelling reasons for the lack of progress, ongoing support must be provided to the student through the provider's intervention strategy, and the provider does not report the student

1.10 Where:
 i. the student has chosen not to access the complaints and appeals processes within the 20 working day period,
 ii. the student withdraws from the process, or
 iii. the process is completed and results in a decision supporting the registered provider (ie. the student's appeal was unsuccessful) the Imagine Education Australia will notify the Secretary of DHA through PRISMS as soon as practicable of the student not achieving satisfactory course progress.

The intervention strategy
- Imagine Education Australia will assist students who are at risk of not making satisfactory course progress in accordance with this intervention strategy. Imagine Education Australia needs to ensure that they follow their intervention strategy as failure to do so may provide a student with grounds for a successful appeal. Failure to implement the intervention strategy may also constitute a breach of the National Code 2018.
- Imagine Education Australia will make students aware of opportunities and services to assist them if they are identified as at risk of not making satisfactory course progress by providing in writing by email. Imagine Education Australia have a counsellor available by appointment to discuss welfare related issues. Students wishing to see the Student Counsellor can make an appointment at the Student Services Desk.

Strategies to assist identified students to achieve satisfactory course progress:
Possible intervention strategies include:
- promoting regular attendance at lectures
- Additional access to library resources and lecturer through review weeks
- the submission of assessment
- Where appropriate, students will be advised on the suitability of the course in which they enrolled.
- Staff will assist students by advising them of opportunities for reassessment of the task in units in which they had not been previously able to demonstrate competency.
- Extension of course duration as per Imagine Education Australia Intervention Extension Policy.
- Compassionate or Compelling circumstances.
- The General Manager may telephone or email the student advising that their course may be cancelled and asking them to attend an interview with GM to see how Imagine can assist with their studies.
- Imagine Education Australia will save each written notice to students in their academic file.

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The written notice of intention to report a student for unsatisfactory progress
- Imagine Education Australia will provide written notice to report a student for unsatisfactory progress.

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Reporting students for unsatisfactory progress

- Reporting a student for unsatisfactory course progress occurs only when the student has been identified as not making satisfactory course progress in two consecutive compulsory study periods, and the student has not made a successful appeal against this assessment.
- Course progress in a non-compulsory study period is to be disregarded when considering whether there has been unsatisfactory progress in two consecutive compulsory study periods.
- If a student is identified for a second, but not consecutive, study period as not making satisfactory course progress, the provider does not report the student for unsatisfactory course progress.
- When a student is reported for unsatisfactory course progress DHA will consider all the information available and if they decide to consider cancellation, DHA will send a Notice of Intention to Consider Cancellation (NOICC) prior to a decision being made to cancel the students visa. Students will be given an opportunity to respond to the NOICC and explain their situation.
- Part 3, Division 1, Section 19(2) of the ESOS Act 2000 requires Imagine Education Australia to report the student for unsatisfactory course progress 'as soon as practicable' after the breach occurs. Good practice would be to report the student through PRISMS within 5 days of finalising the decision to report (i.e. within 5 days of 3.9 i., ii., or iii. occurring).

Compassionate or compelling circumstances

- Compassionate or compelling circumstances are generally those beyond the control of the student and they have an impact on the student's capacity and/or ability to progress through a course. These could include:
  - serious illness or injury, where a medical certificate states that the student was unable to attend classes
  - bereavement of close family members such as parents or grandparents (where possible a death certificate should be provided)
  - major political upheaval or natural disaster in the home country requiring their emergency travel and this has impacted on their studies
  - a traumatic experience which could include but is not limited to:
    - involvement in or witnessing of an accident or
    - a crime committed against the student or
    - the student has been a witness to a crime and this has impacted on the student (these cases should be supported by police or psychologists' reports).

Please note that the above are only some of examples of what may be considered compassionate or compelling circumstances. Imagine Education Australia will use our professional judgment and assess each case on its individual merits. When determining whether compassionate or compelling circumstances exist, Imagine Education Australia will consider documentary evidence provided to support the claim. Imagine Education Australia will keep copies of these documents, together with a record of why the decision was made, in the student's file.

Procedure

1. Course requirements for each compulsory study period (10 weeks) shall be defined and made clear to the student by the Trainer/Assessor at the start of each compulsory training period, on the individual student **Training and Assessment Plan.**

2. At the end of the first compulsory study period as outlined on the Training Plan (every 10 weeks) the Trainer/ Assessor will gather data on student's progress for each unit against the expected timetable for the student as outlined on the training plan requirements.

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3. If the student is successfully progressing or demonstrating competency in at least 50% of the course, this will be documented for review at the end of the next study period. If the student is not successfully progressing or demonstrating competency in at least 50% of the course, the Trainer/Assessor will issue a **Progress Warning Letter**. This is the first stage of the intervention strategy.

4. At the end of the second compulsory period (end of 2nd study period) the Trainer/ Assessor will gather data on student's progress for each unit against the expected timetable for the student as outlined on the training plan requirements.

5. If the student is not successfully progressing or demonstrating competency in at least 50% of the course at the end of the **second compulsory study period,** the Trainer/Assessor will advise the General Manager.

   The General Manager will issue the **Notice of Intention to Report for Unsatisfactory Progress Letter (ITC)** on behalf of the Chief Executive Officer. The Campus General Manager will email a copy of the ITC letter to the agent (and CC to the student), so the Agent can also follow up with the student.
   i. Before the 20 day appeal period has elapsed, the General Manager may telephone or email the student advising that their course may be cancelled and asking them to attend an interview with GM to see how Imagine can assist with their studies.
   ii. The General Manager may also telephone or email the students' educational agent seeking assistance to obtain contact with the student.

6. The student may access the Complaints and Appeals process as detailed in the student handbook within 20 working days.

At Risk of Non-Completion
Failure to hand in assessment by the due date may result in the student being unable to complete the full qualification by the course end date.

Students who have any outstanding assessments on their course Training Plan at the completion of each study period but are not recognised as failing to progress through the DHA Course Progress Policy will be issued with a RISK OF NON COMPLETION letter advising them they are at risk of not completing their enrolled course.

Should a student achieve unsatisfactory course completion, they may be deemed ineligible to progress to the next AQF level, as per the requirements of the Training Package.

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Course Outline:

Course Name: SIT50416 – Diploma of Hospitality | Commercial Cookery Stream

Unit Code: BSBMGT517	Unit Name: Manage operational plan
Application: This unit describes the skills and knowledge required to develop and monitor implementation of the operational plan to provide efficient and effective workplace practices within the organisation's productivity and profitability plans. Management at a strategic level requires systems and procedures to be developed and implemented to facilitate the organisation's operational plan. This unit applies to individuals who manage the work of others and operate within the parameters of a broader strategic and/or business plan.	

Unit Code: SITXFIN004	Unit Name: Prepare and monitor budgets
Application: This unit describes the performance outcomes, skills and knowledge required to analyse financial and other business information to prepare and monitor budgets. It requires the ability to draft and negotiate budgets, identify deviations, and manage the delivery of successful budgetary performance. The unit applies to all tourism, travel, hospitality and event sectors. The budget may be for an entire organisation, for a department or for a particular project or activity. It applies to senior personnel who operate independently or with limited guidance from others and who are responsible for making a range of financial management decisions.	

Unit Code: SITHIND002	Unit Name: Source and use information on the hospitality industry
Application: This unit describes the performance outcomes, skills and knowledge required to source and use current and emerging information on the hospitality industry. This includes industry structure, technology, laws and ethical issues specifically relevant to the hospitality industry. Hospitality personnel integrate this essential knowledge on a daily basis to work effectively in the industry. The unit applies to all hospitality sectors and people working at different levels. Managers will use more formal research to attain specialised and comprehensive knowledge to support product planning, marketing and strategic management activities. This is covered in other units of competency. This unit is not about having in-depth knowledge but focuses on the ability to source and interpret information relevant to day-to-day activities in order to maximise work performance.	

Unit Code: SITXCCS007	Unit Name: Enhance customer service experiences
Application: This unit describes the performance outcomes, skills and knowledge required to provide professional and personalised customer service experiences. It requires the ability to determine and meet customer preferences, develop customer relationships, respond to difficult service situations, and take responsibility for resolving complaints. The unit applies to those who deal directly with customers on a daily basis and who operate independently or with limited guidance from others. It includes senior frontline sales personnel, supervisors and managers who use discretion and judgement to provide quality customer service experiences. This includes individuals working in a range of tourism, travel, hospitality and events contexts.	

Unit Code: SITXCCS008	Unit Name: Develop and manage quality customer service practices
Application: This unit describes the performance outcomes, skills and knowledge required to develop, monitor and adjust customer service practices. It requires the ability to consult with colleagues and customers, develop policies and procedures for quality service provision, and manage the delivery of customer service. The unit applies to senior managers who operate independently, have responsibility for others and are	

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responsible for making a range of operational and strategic decisions.
This includes individuals working in a range of tourism, travel, hospitality and event contexts and to any small, medium or large organisation.

Unit Code: SITXMGT002	Unit Name: Establish and conduct business relationships
Application: This unit describes the performance outcomes, skills and knowledge required to establish and manage positive business relationships. It requires the ability to use high-level communication and relationship building skills to conduct formal negotiations and make commercially significant business-to-business agreements. The unit applies to all industry sectors, and to individuals who take responsibility for making decisions about purchasing or marketing activities. They also oversee the maintenance of contracts or agreements. This could include senior operational personnel, sales and marketing personnel, managers or owner-operators of small businesses. Agreements may relate to corporate accounts, service contracts, agency agreements, venue contracts, rate negotiations, preferred product agreements, supply agreements and marketing agreements.	

Unit Code: SITXGLC001	Unit Name: Research and comply with regulatory requirements
Application: This unit describes the performance outcomes, skills and knowledge required to comply with laws and licensing requirements for specific business operations. It requires the ability to access and interpret regulatory information, determine scope of compliance, and develop, implement and continuously review and update policies and practices for business compliance. The unit applies to regulatory requirements for day-to-day business operations in all tourism, travel, hospitality and event sectors and to special requirements for one-off events. It applies to senior personnel who operate independently or with limited guidance from others and who are responsible for making a range of operational business and regulatory compliance decisions.	

Unit Code: SITXMGT001	Unit Name: Monitor work operations
Application: This unit describes the performance outcomes, skills and knowledge required to oversee and monitor the quality of day-to-day work. It requires the ability to communicate effectively with team members, plan and organise operational functions, and solve problems. The unit applies to all industry sectors, and to individuals operating at a team leading, supervisory or frontline management level.	

Unit Code: SITXFIN003	Unit Name: Manage finances within a budget
Application: This unit describes the performance outcomes, skills and knowledge required to take responsibility for budget management where others may have developed the budget. It requires the ability to interpret budgetary requirements, allocate resources, monitor actual income and expenditure, and report on budgetary deviations. The skills and knowledge for budget development are covered in SITXFIN004 Prepare and monitor budgets. This unit applies to all tourism, travel, hospitality and event sectors. The budget may be for an entire organisation, for a department or for a particular project or activity. It applies to those who operate independently or with limited guidance from others. This includes supervisors and departmental managers.	

Unit Code: SITXHRM002	Unit Name: Roster staff
Application: This unit describes the performance outcomes, skills and knowledge required to develop, administer and communicate staff rosters. It requires the ability to plan rosters according to industrial provisions, operational efficiency requirements, and within wage budgets. This unit applies to individuals responsible for developing staff rosters for situations involving potentially large numbers of staff working across a range of different service periods or shifts. It does not apply to small office	

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environments.
It applies to senior personnel who operate independently or with limited guidance from others, including dedicated specialist staff or operational supervisors and managers.
The unit applies to all tourism, travel, hospitality and event sectors.

Unit Code: SITXHRM003	Unit Name: Lead and manage people
Application: This unit describes the performance outcomes, skills and knowledge required to lead and manage people including in teams and support and encourage their commitment to the organisation. It requires the ability to lead by example and manage performance through effective leadership. The unit applies to individuals who operate independently and are responsible for leading and motivating people and teams. This includes supervisors, operational and senior managers. The unit applies to all tourism, travel, hospitality and event sectors.	

Unit Code: SITXCOM005	Unit Name: Manage conflict
Application: This unit describes the performance outcomes, skills and knowledge required to resolve complex or escalated complaints and disputes with internal and external customers and colleagues. It requires the ability to use effective conflict resolution techniques and communication skills to manage conflict and develop solutions. It does not cover formal negotiation, counselling or mediation. The unit applies to all tourism, travel, hospitality and event sectors. The unit applies mainly to senior operational personnel, supervisors and managers who operate with some level of independence and use discretion and judgement to resolve conflicts.	

Unit Code: BSBDIV501	Unit Name: Manage diversity in the workplace
Application: This unit describes the skills and knowledge required to manage diversity in the workplace. It covers implementing the organisation's diversity policy, fostering diversity within the work team and promoting the benefits of a diverse workplace. It applies to individuals who direct the work of others in teams of variable sizes. They may work with staff from different cultures, races, religions, generations, or other forms of difference in any industry context.	

Unit Code: SITXWHS003	Unit Name: Implement and monitor work health and safety practices
Application: This unit describes the performance outcomes, skills and knowledge required to implement predetermined work health and safety practices designed, at management level, to ensure a safe workplace. It requires the ability to monitor safe work practices and coordinate consultative arrangements, risk assessments, work health and safety training, and the maintenance of records. The unit applies to all tourism, travel, hospitality and event sectors and to any small, medium or large organisation. It applies to those people who operate independently or with limited guidance from others. This includes supervisors and departmental managers. This unit incorporates the requirement, under state and territory work health and safety (WHS) legislation, for businesses to take a systematic approach to managing the safety of their workers and anyone else in the workplace.	

Unit Code: SITHCCC020	Unit Name: Work effectively as a cook
Application: This unit describes the performance outcomes, skills and knowledge required to work as a cook. It incorporates all aspects of organising, preparing and cooking a variety of food items across different service periods and menu types; using a range of cooking methods and team coordination skills. The unit integrates key technical and organisational skills required by a qualified commercial cook. It brings together the skills and knowledge covered in individual units and focuses on the way they must be applied in a	

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commercial kitchen.

The unit applies to cooks working in hospitality and catering organisations. This could include restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, and event and function caterers. Menu types may be classical, contemporary or ethnic and service may be formal or informal.

It applies to individuals who work under the guidance of more senior chefs. They demonstrate autonomy and judgement to complete routine activities and take limited responsibility in known and stable contexts within established parameters.

Unit Code: SITXFSA001	Unit Name: Use hygienic practices for food safety

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

The unit applies to all organisations with permanent or temporary kitchen premises or smaller food preparation or bar areas.

This includes restaurants, cafes, clubs, hotels, and bars; tour operators; attractions; function, event, exhibition and conference catering; educational institutions; aged care facilities; correctional centres; hospitals; defence forces; cafeterias, kiosks, canteens and fast food outlets; residential catering; in-flight and other transport catering.

It applies to food handlers who directly handle food or food contact surfaces such as cutlery, plates and bowls during the course of their daily work activities. This includes cooks, chefs, caterers, kitchen stewards, kitchen hands, bar, and food and beverage attendants, and sometimes room attendants and front office staff. Food handlers must comply with the requirements contained within the Australia New Zealand Food Standards Code.

In some States and Territories businesses are required to designate a food safety supervisor who is required to be certified as competent in this unit through a registered training organisation.

Unit Code: SITHCCC001	Unit Name: Use food preparation equipment

Application: This unit describes the performance outcomes, skills and knowledge required to safely use commercial kitchen equipment to prepare a range of different food types.

The unit applies to operational personnel responsible for general food preparation tasks in hospitality and catering organisations.

It applies to individuals who work with very little independence and under close supervision. They follow predefined organisational procedures and report any discrepancies to a higher level staff member for action.

Unit Code: SITHKOP002	Unit Name: Plan and cost basic menus

Application: This unit describes the performance outcomes, skills and knowledge required to plan and cost basic menus for dishes or food product ranges for any type of cuisine or food service style. It requires the ability to identify customer preferences, plan menus to meet customer and business needs, cost menus and evaluate their success.

It does not cover the specialist skills used by senior catering managers and chefs to design and cost complex menus after researching market preferences and trends. Those skills are covered in SITHKOP007 Design and cost menus.

The unit applies to hospitality and catering organisations. Menus can be for ongoing food service, for an event or function, or for a food product range such as patisserie products.

It applies to cooks, patissiers and catering personnel who usually work under the guidance of more senior chefs.

Unit Code: SITHCCC018	Unit Name: Prepare food to meet special dietary requirements

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Application: This unit describes the performance outcomes, skills and knowledge required to prepare dishes for people who have special dietary needs for health, lifestyle or cultural reasons. It requires the ability to confirm the dietary requirements of customers, use special recipes, select special ingredients and produce food to satisfy special requirements.

This unit does not include menu planning for special diets which is covered in the unit SITHKOP004 Develop menus for special dietary requirements.

The unit applies to cooks and patissiers working in hospitality and catering organisations. This could include restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, and event and function caterers.

It applies to individuals who work under the guidance of more senior chefs. They demonstrate autonomy and judgement to complete routine activities and take limited responsibility in known and stable contexts within established parameters.

Unit Code: SITHCCC006	Unit Name: **Produce appetisers and salads**

Application: This unit describes the performance outcomes, skills and knowledge required to prepare appetisers and salads following standard recipes. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery and food storage methods.

The unit applies to cooks working in hospitality and catering organisations. This could include restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, and event and function caterers.

It applies to individuals who work with very little independence and under close supervision and guidance of more senior chefs. They follow predefined organisational procedures and report discrepancies to a higher level staff member for action.

Unit Code: SITHCCC019	Unit Name: **Produce cakes, pastries and breads**

Application: This unit describes the performance outcomes, skills and knowledge required to produce cakes, pastries and breads in a commercial kitchen following standard recipes. It requires the ability to select, prepare and portion ingredients; and to use relevant equipment a range of cookery methods to make and decorate cakes, pastries and breads, and food storage methods.

It does not cover the specialist skills used by patissiers to produce specialist patisserie products. These are covered in the range of patisserie units coded 'PAT'.

The unit applies to hospitality and catering organisations that produce and serve cakes, pastries and breads, including hotels, restaurants and patisseries.

It applies to individuals who work under the guidance of more senior chefs. They demonstrate autonomy and judgement to complete routine activities and take limited responsibility in known and stable contexts within established parameters.

Unit Code: SITHPAT006	Unit Name: **Produce desserts**

Application: This unit describes the performance outcomes, skills and knowledge required to produce hot, cold and frozen desserts following standard and special dietary recipes. It requires the ability to select, prepare and portion ingredients and to use equipment and a range of cookery methods to make and present desserts.

The unit applies to hospitality and catering organisations that produce and serve desserts, including hotels, restaurants, clubs and patisseries.

It applies to patissiers who usually work under the guidance of more senior chefs.

Unit Code: SITHCCC014	Unit Name: **Produce meat dishes**

Application: This unit describes the performance outcomes, skills and knowledge required to prepare and cook a range of meat dishes following standard recipes. It requires the ability to select, prepare and portion meat, and to use relevant equipment, cookery and food storage methods.

The unit applies to cooks working in hospitality and catering organisations. This could include restaurants,

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educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, and event and function caterers.

It applies to individuals who work under the guidance of more senior chefs. They demonstrate autonomy and judgement to complete routine activities and take limited responsibility in known and stable contexts within established parameters.

Unit Code: SITHCCC012	Unit Name: Produce poultry dishes

Application: This unit describes the performance outcomes, skills and knowledge required to prepare and cook a range of poultry dishes following standard recipes. It requires the ability to select, prepare and portion poultry, and to use relevant equipment, cookery and food storage methods.

The unit applies to cooks working in hospitality and catering organisations. This could include restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, and event and function caterers.

It applies to individuals who work under the guidance of more senior chefs. They demonstrate autonomy and judgement to complete routine activities and take limited responsibility in known and stable contexts within established parameters.

Unit Code: SITHCCC013	Unit Name: Produce seafood dishes

Application: This unit describes the performance outcomes, skills and knowledge required to prepare and cook a range of fish and shellfish dishes following standard recipes. It requires the ability to select, prepare and portion seafood, and to use relevant equipment, cookery and food storage methods.

The unit applies to cooks working in hospitality and catering organisations. This could include restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, and event and function caterers.

It applies to individuals who work under the guidance of more senior chefs. They demonstrate autonomy and judgement to complete routine activities and take limited responsibility in known and stable contexts within established parameters.

Unit Code: SITHCCC007	Unit Name: Prepare stocks, sauces and soups

Application: This unit describes the performance outcomes, skills and knowledge required to prepare various stocks, sauces and soups following standard recipes. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery and food storage methods.

The unit applies to cooks working in hospitality and catering organisations. This could include restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, and event and function caterers.

It applies to individuals who work with very little independence and under close supervision and guidance of more senior chefs. They follow predefined organisational procedures and report any discrepancies to a higher level staff member for action.

Unit Code: SITHCCC008	Unit Name: Prepare vegetable, fruit, egg and farinaceous dishes

Application: This unit describes the performance outcomes, skills and knowledge required to prepare and cook various vegetable, fruit, egg and farinaceous dishes following standard recipes. It requires the ability to select and prepare ingredients, and to use relevant equipment, cookery and food storage methods.

The unit applies to cooks working in hospitality and catering organisations. This could include restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, and event and function caterers.

It applies to individuals who work with very little independence and under close supervision and guidance of more senior chefs. They follow predefined organisational procedures and report any discrepancies to a higher level staff member for action.

Unit Code: SITHKOP003	Unit Name: Plan and display buffets

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Application: This unit describes the performance outcomes, skills and knowledge required to design, plan and display buffets. It requires the ability to consult on buffet requirements, design the total buffet concept, plan and document operational requirements, display a buffet creatively and supervise food service.
It does not include the preparation of food items for buffets which is covered by the unit SITHCCC015 Produce and serve food for buffets.
The unit applies to all hospitality and catering organisations that serve buffet food including restaurants, hotels, clubs, and event and function venues. The buffet could be a one-off for a special event or function or a series of regular buffets offered by the organisation.
This unit applies to those people who operate independently or with limited guidance from others such as senior and supervising cooks and chefs, catering supervisors and managers.

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What is expected of a Diploma learner:
A person with this level qualification will be able to:
- Demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas;
- Analyse and plan approaches to technical problems or management requirements;
- Transfer and apply theoretical concepts and/or technical or creative skills to a range of situations;
- Evaluate information, using it to forecast for planning or research purposes;
- Take responsibility for own outputs in relation to broad quantity and quality parameters; and
- Take some responsibility for the achievement of group outcome

Presentation of Assessment Standards

Written Assessment
- Written assessments shall be computer generated or type written.
- Students without access to a computer or typewriter must seek permission to present in any other form.
- All assessments shall be written in English.
- Original assessments shall be submitted.
- Email copies or disk copies will be accepted.
- Harvard/Date referencing is preferred.
- Students will make a serious commitment to his/her studies at Imagine Education Australia.
- Students will make every effort to provide original, clearly legible work, and will refrain from copying the work of others. Plagiarism can be avoided by using accurate referencing. Plagiarism is using more than 10% of a source.

Oral Assessment
- Oral assessments shall be delivered in English
- Students are encouraged to use visual aids.

Personal Presentation
- Students will meet the expectations and demands of Imagine Education Australia in terms of participation, co-operation, punctuality, dress code, successful submission of work and high standards of behaviour and conduct.
- Students will be dressed in an appropriate manner (no bikini tops or similar apparel or clothing with offensive language written on it.)
- Students wishing to be considered for relief work within the Imagine Education Early Learning Centres must be appropriately dressed as per the centre dress code documented in the Student Volunteer handbook.

Submission of Assessments
- Assessments must be completed and submitted by their due dates
- Students are required to attach an assessment cover sheet to each assessment.
- You may choose to personally hand assessments in, post them in or email in your assessments.
- It is the student's responsibility to make copies of all assessments as no assessment will be returned to the student.
- Where the making of resources is required for assessment you may take photos of these and submit them rather than the assessment item.

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Student Assessment Policy:

Assessment Submission:
Each assessment must have an Assessment Cover Sheet attached. Any submissions made without an Assessment Cover Sheet will be returned to the student unmarked.
Where a student is not able to submit an assessment to their trainer or assessor, it can be handed in to admissions. A received date must be recorded on the Assessment Cover Sheet. Where a student hands the assessment directly to a teacher the student is to initial the received date.

Student Submission before end date:
Students are encouraged to have all assessment work completed and submitted prior to their end date. If an assessment that is submitted before their end date is marked Not Yet Satisfactory the student will have 7 days to re-submit the assessment at no charge.

Student Submission after end date:
1. A student may hand in their final assessment unit to be marked within 7 days after their end date.
2. If a student requires teacher assistance to complete assessments after their end date the student can either re-enrol in the unit or pay for private tuition. See Fee schedule for private tuition costs on the website.

If an assessment that is submitted after their end date is marked Not Yet Satisfactory the student will be required to re-enrol in the unit.

Turnover of Marking an Assessment:
Once a student's assessment has been received by staff of Imagine Education Australia, the Assessor will have 21 days to give feedback to the student in regards to the assessment.

Marking an Assessment:
Under Standards for RTOs, assessment ensures only learners who hold the requisite skills and knowledge are certified as competent. For a student to be assessed as competent, Imagine Education Australia must ensure the student has:
- absorbed the knowledge
- developed the skills
- can combine the knowledge and skills to demonstrate:
    - ability to perform relevant tasks in a variety of workplace situations, or accurately simulated workplace situations
    - consistency in performance and a consistent ability to demonstrate skills when performing tasks
    - understanding of what they are doing, and why, when performing tasks
    - ability to integrate performance with understanding, to show they are able to adapt to different contexts and environments.

Imagine Education Australia Assessors will only record a student as being competent once the student has gained a satisfactory result for all assessments for the unit. Any Individual Assessment that does not meet the requirements of the training package will be marked as Not Yet Satisfactory and will be returned to the student for resubmission.

Providing Feedback to the student:
Feedback will only be issued to the student using the Imagine Education Australia "Student Feedback Form".
The "Student Feedback Form" will record all of the assessment pieces linked to the unit.
Feedback is to be given for any assessment with an attached Assessment Cover Sheet that is submitted by a student. If a student submits more than one Assessment at a time for a unit, one Student Feedback Form can be returned to the student outlining feedback for each individual assessment.

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Providing Feedback To Imagine Education Australia:
Every 10 weeks student feedback will be sought as part of Imagine Education's Continuous Improvement Policy. Alternatively students can provide feedback on their Student Assessment Feedback Form for each unit.

Receiving your Qualification and Record of Results:
On successful completion of your course students will receive a Qualification Certificate and Record of Results 12 days after the trainer/assessor has completed all of the relevant documentation for a completing student. These are available for collection at the College unless other arrangements are requested by the student.

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Referencing Guide

When you use information in your assessments from other sources (such as text books, journals or internet articles) you need to source where you found the information.

Referencing in the text of your assessment

When you wish to use exact words from a source of information, you must tell the reader where it is from and use quotation marks. For example:

Neuman and Roskos (1993 p 199) state that, "Children's innate interests and need to communicate provide real impetus for language and literacy learning".

If you wish to use information from a source and wish to write it in your own words, you still must source the work in the text of your assessment. However, this time, you don't need to use quotation marks. For example:

Language and literacy learning entails a lot more than just teaching children the ABC's (Neuman and Roskos 1993).

Note that the page number is only required when you quote text word for word from the text.

Reference list

A reference list is necessary at the end of your assessment and is a list of all the sources of information used to reference your assessment. For example:

Text Books: Author/s, Date of Publication, Title, Publisher, Place of Publication

Beare, H, Caldwell, B and Millikan, R (1989) Creating an Excellent School – Some New Management Techniques, Routledge, London.

Electronic Sources: Title, Date, Name and Place, URL

National Childcare Accreditation Council Inc, 2008, Australian Government Department of Education, Employment and Workplace Relations <http://www.ncac.gov.au>

Bibliography

A bibliography includes all of the sources of referenced material in your assessment, as well as a list of materials which you read to help learn and research your assessment work. It shows your trainer the extent you have gone to research and gain more information in relation to your assessments and tasks. This is written at the very end of your work.

Appendices

An appendix is a document which you may need to attach to your assessment to support your work. For example, if you write about a policy of a service, you may decide to attach a copy for the reader to support your findings. The following is an example:
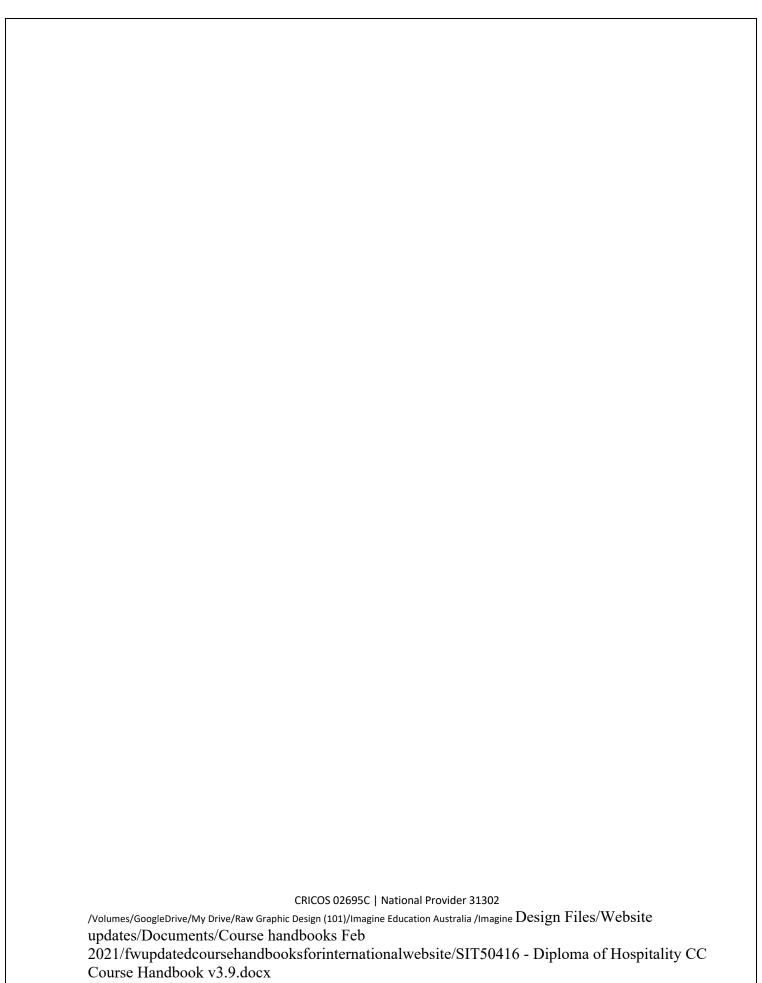The staff in the service all read the policy (refer to Appendix 1) at the meeting and shared some possible changes to be made.

A final note on referencing

If you use work from other sources without referencing where you found the source, you are plagiarising. **Plagiarising is very serious** as it is stealing words from another source, and claiming it as your own work. Referencing or sourcing your information is therefore vital! Please ensure you fully source where you found your information.

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Plagiarising Policy – Student

If you use work from other sources without referencing where you found the source, you are plagiarising. **Plagiarising is very serious** as it is stealing words from another source, and claiming it as your own work. Referencing or sourcing your information is therefore vital! Please ensure you fully source where you found your information and follow the '***Referencing Guide'.***

Plagiarising can include:

- o Copying another student's work
- o Copying work from a text or source of information without referencing

At Imagine Education we take plagiarising seriously. If you plagiarise work, or you give your work to a peer to copy you will have been deemed to have failed the assessment and will be required to face an academic panel to determine if your enrolment should be cancelled.

There are two outcomes from the academic panel:
1.   The students' enrolment is cancelled
2.   The student will re enrol and pay for the required units. The student will be required to complete these units under the supervision of a College trainer.

What You Will Need

Computer
You will need access to a computer and to the internet to view some of the information. There may also be useful links to websites that may be referred to by your trainer.

Text Books
The following text books may need to be used for the study of this course:
- Hospitality Management Strategy and Operations 3rd Ed Lynn Van der Wagen and Anne Goonetilleke

Career Pathways
After achieving SIT50416 Diploma of Hospitality, individuals could progress to SIT60316 Advanced Diploma of Hospitality or higher education qualifications in management.

This qualification provides a pathway to work in any sector of the hospitality industry as a departmental or small business manager.

Possible job titles include:

Banquet or function manager

Chef de cuisine

Chef patisserie

Executive housekeeper

Front office manager

Gaming manager

Kitchen manager

Motel manager

Restaurant manager

Sous chef

Unit manager (catering operations)

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