

From the Executive

Hi all

Well the Tourism, Hospitality and Events Training Package SIT07 has finally been endorsed so I guess it is now lots of work to have it implemented.

We have seen a few of our executive take a career change of late and we now farewell Kerrie-Anne McPhee who has become a Training Package Specialist with the Transport and Logistics Skills Council. We wish Kerrie-Anne every success in her new career and thank her for her contributions to ATTHEA.

Reg Edwards
President

The conference will have a strong PD focus so it will be a **MUST ATTEND** event.

BRINGING THE WORKPLACE INTO THE CLASSROOM



Central TAFE in Western Australia offers students in the Diploma of Event Management and the Advanced Diploma of Tourism Management the opportunity to learn and practise their skills in a student run tourism and events consulting service. Central Events and Tourism (CEATS), is an innovative training solution that partners with industry to provide students the opportunity to work on industry based projects.

CEATS was actually born as a direct result of attending the 2003 ATTHEA conference in Perth. Staff from Central TAFE attended a session presented by the Drysdale Institute who were operating a similar model (DTIS). As it so happened, the next conference was held in Hobart which gave the Perth lecturers the opportunity to visit the DTIS office who were very generous in sharing their resources...the good, bad and the ugly!

CEATS is a consulting business for the tourism and events industry. It has been running now for two successful years. It is planned, managed and operated by students and their lecturers. The lecturers act as 'senior managers' ensuring CEATS operates like any other business. Students join CEATS in the final semester of their respective Diplomas and work in an office environment.

CEATS coordinator, Nicolas Petit says that, "our primary goal is to produce students who are 'work ready and work-savvy', and have the ability to think for themselves". The CEATS objectives are: to provide workplace relevant learning experiences, minimise duplication in learning and assessment, address lecturer workload issues and ensure strong operational links with industry.

ATTHEA CONFERENCE 2009



LUNA PARK
7th and 8th May 2009.

Make sure you enter the date in your diary and put the conference in your PD plan for next financial year.

The impressive list of clients included: City of Perth, City of Wanneroo, City of York, Active Foundation, Cystic Fibrosis Association, David Wirrpanda Foundation, Community Housing Coalition of WA, Perth Pyrotechnics, Alila Hotels and Resorts, Toast Masters International and the list keeps on growing!

Integrated Approach

Students involved with CEATS study subjects as they would in any other program, however, subjects are organised into 'clusters' that reflect the way people operate in the workplace, rather than being delivered individually as they would in a traditional learning environment. CEATS is all about experiential learning; the approach is more self-directed. Students are expected to be problem solvers and to be capable of determining what skills they need to have; or to know in order to resolve or trouble shoot issues as they arise.

A Service for Industry

CEATS carries on 'real life projects' mostly for the not-for-profit sector. In sourcing and choosing clients CEATS looks at those organisations who see value in working with a team of emerging practitioners. CEATS provides business consultancy for organisations who ordinarily, would not employ the services of a consultant.

Rather than compete with industry, CEATS provides clients with: business, marketing, sponsorship and risk management plans that will ideally, give them new and creative concepts which can be incorporated into the management of their respective organisations.

Clients understand that CEATS is principally a learning environment and their involvement offers them the opportunity to act as mentors. Access to a diverse range of clients helps the students to appreciate varying management styles.

Holistic Assessment and Learning Environment

CEATS contextualises the teaching and assessment activities to a work setting. Resources are designed to incorporate the learning and assessing of employability skills and entrepreneurship. Assessment is based on the holistic collection of evidence over a period of time and contexts. Evidence of competency is taken from a variety of sources including: individual learning journals, one-on-one reflection, peer evaluation and observation. Assessment of the learning and employability skills is holistic and incorporated into the lesson design by using the principles of instructional intelligence. Delivery of theoretical concepts and practical skills is delivered in a 'just-in-time' concept whereby; in partnership between student and lecturer, theory and skills coaching is provided to suit either the learning cycle of the student or the lifecycle of the project. Assessment is conducted in 'real-time', whilst the

learning is taking place and feedback is provided instantly and regularly through review of drafts of the project.

As well as being assessed by lecturers, the projects are moderated by the organisation for which it is being developed. Assessment feedback is combined from the client and the lecturer in 'professional development' sessions, as they would be conducted in a workplace. Assessment and feedback of the employability skills of communication, teamwork, problem solving, initiative, enterprise, planning, organising, self management and ongoing learning is done through assessor observation, peer evaluation and managed reflection exercises, on an individual one-on-one basis.

By applying the principles of cooperative learning, students are coached in the skills of critical thinking, collaboration, communication, social skills and accountability. Positive interdependence is encouraged by embedding processing and reflection into the learning environment. CEATS encourages students to reflect on their own learning style then communicate this to their lecturers who create an individual program of learning which encourages self-directed learning. The role of lecturers in CEATS is to help students structure their action research, and their action learning to assist them to link their experiences with events beyond their existing context.

Students commented that their experiences in CEATS were 'relevant and practical' and that it had a direct influence on their decision to stay and complete the course. Industry involvement at such a practical level was also a new creative direction. Industry feedback has indicated that they are provided with a business document that under normal circumstances they would not have had the resources to create for themselves therefore, CEATS was of direct economic value!

Recently, the organiser of a large national event held in Perth has said that the students were the best that he had worked with around Australia. High praise indeed!

Story courtesy of Nicolas Petit, Liz Bindon-Bonney - Joint Project Co-ordinators, CEATS

TAFE SA SERVES UP A THREE STAR COURSE

TAFE SA Regency Campus has been recognised as a high performing training organisation with commercial cookery and manufacturing earning star ratings in a national scheme.

Regency International Centre has been awarded a three-star rating (the highest possible) by the Institute for Trade Skills Excellence (ITSE), while the manufacturing program has earned one

star.

ITSE developed the star rating scheme to promote and advance the quality and relevance of vocational and technical training for the trades in Australia by recognising high performing RTOs.

Commercial cookery and manufacturing earned their ratings on the following criteria:

- Focus on the needs of enterprises and learners
- Excellent trainers and assessors and state of the art resources
- Empowered enterprises and learners.



Appetite for Success participant, Aaron Yeoward (2006 Chef intake) with case manager Darren White.

Hospitality General Manager Derrick Casey said the staff of commercial cookery were to be congratulated for achieving the highest rating.

Story courtesy of Belinda McPherson – Regency Adelaide

STATE TOURISM AWARDS

Submissions are now been taken for the annual tourism awards in each state.

Last year Canberra Institute won the national award so let's see if we can get some more TAFE colleges in the finals.

For details:

New South Wales

http://www.ticnsw.com.au/index.php?option=com_content&task=view&id=30&Itemid=67

Victoria

<http://www.victoriantourismawards.com.au/>

South Australia

<http://www.satourismawards.com.au/>

Western Australia

<http://www.watourismawards.com.au/>

Queensland

http://www.queenslandtourismawards.com.au/entry_details.htm

ACT

http://www.tams.act.gov.au/play/tourism/tourism_awards

Tasmania

<http://tict.com.au/cms/events/informationforentran.php>

CONGRATULATIONS

Congratulations to Belinda from Regency Adelaide on the birth of a daughter Claudia. Mum, Dad and sister all well.

CONTINUOUS IMPROVEMENT OF THE TOURISM, HOSPITALITY & EVENTS TRAINING PACKAGE



Service Skills Australia has commenced work on the continuous improvement of the Tourism, Hospitality and Events Training Package.

Three areas have been identified by industry for further scoping and action:

- scoping of Inert Gas Safety
- scoping of Coffee Art
- scoping of Sommelier

There will be more information available on this project page as consultation begins. Please contact Karen Banks on kbanks@serviceskills.com.au for more information.

ATTHEA TEACHER'S FELLOWSHIP 2009

Applications are invited from Tourism, Hospitality Teachers employed in Australian TAFE Institutes and who are CURRENT financial individual members or a member of a college membership.

The ATTHEA Award will be awarded to the winner during the National Conference to be held in Sydney in May 2009.

The winner will receive up to \$3000 towards the approved staff development program of their choice.

The study program of the successful winner may include:

- participation in a course/ tertiary training program
- visit or placement in industry to enhance their teaching area
- placement in a relevant professional organisation/educational institution in Australia or overseas, sabbatical or exchange programs overseas
- undertake primary/secondary research relevant to your teaching specialization, college, department, ATTHEA members or the organisation as a whole.

**START THINKING ABOUT YOUR APPLICATION
TODAY**