

On 31 March 2005, the National Quality Council (NQC) considered a report into a national strategic audit of training in the hospitality industry.

WA coordinated the national strategic audit in 2005 with a steering committee which included representatives from each state and territory registering/course accrediting body, the Services Industry Skills Council (Service Skills Australia), the Australian Chamber of Commerce and Industry, the Australian Council of Trade Unions and the Department of Education, Science and Training.

This is only the second time a national strategic audit has been carried out in relation to training in a particular industry with the first in 2004, being the transport industry. Such audits take considerable time, commitment and resources but provide valuable insights into trends in uptake and delivery of training, the level of compliance with relevant AQTF standards by RTOs delivering in a particular industry, key issues impacting on training outcomes and good practice, and ways to strengthen quality of training and assessment to meet employer and individual needs.

This audit into training in the hospitality industry found that while 75% of employers surveyed expressed satisfaction with the quality of training in providing apprentices and trainees with the necessary skills, there was also significantly low compliance in relation to certain AQTF standards, particularly standards 7, 8 and 9, a variation in quality in simulated work environments, and a need to include employers in the development of the training plan and assessment strategy and support employers through the learning and assessment process.

At its meeting on 31 March, the NQC discussed the findings of the audit and agreed to write to Service Skills Australia and the CEOs of state and territory registering bodies/training authorities asking them to consider the report's recommendations and advise the NQC of action taken. The Council also agreed to recommend to states and territories that focus in their regular audits on the key areas of low compliance identified, particularly in relation to standards 7, 8, and 9 of the AQTF.

The NQC intends to give further consideration to the systemic issues raised in the report to inform the development of a collaborative action plan which will include all the key partners who need to be involved in this important work. The NQC has agreed to defer any further national strategic industry audits until the systemic issues identified by the last two strategic audits in the transport and hospitality industries have been followed up.

The Report into the National Strategic Industry Audit of Training in the Hospitality Industry is attached.

National Strategic Industry Audit of Training in the Hospitality Industry

National Report

2005

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1. EXECUTIVE SUMMARY

Background

At its meeting of 17 March 2005, the National Training Quality Council (now the National Quality Council) considered advice from the Risk Review Workshop Group on the National Key Risk Areas and recommended risk treatments for 2005; and endorsed a number of key initiatives to ensure the continued quality of the national Vocational Education and Training (VET) system.

One of the key initiatives endorsed was the recommendation that training in the hospitality industry be an area of focus for a national strategic industry audit in 2005.

The hospitality industry was identified for a strategic industry audit because:

- there has been a very high number of enrolments and the industry receives significant public funding;
- there is a mix of learning pathways offered and a large number of registered training organisations (RTOs) are scoped to deliver hospitality qualifications;
- concerns are held about high attrition rates, marketing practices and variations in nominal hours; and
- the industry is currently not undergoing any major transitions.

The strategic industry audit has identified areas of good practice, key issues impacting on the quality of training and assessment, and the level of non compliance with the AQTF Standards. The audit has also analysed trends in the uptake and delivery of qualifications from the hospitality training package; and provided comment on whether systemic challenges also impact on training delivery in the hospitality industry.

The report also makes a number of recommendations and it is intended that these will be used to as a mechanism for continuous improvement in both the hospitality industry and the wider vocational education and training sector.

Scope

The audit focused on the following selected standards from the *Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations*: 1.2 vii; 1.4; 1.5; 1.6; 1.8; 1.9; 1.10; 2.2; 4.2; 4.3; 6.3; 7.2; 7.3; 7.4; 8.1; 8.2; 9.1; 9.2; 9.3; 9.4; 10.2; and 12.3; and the following three qualifications from the Hospitality training package: THH21802 Certificate II in Hospitality (Operations); THH22002 Certificate II in Hospitality (Kitchen Operations); and THH31502 Certificate III in Hospitality (Commercial Cookery) were audited.

Methodology

The audit methodology included an initial survey of RTOs scoped to deliver the three agreed qualifications. The results of this survey were used to inform the audit sample selection process. The subsequent phases of the audit included 84 on site audits of RTOs, a telephone survey of employers and an online survey of apprentices and trainees.

This report represents the findings of the audits of the RTOs and the employer and student surveys. Also included is additional qualitative data provided by the auditors and industry representatives which provides contextual information about the hospitality industry.

Findings

The audits identified serious compliance issues with AQTF Standard 8.1 - RTO Assessments, Standards 9.1, 9.2, 9.3 - Learning and Assessment Strategies, Standards 7.3 and 7.4 - Competence of RTO Staff, and Standard 4.3 - Version Control. The findings show that there is scope for improvement in the planning, development and implementation of delivery and assessment in accordance with training package requirements, by the majority of RTOs. Improvements are also needed in quality systems especially when dealing with complaints and appeals, and managing risks; and in the provision of information about legislative and regulatory requirements to staff and students; and maintaining up to date records.

The positive trends of the audit show that areas of compliance included AQTF Standard 1.2vii – provision to R/CAB of accurate and timely information regarding registration and compliance information; Standard 8.2 – Recognition of Prior Learning (RPL); Standard 1.6 – Partnership arrangements; Standard 12.3 – Ethical marketing and advertising; Standard 1.10 – Opportunities for improvement/continuous improvement; and Standard 1.9 – Stakeholder and client feedback.

Although there was a reasonable level of compliance with Standard 9.4 – RTO resources and facilities, the audits identified a significant range in the adequacy and suitability of simulated work environments including the requirements of an operational commercial kitchen.

Some employers surveyed reported concerns about the skill level of the apprentices and trainees, and felt that they had not been included in the assessment process or had received no information on their employee's progress. For the employers surveyed it was vital that apprentices and trainees should be trained at an appropriate skill level to do the job and that training reflect current industry practice.

An opportunity exists for RTOs to generally improve their communication with employers. The employers surveyed feel there is a lack of consistent contact from the training provider. There was generally low satisfaction reported by employers with the support received from RTOs. Many employers felt that they had little or no support from the training provider, and some reported that they did not see the trainers/ assessors at the workplace. Involvement of employers by the training provider in the development of the training plan and assessment strategy is not widespread.

The hospitality industry is transient in nature with a high turnover of staff. As reported by the employers surveyed, the major challenges impacting on the skills required in the hospitality industry include the workforce challenges of a skills shortage and the ability to attract long term staff who are suited to the working conditions within the industry.

Recommendations

The key recommendations relate to the responsibility of registered training organisations to meet the requirements of quality learning and assessment as prescribed by the AQTF Standards and training package requirements. The recommendations are not driven by compliance only but are intended to develop the capacity of the RTOs and trainers and assessors to improve the quality of training outcomes in the industry. It is recommended that this be achieved through targeted professional development and ongoing support in the development of learning and assessment resources. There is a need to reinforce to RTOs, their obligations to employers and students, the requirements of the AQTF and the requirements of the industry in which they operate. Better information needs to be provided to employers

and students about apprenticeship and traineeship roles and responsibilities, the long term career prospects and working conditions within the industry.

It has been suggested that a joint management plan be adopted, to address the issues identified in the national strategic industry audit, by the National Quality Council, the Australian Government Department of Education, Science and Training, Services Skills Australia and the individual state and territory registering/course accrediting bodies.

Audit Management

This audit follows the first national strategic industry audit into training in the transport industry in 2004. All states and territories participated in the 2005 audit. National coordination of the project was undertaken by the Training Accreditation Council on behalf of the Western Australian Department of Education and Training. The project was initially funded by ANTA through national project funding. Following the abolition of ANTA in June 2005, the finalisation of the project was funded by the Australian Government through the Department of Education, Science and Training. States and territories have contributed management, audit and administrative resources. The project has been managed by a representative steering committee, with significant guidance, support and cooperation from the national industry skills council, Service Skills Australia, and Restaurant and Catering Australia.

2. INDUSTRY OVERVIEW

According to the Australian Bureau of Statistics, hospitality industries comprise businesses whose primary activities are the provision of accommodation, selling of alcoholic beverages for consumption on the premises, provision of food and entertainment. The businesses within the hospitality industries are classified to Division H - Accommodation, Cafes and Restaurants and Class 9322 – Casinos, of the Australian and New Zealand Standard Industrial Classification (ANZSIC). Division H includes all businesses mainly engaged in providing hospitality services in the form of accommodation, meals and drinks, and includes accommodation; pubs, taverns and bars; cafes and restaurants; and clubs.

Industry characteristics

The accommodation, cafes and restaurant sector employed almost 490,000 people at August 2005 and accounted for 5% of total employment across all industries.¹ This represents a growth rate of 5.4% (265,000) since the same time in 2003. Employment growth has been strong over the past five years with 60,900 new jobs created. The occupations within the hospitality sector with the greatest employment growth forecast to 2009/10 include: chefs, bar attendants, waiters and restaurant and catering managers.² The hospitality industry contributed 2.09% of Gross Domestic Product (GDP) in the period 2003 – 2004.

Some of the employment characteristics of the hospitality industry include:

- more females (57.4%) are employed in the accommodation, café and restaurant sector
- more males are employed in full time positions (55.4%)
- 50.8% of employees in the industry are part time, and of these 69.7% are female
- high proportion (35%) of young workers aged less than 25

Following is a summary of the characteristics of each sector within the hospitality industry:

- The **café and restaurant sector** makes up the largest sector within the hospitality industry. At the end of June 2004 there were 15,083 businesses, including 1,796 catering businesses, operating from 15,567 locations. During 2003 – 2004 café and restaurants generated \$10,131m in income. This sector was dominated by a large casual work force, accounting for just over half (53.4%) of all employment. Staff were more likely to be employed as waiters/waitresses (40.4%). Combined, qualified and other chefs/cooks accounted for 21.8% of all persons employed, while kitchen hands comprised 17.6% of total employment. The majority (63.4%) of businesses in café and restaurant services employed less than 10 persons and accounted for 20.6% of total income. Conversely, larger business (those employing 50 persons or more) accounted for only 1.2% of all businesses but generated just under a third or 32.4% of all income.
- The **accommodation sector** has the next largest number of businesses. At the end of June 2004, there were 5,682 businesses operating from 6,372 establishments. During 2003-04 accommodation businesses generated a total of \$8,095.9m in income. The majority (74.3%) of accommodation businesses employ fewer than 10 persons and these businesses accounted for 17.8% of total income. Large businesses (those employing 50 persons or more) accounted for only 5.4% of all businesses, but generated over half of all income (57.9%).³
- Based on figures available for the end of June 2001 there were 4,003 businesses operating in 4,627 **pubs, taverns and bars** across Australia. The total income in the period 2000 – 2001 was \$9,007m. This sector is also dominated by a casual

¹ ABS, Australian Labour Market Statistics, 6105.0, Oct 2005

² Australian Jobs 2005, Job Prospects Matrix, Page 30 – 31, DEWR, (2005)

³ ABS, Accommodation Services 8595.0, 2003-04

workforce (68%) in which employees are more likely to be bar staff and bar managers (44%). Businesses with less than 10 employees made up 41% of the sector however accounted for only 10% of the sector's employment and 12% of total income. At the other end of the scale, 1% of businesses employed 100 or more people, however, these businesses accounted for 22% of the sector's employment and 20% of total income. Notably, businesses that employed between 20 – 99 employees (28%) made the largest contribution to the sector's employment (49%) and to total income (49%).

- At the end of June 2001, there were 2,911 **clubs** operating at 3,121 premises. The total income generated in this period was \$6,296m. A high casual workforce (48%) was recorded and permanent full time employees accounted for only 33% of total employment. The main occupations were bar managers and bar staff (36%) and catering staff (17%).
- At the end of June 2001, there were 13 **casinos** operating in Australia and which generated a total income of \$3,137m. The majority (60%) of employees were permanent full time with the majority more like to be male (62%). The main occupations were licensed gaming staff (41%), waiters and waitresses (10.3%), and bar managers and attendants (9.5%).

Skills of existing workforce

About 40% of the workers in the hospitality industry have post school qualifications. Many of the hospitality occupations have low entry levels and there is a high proportion of unqualified casual staff. The main qualification profile of workers within the hospitality industry is vocational with 30% of employees holding vocational qualifications. The main qualifications are held at Certificate III and Certificate IV Australian Qualifications Framework (AQF) level. Only 10% of people employed in the hospitality industry possess a degree or higher qualification, as compared to 23% average across all industries.

Employment recruitment and retention in the industry

Despite strong job growth projections, the hospitality industry also has the highest rate of job turnover per annum at approximately 24%.⁴ As at February 2004, the industry had the lowest proportion (7%) of workers who had been in their current job for 10 years or more; and the highest proportion (34%) who had worked in their current job for less than one year⁵

The industry has a high proportion of younger workers who generally do not stay in the industry but use the industry to provide a casual income whilst pursuing studies or deciding upon future career options. The hospitality industry is transient in nature and is generally not regarded as a career pathway for young people. Worker attraction and retention in the hospitality industry is influenced by many factors including: the inherent nature of the industry that is characterised by long hours, comparatively low wages, a high number of jobs at entry or base level and is physically demanding.

Skills Shortage

Although the number of chefs is forecast to grow at 24% over the next few years the occupation is currently listed by the Department of Employment and Workplace Relations as having a skills shortage. In the report *A Recipe For Change* it was estimated that there was a shortfall of cooks and chefs in Australia of around 2,000 individuals. Restaurant and Catering Australia has also cited shortages in the number of service staff (an additional 2,000 required), kitchen hands (an additional 2,500 required) and supervisors (an additional 1,500 required).⁶

⁴ The Waiting Is Over, a report into skills shortages in the hospitality industry, DEST, June 2005

⁵ ABS, Labour Mobility, 6209.0, Feb 2004

⁶ The Waiting is Over, a report into skills shortages in the hospitality industry, DEST, June 2005

Training in the hospitality industry

The employment of apprentices and trainees as a proportion of the total workforce, is slightly higher (6%) in the hospitality sector than the average (4%) across all industries.

Expenditure on training per employee in the hospitality industry is much lower than the total industry average. According to the Australian Bureau of Statistics, in the period 2001 – 02 employers in the accommodation, cafes and restaurants sector spent on average \$147 on training per employee compared to the average spend (\$458) per employee across all industries.⁷ It is important to note that this figure is based on the direct cost of training and does not attribute costs to time invested in training. As previously stated, the hospitality industry has a high proportion of apprentices and trainees and the expenditure committed to the formal training of this group is also not included in the above figure.

Most employers in the hospitality industry provide some training for their employees albeit mostly unstructured and *ad hoc* in nature. About 40% of employers provided structured training for their workers and the reasons include:

- for legislative, regulatory or licensing requirements (56%);
- for staff development/advancement (52.5%);
- to improve quality of goods and services provided (42%); and
- to maintain professional status and/or meet industry standards (38%).

“Respond to new technology” and “develop and maintain a flexible and responsive workforce” were not reported as important factors for providing structured training to employees. It is not surprising that in an industry where there is high legislative and regulatory demands that this is the most common reason for training provision and is much higher than the average (38%) for all industries. It is however, surprising that “maintain professional status and/or meet industry standards” was not a driver for training when compared to the average (55%) for all industries.

Statistics from the National Centre for Vocational Education Research (NCVER) indicate there were approximately 5,256 apprentice and trainee commencements in the industry during the June 2005 quarter; and in total there were 29,340 apprentices and trainees in hospitality training at 30 June 2005. In the 12 months to June 2005, there were 21,000 apprentice and trainee commencements, of these 3,000 were existing workers. These figures are similar to the previous year.

Restaurant and Catering Australia (RCA) data suggests that there is an ever increasing number of students studying hospitality in VET in Schools programs. Based on national data compiled on participation in VET in Schools Programs and School Based Apprenticeships from the 2002 school year, RCA estimated that there were approximately 36,500 students studying hospitality at school. This represents a large investment of resources, time and labour by the industry particularly for work placements which is not returned because often students do not view the industry as a long term career option.

In August 2005, the National Training Information Service (NTIS) indicated that there were just over 500 RTOs nationally that were registered to deliver one or more of the qualifications to be audited. The apprentice and trainee survey identified that there were 16,280 apprentices and trainees in training and 3,210 who had recently completed their training within the previous 12 months in the three qualifications. The employer survey identified 7,903 employers of apprentices and/or trainees in any hospitality qualification.

Impediments to training across the industry

The impediments to training across the industry include:

- difficulty for businesses to cover the costs of training;

⁷ ABS Employer Training Expenditure and Practices, 6362.0, 2001-02

- training is not always accessible due to the time of the day, day of week and location which conflicts with the service demands of the business;
- small business owners do not have the time or resources to undertake training for themselves or their staff;
- businesses not having the time or resources to train apprentices or trainees;
- high turnover of skilled staff resulting in a reluctance to train employees who potentially will leave or be “poached” by a competitor;
- employers do not have the skills or knowledge to deliver on the job training; and
- employers have little experience and knowledge of the vocational education and training system.

Training challenges for the hospitality industry

There is a number of challenges that face the industry in relation to the quality and supply of skills. In particular whether there are adequate numbers to meet the demand and whether skill levels are sufficient to meet the requirements of the industry.

These training challenges have been highlighted in *The waiting is over, a report into skills shortages in the hospitality industry* and the *Industry Skills Report, Services Industry* and are summarised as follows:

- perception that hospitality is not a long term career opportunity for young people;
- need for adequately trained staff to be retained in the industry;
- in a people intensive, customer service driven industry, there is a need for staff with the correct aptitude and/or attitude;
- skills shortages place burdens both on employers and employees who are left to fill the void;
- constraints on employers to hire apprentices and trainees such as lack of time and resources; and
- perception that there is a disparity between the skill level of apprentices and trainees provided by the training system and industry requirements.

3. SCOPE OF THE AUDIT

In March 2005, the National Training Quality Council (now the National Quality Council) considered advice from the Risk Review Workshop Group and endorsed a number of key initiatives to ensure the continued quality of the national VET system including the recommendation that training in the hospitality industry be an area of focus for a national strategic industry audit in 2005.

The steering committee convened to manage the conduct of the national strategic industry audit comprised a group of senior representatives from state and territory recognition authorities, representatives from the Australian Government Department of Education, Science and Training (DEST), and representatives from the hospitality industry to provide specific industry expertise. Collectively, the Steering Committee represented a strong understanding of the relevant training package and its requirements, the AQTF Standards, the operations of the hospitality industry and knowledge of issues impacting on training in the hospitality industry.

The steering committee determined the scope of the audit would include:

- funded and fee-for-service delivery;
- all modes of delivery; and
- all students undertaking training.

The objectives of the audit were to:

1. analyse trends in the uptake and delivery of hospitality qualifications from the Hospitality Training Package across Australia;
2. determine the level of compliance with relevant AQTF Standards by individual RTOs delivering training in the hospitality industry across Australia;
3. identify and analyse key areas of compliance and non compliance with relevant AQTF Standards for RTOs delivering training in the hospitality industry;
4. identify key issues impacting on training outcomes and good practice in the hospitality industry;
5. provide comment on whether systemic challenges, including those raised in the transport industry report, also impact on training delivery in the hospitality industry; and
6. recommend strategies to address key issues and to strengthen the quality of training and assessment for the hospitality industry across Australia.

It was determined that the following qualifications from the Hospitality Training Package (THH02) be the focus of the audit:

- THH21802 Certificate II in Hospitality (Operations)
- THH22002 Certificate II in Hospitality (Kitchen Operations)
- THH31502 Certificate III in Hospitality (Commercial Cookery)

The two AQF Certificate II qualifications may be delivered through traineeship arrangements or through institutional based delivery. The AQF Certificate III qualification is recognised as the standard “trade” qualification to become a qualified cook and is delivered under apprenticeship arrangements and to non apprentices through institutional based delivery. Many RTOs offer dual learning pathways for these qualifications. It is these delivery arrangements that determined the broad scope of the audit.

The following table lists the AQTF Standards that were determined as the minimum standards to be audited. Auditors, at the site audit, may have determined a necessity to audit more than the minimum requirement.

Table 1 - AQTF Standards Audited

AQTF Standards	
1.2 vii	Provision to R/CAB of accurate and timely information regarding registration and compliance
1.4	Internal Audit
1.5	Complaints and appeals
1.6	Partnerships
1.8	Corrective and preventive action
1.9	Stakeholder and client feedback
1.10	Opportunities for improvement/continuous improvement
2.2	Legislative and regulatory requirements
4.2	Maintenance of up-to-date records
4.3	Version control
6.3	Provision of information prior to enrolment
7.2	Induction programs and materials for new staff
7.3	Competence of RTO assessor staff
7.4	Competence of RTO training delivery staff
8.1	RTO Assessments
8.2	RPL
9.1	Develop and implement learning and assessment strategies
9.2	Validation of assessment strategies
9.3	Developing, adapting or delivering training and/or assessment products and services
9.4	Staffing, facilities and resources
10.2	Issuing AQF qualifications/Statements of Attainment
12.3	Ethical marketing and advertising

To supplement the AQTF data gathered through site audits the methodology included surveys of employers, apprentices and trainees.

Outcomes

A final report including:

- recommendations to strengthen the quality of training in the hospitality industry;
- a detailed analysis of the level of compliance with AQTF requirements of RTOs delivering training on the job in the hospitality industry; and
- comment on whether systemic challenges including those raised in the transport industry are the same challenges impacting on training delivery in the hospitality industry.

4. METHODOLOGY

Project Initiation

Following the first national strategic industry audit conducted in 2004, it was agreed to undertake a second national strategic industry audit in 2005, the focus of which would be training in the hospitality industry.

The project was funded by an allocation of \$161, 540 under an ANTA national project.

ANTA established a national steering committee to manage the conduct of the national strategic industry audit project. The steering committee comprised senior representatives from state and territory recognition authorities; senior representatives from the Services Industry Skills Council, the Australian Chamber of Commerce and Industry, and the Australian Council of Trade Unions; and representatives from DEST.

The project commenced with a teleconference of the steering committee on 23 June 2005 and was followed by a face to face meeting in Melbourne on 18 and 19 July 2005. It was at these meetings that the objectives, scope and methodology for the national strategic industry audit were determined and each jurisdiction committed to participate in the audit.

Parameters for the Audit

The general parameters for the audit were as follows:

- An RTO survey to be conducted to inform the selection process of the audit sample.
- A briefing and moderation meeting to be held for auditors.
- Audits to be conducted using each jurisdiction's own template letters, audit tools, and reporting formats. However, audit outcomes to be reported using a consistent style.
- Auditors to provide additional comment on learning pathways, RTO interaction with industry, partnership agreements, and identification of good practice.
- Technical advisers, with hospitality industry expertise, to be used at audits where possible.
- The *National Protocols for Interstate Audits* to be followed when conducting interstate audits.
- An online survey to be conducted of apprentices and trainees studying or recently completed any of the three agreed qualifications.
- A telephone survey to be conducted of employers with apprentices or trainees in any qualifications from the hospitality training package.
- Each state and territory to compile a report following the audits and completion of surveys according to the agreed report headings for state and territory reports on strategic industry audits. These reports will be used to compile a national report.
- A draft of the final national report to be circulated for consideration and review by the members of the national steering committee.
- The final national report to be presented to the National Quality Council (NQC) formerly NTQC for approval, publishing and distribution by DEST.

RTO Survey

It was agreed by the national steering committee to survey all of the RTOs identified as having scope of registration for the three qualifications prior to the audit. The results of the RTO surveys were used to inform the selection process of the audit sample for each jurisdiction. Each state and territory identified from the NTIS the providers with scope of registration for one or more of the qualifications that were the focus of the audit and informed the RTOs by email of the strategic industry audit and the requirement to complete the survey. To ensure consistency of data collection the questions were designed to have parity with Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). data collection categories.

The survey was conducted online and the results collated and provide to each jurisdiction for further analysis to determine the survey sample. The survey provided data relating to the number of enrolments in each of the identified qualifications, statements of attainments issued in the previous year, and specific delivery, assessment and funding arrangements.

Determining the Audit Sample

Following the completion of the RTO survey states and territories met on 23 August 2005 via teleconference to finalise the number of primary recognition audits and interstate audits to be conducted. The nationally agreed protocols for audits of interstate sites applied.

Each jurisdiction applied a risk management process to the selection of the RTO audit sample using the same criteria:

- level of activity;
- involvement in all three qualifications;
- learning pathways; and
- history of complaints.

Parameters were set so that a representative audit sample was determined and included schools, TAFEs, enterprises and private providers. An RTO's recent audit history was also considered to minimise disruption to RTOs who had been recently audited.

Additional Auditor Comment

Since a broad scope had been determined for this audit, it was necessary to gather data from varied sources. To this end auditors were requested to gather supplementary qualitative data and provide additional comments. This data was collected through audit discussions with the RTOs and interviews with employers and students conducted as part of the RTO audit but in addition to AQTF compliance.

The following areas were determined for additional comment from the auditors:

- Pathways
 - a. Where an RTO offers more than one learning pathway for the qualifications, how is assessment managed, i.e. is there comparability of assessment practice?
 - b. For fully on the job delivery, what support is provided to employers as to their role in the training and assessment process and how well they were prepared for the process?
 - c. For delivery that is institutional based, how does the RTO provide a work environment that meets the requirements of the training package? Comment on the adequacy of simulated environments, and learner work placement arrangements.
- Interaction with industry

What interaction occurs between the RTO and industry; are any sustainable relationships in place; and how does the RTO engage industry in the validation of assessment?

- Partnerships
How does the RTO utilise partnership arrangements in the delivery of hospitality qualifications over and above what is reported in Standard 6.1?
- Identification of good practice.

Auditor moderation

State and territory auditors attended an auditor briefing and moderation meeting held on 30 and 31 August 2005 in Adelaide. The Services Industry Skills Council and Restaurant and Catering Australia provided an overview on the hospitality industry, training and assessment issues, vocational competence and the requirements of the Hospitality Training Package. Moderation was provided by way of examination of the qualifications to be audited, minimum level of evidence required to demonstrate compliance and reporting requirements.

The national AQTF Moderation Project was launched just prior to the commencement of the audits of RTOs in the national strategic industry audit sample. The national moderation project provided an opportunity for jurisdictions to participate in formal moderation by comparing audit processes and practices to improve consistency in audit outcomes across the jurisdictions. A number of auditors were able to observe hospitality audits conducted in other jurisdictions and discuss areas of commonality or difference, such as audit processes, interpretation of standards and evidence sighted to assess compliance.

States and Territories Auditor Teleconferences

Auditor teleconferences were held on 18 October and 14 November for auditors and jurisdiction representatives responsible for managing the audits. These forums provided opportunities to discuss the progress of the audits in each jurisdiction and to share issues. The teleconferences were a strategy to achieve consistency in the audit process and were supported by the national audit moderation project. A number of audits were conducted as part of the national project and provided the auditors valuable opportunities to observe audit processes across jurisdictions and comment on audit outcomes.

Audits of Registered Training Organisations

State and territory registering authorities conducted 84 site audits nationally of registered training organisations delivering the qualifications within the scope of the audit.

Table 2 - No. of Audits Conducted by each Jurisdiction

Jurisdiction	No. of Audits
New South Wales	22
Victoria	15
Queensland	15
Western Australia	12
South Australia	7
Tasmania	6
Australian Capital Territory	4
Northern Territory	3
Total	84

Two of the RTOs audited in the Australian Capital Territory were registered in New South Wales. Eight of the RTOs audited in New South Wales were registered in other jurisdictions, one each in Queensland and South Australia, and six in Victoria.

The findings of non compliance that have been reported are based on the results of the site audit only. Each jurisdiction has processes in place which require all RTOs to rectify their non compliances following the site audit. The jurisdictions were not required to report on the results of their individual rectification processes.

Employer survey

A telephone survey was conducted in each state and territory to survey employer opinion about training and assessment in the hospitality industry. The survey sought information about the quality of training and assessment, employer satisfaction with training provided by RTOs, and whether the training provided met industry requirements. The population for the purpose of the survey was all employers nationally in the hospitality industry who had apprentices and trainees.

The survey determined:

- level of skills;
- relationship with RTO;
- satisfaction with the registered training organisation;
- resources available to participate in the individual's training; and
- employer's role in the assessment process.

The employer survey tool is at Attachment C. Employer contact details were provided directly to the survey company by each state and territory training authority.

The survey company provided each state and territory an individual survey report and provided a national report to the project manager.

Survey of Apprentices and Trainees

All states and territories participated in an online student survey. The survey was restricted to apprentices and trainees who were currently in training or who had recently completed (within the last 12 months) training in any of the three qualifications that were within the scope of the audit.

The response rate was disappointingly low. Only 474 students responded to the survey which represents less than 5% of the survey population. As such, care has been taken in the interpretation of this data and is not representative of the views of all apprentices and trainees in the hospitality industry.

The apprentice and trainee survey determined:

- the quality of administrative service provided by RTOs;
- the quality of training and assessment delivered by RTOs;
- the level of satisfaction with RTOs; and
- the degree to which training and assessment meets the skill needs required to perform work in the hospitality industry.

The student survey tool is at Attachment D.

The student survey was developed online and students were notified of the survey by state and territory training authorities to comply with privacy provisions. Students were sent by mail an information postcard with details about the national strategic industry audit and the survey. An iPod was offered as an incentive in each jurisdiction to encourage students to respond to the survey. The survey company reported to each state and territory individually and also provided an overall national report.

Preparation of State and Territory Reports

Each jurisdiction prepared a report according to the agreed headings for this national strategic industry audit. The reports provide details about the outcomes of the on site audits of RTOs including the additional comments requested from the auditors, and the findings of the surveys.

The reports provide conclusions about the quality, quantity, and satisfaction with training in the hospitality industry. They also identified trends and challenges to the industry. Of critical importance, each report made recommendations about strategies to address the key issues and to strengthen the quality of training and assessment in relation to the hospitality industry.

Preparation of the national report

The national report combines the data and information from the state and territory reports and draws together national conclusions and recommendations for the industry, and the impacts for the broader VET sector.

5. KEY ISSUES IDENTIFIED

The following key issues impacting on training outcomes in the hospitality industry were identified in the audits of registering training organisations and from the surveys of employers, apprentices and trainees.

1. The audits of RTOs found significant non compliance against AQTF Standard 8.1 – RTO Assessments. Overall, assessment processes did not comply with the requirements of the assessment guidelines in the training package.

In particular, an understanding of the holistic units *THHCCHO1A Prepare, cook and serve food* and *THHCCHO2A Prepare, cook and serve food for menus* was not always evident. Practical assessments were not always conducted in realistic workplace environments. Overall, there was no assurance that assessments involved evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained. The reliability and fairness of assessments across a number of assessors could not be assured from the evidence presented. Similarly, the validity of assessment tools and assessment outcomes was not always able to be supported by the available evidence.

2. The audits of RTOs found a high proportion of non compliances in AQTF Standard 9 – Learning and Assessment Strategies. Generally learning and assessment strategies were not well documented and were not reflective of the requirements of the training package.

Many examples appeared to use standard templates that met compliance requirements rather than quality learning and assessment outcomes. There was little evidence of industry consultation in the development of learning and assessment strategies. A number of RTOs did not have any system for validating assessment processes, tools and evidence, or for ensuring their reliability. There were varying standards of equipment resources utilised and some registered training providers did not have adequate facilities to meet the requirements of access to commercial kitchen facilities and equipment.

3. There were many instances where RTOs could not provide evidence of verified vocational competence for their trainers and assessors. In some cases they had not identified what vocational skills and industry experience was relevant. There was evidence that for some RTOs no processes were in place for direct supervision and there were examples where assessment was being conducted by staff without the required assessor competencies and without any other arrangements in place.
4. Most RTOs need to improve their quality systems especially where dealing with complaints and appeals, and managing risks. Ensuring that version control processes extend to the management of learning and assessment materials; and providing access to documented information for staff and students about current industry legislation and regulatory requirements are also areas for improvement for many RTOs.
5. An opportunity exists for RTOs to improve their communication with employers. One in four employers (25.4%) reported that RTOs are ineffective in keeping them informed about the apprentice and trainee progress. The main reason being lack of contact from the training provider.

There was generally low satisfaction reported by employers with the support received from RTOs. Many employers felt that they had little or no support from the training provider, and some reported that they did not see the trainers/ assessors at the workplace.

Involvement of employers by the training provider in the development of the training plan and assessment strategy is not widespread with only 42.6% of employers reporting contact with the training provider at this stage of the training process.

6. 16.7% of the employers surveyed regarded the assessment process as ineffective. Some employers have uncertainties about the skill level of the apprentices and trainees, and felt that they had not been included in the assessment process or had received no information on the progress of their employee's progress.
7. Of the employers surveyed 12.6% were dissatisfied with the quality of training in providing apprentices and trainees with the necessary skills to do the job. A further 9% were not sure either way. There were some concerns about the standard of training, lack of practical skills training and that more visits/contact from the training provider was needed.

The fundamental belief for many employers surveyed was that apprentices and trainees should be trained at an appropriate skill level to do the job and that training reflect current industry practice.

8. Some RTOs were not able to demonstrate that sufficient information was provided to clients prior to enrolment. A number of the apprentices and trainees surveyed noted that often not enough information was provided to them on assistance with literacy and numeracy, how to obtain RPL, the expectations of employer, the role of the trainer, and methods of assessment.
9. The hospitality industry is transient with a high turnover of staff. As reported by the employers surveyed, the major challenges impacting on the skills required in the hospitality industry include the workforce challenges of a skills shortage and the ability to attract long term staff who are suited to the working conditions within the industry.

6. FINDINGS

a) AQTF Standards Compliance

The national strategic industry audit of training in the hospitality industry focussed on delivery and assessment in the following qualifications:

THH21802	Certificate II in Hospitality (Operations)
THH22002	Certificate II in Hospitality (Kitchen Operations)
THH31502	Certificate III in Hospitality (Commercial Cookery)

The two AQF Certificate II qualifications are delivered both as traineeships and as institutional based delivery. The AQF Certificate III qualification is the standard “trade” qualification required to become a qualified cook. The qualification is delivered both as an apprenticeship and as institutional based delivery.

The national steering committee agreed that the following AQTF Standards would be audited: 1.2 vii; 1.4; 1.5; 1.6; 1.8; 1.9; 1.10; 2.2; 4.2; 4.3; 6.3; 7.2; 7.3; 7.4; 8.1; 8.2; 9.1; 9.2; 9.3; 9.4; 10.2; and 12.3.

All states and territories participated in the audit.

Only three jurisdictions reported RTOs compliant at audit. Of the 84 site audits conducted, only eight (8) of these were reported as compliant. This represents a less than ten per cent compliance rate at audit.

The following table shows the number of compliant audits for each jurisdiction.

Table 3 – Compliant Audits by Jurisdiction

Jurisdiction	No. of Audits Conducted	No. of Compliant Audits
Australian Capital Territory	4	3
New South Wales	22	1
Northern Territory	3	0
Queensland	15	0
South Australia	7	0
Tasmania	6	0
Victoria	15	4
Western Australia	12	0
Total	84	8

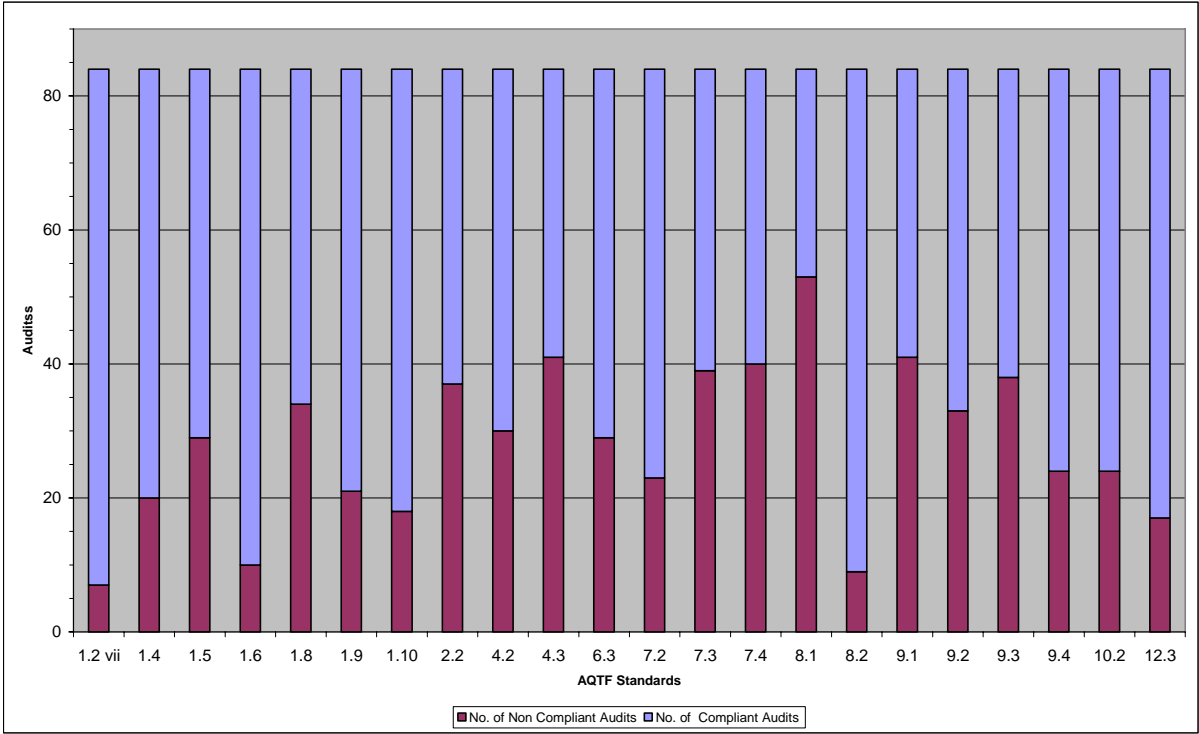
It should be noted that although there was a low rate of compliance reported, some RTOs only had a small number of non compliances recorded against them. It should also be noted that the non compliances and findings reported are based on the results of the site audit. All jurisdictions have processes in place whereby RTOs are required to rectify the non compliances reported at the site audit. Each jurisdiction has applied its own processes to manage this stage of the audit to ensure RTO compliance with the AQTF Standards. The results following the rectification period in each jurisdiction has not been reported in this document.

All jurisdictions were able to cite evidence of good practice and this is further detailed on page 29 of this report.

Non compliance

The following table shows the number of RTOs found to be compliant and non compliant against the AQTF Standards at the time of audit.

Table 4 – Compliances and Non Compliances by AQTF Standards Audited



Summary of the audit findings

The following is a summary of the audit findings for each of the AQTF standards audited.

It should be noted that both the Northern Territory and the Australian Capital Territory had very small audit samples, three and four respectively. The figures presented for each jurisdiction for the analysis of non compliance should be treated as information only and not be used for overall trend analysis.

Although there are significant areas of non compliance which are discussed further in the following sections there are also many areas of compliance.

Standard 1 – Systems for quality training and assessment. *This standard requires that an RTO has systems in place to plan for and provide quality training and assessment across all of its operations.*

The Standards subject to audit were 1.2 vii; 1.4; 1.5; 1.6; 1.8; 1.9; and 1.10. The areas covered by these are the requirements to: have a designated person to ensure compliance; conduct an internal audit at least annually; implement policies and procedures for dealing with complaints and appeals; have written partnership agreements; document and implement procedures to manage risk and take corrective and preventive action; collect, analyse and review client feedback; and have procedures to make improvements to its systems.

Non Compliances

Overall there was a reasonable level of compliance with this Standard.

The majority of RTOs provide accurate and timely advice to their Registering/Course Accrediting Body regarding registration and compliance information.

Generally, partnership arrangements were compliant although there were some issues in relation to currency of some agreements, agreements not always included on a register, and agreements not being in place for a number of training and assessment arrangements. It should be noted that many RTOs did not have partnership agreements in place and therefore Standards 1.6 was not always audited.

Overall, procedures for opportunities for improvement and continuous improvement were developed and implemented effectively, as were continuous improvement processes for stakeholder and client feedback. Although against the trend Western Australia reported that just over 40% of RTOs either did not collect important stakeholder and client data or if it was collected it was not used as a basis for improvement.

There were a number of issues with complaints and appeals including that RTOs did not clearly outline their complaints and appeals process and that complaints and appeals and their outcomes were not recorded in writing. In some cases RTOs had not reviewed their processes in line with the current version of the AQTF Standards, did not give reasons for the decision of an appeals outcome, and did not have complaints heard by an independent person.

State and territory audit reports show that the area of most non compliance in Standard 1 was against Standard 1.8 (risk management) with 40% of audits recording non compliances.

It was reported by the jurisdictions that although RTOs had conducted a risk assessment of their organisation the assessment did not include the identification of risks specifically relating to compliance with the AQTF Standards. It was noted in some cases that although a procedure may have existed it was not implemented, current risk registers did not reflect current practice, or that there was no procedure or system in place for risk management.

Standard 2 – Compliance with Commonwealth, state/territory legislation and regulatory requirements. *This standard requires that an RTO ensures that compliance with Commonwealth, state/territory legislation and regulatory requirements relevant to its operations is integrated into its policies and procedures and that compliance is maintained.*

Standard 2.2 was subject to audit and requires a registered training organisation to ensure that staff and clients are provided with information about current legislation and regulatory requirements that significantly affect their duties or their participation in VET.

Non Compliances

The audit findings represent fairly significant non compliance with 37 of the audits or 42.5% recording non compliances.

Where non compliances were recorded, it was found that a number of RTOs did not have documented information about current legislation and regulatory requirements for their staff and students. In some cases the information was provided verbally. A number of audits revealed that RTOs were not addressing the requirement of the revised AQTF Standards to include “industry” legislation and regulatory requirements. This is a concern considering that within the hospitality industry there is significant industry legislation and regulatory requirements such as safe food preparation, minimum age limits at premises serving alcohol and in gaming establishments, and the responsible service of alcohol. In particular, it is important that RTOs who operate interstate are aware of the industry legislation and regulatory requirements outside of their home jurisdiction.

Audits in the Australian Capital Territory, the Northern Territory and South Australia were compliant against this Standards (14 audits).

Standard 4 – Effective administrative and records management procedures. *This standard requires that an RTO has effective administrative and records management procedures in place.*

The Standards subject to audit were 4.2 and 4.3. These include the requirements to: maintain up-to-date records of the verified training and/or assessment and vocational qualifications of all trainers and assessors, enrolments and participation, and fees paid and refunds given; and the requirements to develop and implement version control procedures so that materials are reviewed for currency prior to issue or re-issue, a list of materials with issue and amendment status maintained, and all RTO staff have ready access to all current materials.

Non Compliances

There were non compliances identified in 30 (34.5%) of the audits against Standard 4.2 and 41 (47.1%) against Standard 4.3.

This represents significant non compliance across both Standards.

For those RTOs with non compliances in Standard 4.2 (maintenance of up-to-date records), they did not have processes in place to verify the records of trainers and assessors; and nor did they maintain up-to-date records of verified qualifications and vocational competence of trainers and assessors.

Most RTOs had version control procedures in place including a list of materials with issue and amendment status identified as required by the Standard. However, many RTOs did not extend these version control procedures to include the management of learning/assessment materials.

Standard 6 – Access and equity and client service. *This standard requires that an RTO applies access and equity principles and provides timely and appropriate information, advice and support services which assist clients to identify and achieve their desired outcomes.*

The Standards subject to audit were all the parts of 6.3. These include the requirement to provide clear information to each client prior to enrolment, about: enrolment and induction, course information, fees and charges, provision for language, literacy and numeracy assistance, client support, flexible learning and assessment procedures, welfare and guidance services, appeals and complaints procedures, disciplinary procedures, staff responsibilities for access and equity, RPL arrangements and credit transfer.

Non Compliances

There was a reasonable level of compliance with this Standard with non compliances identified in 29 (33.3%) of the audits.

New South Wales and Victoria reported non compliance in one in two audits against Standard 6.3.

New South Wales reported that although most RTOs provided information to learners in student handbooks, a number of RTOs could not provide evidence that sufficient information was provided prior to enrolment, including information on the provision of additional language, literacy and numeracy assistance. Victoria also reported that required information

was not provided to clients prior to enrolment that insufficient course information was provided to clients, information about refund policy was ambiguous, and disciplinary procedures not covered. Other issues for other jurisdictions included staff responsibilities for access and equity not included in the RTO's information to clients, lack of clarity about course content and requirements to receive qualification including course/unit information not identified including content and vocational outcomes and pathways.

Standard 7 – The competence of RTO staff. *This standard requires that each member of an RTO's staff who is involved in training, assessment or client service is competent for the functions they perform.*

The Standards subject to audit were all the parts of 7.2, 7.3 and 7.4. These include the requirement to ensure that staff induction programs should include training packages, competency based training and assessment, VET requirements and policies, requirements for apprenticeships/traineeships, and access and equity; training and assessment staff have the required training and assessment competencies and vocational competencies.

Non Compliances

There were non compliances identified in 40 (46%) of the audits against Standard 7.4 and in 39 (44.8%) in Standard 7.3.

There were many instances where RTOs were not able to provide sufficient evidence that their training and assessment staff held vocational competence for the qualification/units of competency they delivered and assessed. In some cases RTOs had not even identified what vocational skills and industry experience was relevant.

South Australia reported a number of instances where there was no evidence of the qualifications required and that no RTO was able to provide evidence of a process for direct supervision. Lack of processes for direct supervision was also an issue for other jurisdictions. A number of jurisdictions also found examples where assessments were being conducted by staff without the required assessor competencies and without any other arrangements in place.

One jurisdiction reported that one RTO who undertakes hospitality training for VET in schools used their Home Economic teachers as trainers and assessors and were not suitably qualified and experienced. The RTO did not have any process in place to ensure that teachers who did not possess the appropriate vocational competencies would be supervised.

Overall, there was a high degree of compliance with Standard 7.2 (induction for new staff). There was some non compliance reported and this related to insufficient information being provided to new staff, that there was either no formalised induction programs for new staff or no materials developed at all for staff induction. Often there was little evidence of ongoing accessibility to updated information.

Standard 8 – RTO Assessments. *This standard requires that the RTO's assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration.*

All parts of both Standards 8.1 and 8.2 were subject to audit.

Non Compliances

Fifty three (60.9%) of the site audits conducted for Standard 8.1 recorded non compliances against the each of the individual Standards 8.1 i – ix. South Australia reported the least

number of non compliances with only one of the audits having non compliances against any of the elements of Standard 8.1. It should be noted that only one of the four audits conducted in ACT had non compliances in this standard and although the Northern Territory recorded 100% non compliance in this standard it is worth noting that only 3 RTOs took part in this audit.

The greatest number of non compliance across the whole audit occurred in this standard. As reported by Victoria: "Non compliance with Standard 8.1 is considered to be high risk as it determines the quality of the training and competency outcomes of students and their suitability for employment."

States and territories reported that overall assessment processes did not comply with the requirements of the assessment guidelines in the training package.

In particular, an understanding of the requirements of the holistic units THHCCH01A Prepare, cook and serve food and THHCCH02A Prepare, cook and serve food for menus was not always evident. The Queensland report, which was representative of the findings of other jurisdictions, noted that there was a general lack of understanding of the assessment context and requirements for these units as documented in the training package, specifically, collection of evidence which shows that skills have been demonstrated in a fully equipped operational commercial kitchen over a period of time and on a specified number of occasions.

A number of jurisdictions reported that practical assessment did not always occur in a realistic environment which simulates not only the physical aspects of a fully equipped operational commercial kitchen but also working within the time constraints and pressures experienced in a commercial kitchen. Many RTOs are reliant on the facilities available in the workplace of the apprentice/trainee. This arrangement is not always suitable as evident at audit, where apprentices/trainees were being employed in premises which did not offer the service delivery across all food service periods and menu items and styles.

Evidence available at audit showed that assessments did not always meet the requirements to be valid, reliable, and fair.

A number of the jurisdictions reported that RTOs placed too much emphasis on theoretical assessment and that assessments did not focus on the application of skills to the standard required in the workplace. The audit found that several RTOs had unsatisfactory assessment processes that did not comply with the Training Package requirements, and in particular, the assessment of practical application of skills was not assessed to the standard required by the Training Package.

Assessment tools varied in quality. Many assessment tools were designed to assess the elements of competency only and neglected the critical aspects of evidence, the dimensions of competency, and the key competencies.

Practical demonstration/observation was in some cases assessed through checklists of performance criteria with no link to actual observation of 'demonstrated behaviours' from the student. In some cases no comprehensive assessment instruments were used for the assessment of practical skills and the only evidence of competence was a tick or the letter "C", sometimes on an attendance sheet. Further, it was not always possible to identify the tasks completed to provide evidence of competency. There was confusion between the status of third party reports/testimonials and practical observations by RTO assessors. Practical assessment tasks and oral questioning were not documented in all cases. Students were unaware that assessments were carried out during practical activities.

Many RTOs were unable to present evidence to auditors to ensure that their assessments involved evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained.

There was also an instance cited where RTOs were using delivery and assessment materials that had been developed for a previous version of the training package. The materials had not been reviewed and aligned to meet the requirements of the current version of the training package.

With 75 audits compliant with Standard 8.2, there was no significant non compliance with this Standard.

Standard 9 – Learning and assessment strategies. *This standard requires that an RTO identifies, negotiates, plans and implements appropriate learning and assessment strategies to meet the needs of each of its clients.*

Each of the Standards 9.1 – 9.4 were subject to audit and require the training organisation to: have a documented learning and assessment strategy for each qualification which meets the needs of the training package, has been developed in consultation with enterprises/industry and is appropriate to meet the needs of its clients; validate its assessment strategies by reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgements made by assessors and documenting any action taken to improve assessment; ensure the strategy is integrated with any on-the-job training and assessment and includes scheduled workplace visits to monitor/review the training and assessment; ensure that where there is a training contract in place training plans must be implemented for each trainee; and ensure that all resources are available for training and assessment, including for online or distance learning.

Non Compliances

Generally there was a high level of non compliance in this Standard. There were non compliances identified in 41 (47.1%) of the audits against Standard 9.1; 33 (37.9%) against Standard 9.2; 38 (43.7%) against Standard 9.3; and 24 (27.6%) in Standard 9.4.

The reports of non compliance from these jurisdictions identified that learning and assessment strategies did not always identify target groups, learning and assessment methods and assessment validation processes and pathways. Target groups were often too broadly identified; vocational pathways did not always correspond to units of competence chosen; pathways were often not identified; learning and assessment strategies were sometimes available on a unit of competency basis rather than the whole qualification. There was little evidence of industry consultation in the development of learning and assessment strategies.

Queensland reported that that, while many of the RTOs audited were able to provide evidence of 'compliant' learning and assessment strategies, there was a general impression formed by the auditor that these documents (typically on the ANTA framework/template) were completed in order to be compliant with the AQTF.

In relation to Standard 9.2, (validation) there was significant non compliance reported by a number of jurisdictions who reported that in a number of cases there was little or no evidence that validation of assessment activities was occurring. Where a process of validation existed, there was often insufficient documented evidence of a number of assessors participating in the process. In some cases the RTO employed only one assessor and there was no evidence of validation between RTOs. There was also no or insufficient evidence to validate the review of assessment strategies or actions taken to improve the quality and consistency of assessment. There was a lack of understanding about the true nature of validation especially the requirement to compare and evaluate assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same competency standards.

Although there was a degree of compliance with Standard 9.3, overall, almost one in two audits recorded non compliances.

From the jurisdictions with the highest number of non compliances some of the issues were that: it was often not clear how learning needs for each target group were identified; the requirements of the training package not being met; little evidence of negotiation of the learning and assessment strategy with employers and learners for workplace delivery and assessment; documented procedures to manage the transition of training packages were not always in place; and contextualisation of tools was poor or non-existent.

There was a high level of compliance across the jurisdictions with Standard 9.4 (staffing, facilities and resources).

However, there were instances where there was insufficient evidence of adequate access to staff, facilities and resources to enable the RTO to meet the training package requirements. Some RTOs were unable to show adequate resources to support learning and assessment services in hospitality qualifications including qualified trainers, training and assessment resources, and access to commercial kitchen facilities and equipment.

Standard 10 – Issuing AQF qualifications and statements of attainment. *This standard requires that an RTO issues AQF qualifications and statements of attainment that meet the requirements of the Australian Qualifications Framework Implementation Handbook and the endorsed Training Packages and accredited courses within the scope of its registration.*

Standard 10.2 was subject to audit and requires that a registered training organisation must issue, record and report AQF qualifications and statements of attainment that meet the requirements of the current Australian Qualifications Framework Implementation Handbook, the training package packaging rules, and identifies the registered training organisation by its national provider number.

Non Compliances

There is a significant level of compliance with this Standard with 24 or 27.6% audits recording non compliances against this standard.

For those jurisdictions that did report non compliance the issues included wording on testamurs not meeting requirements, certification that did not identify the RTO by its national provider number, and statements of attainment that did not include identification of the units of competency that the student had attained.

Standard 12 – Ethical marketing and advertising. *This standard requires that an RTO's marketing and advertising of training and assessment products and services is ethical.*

Standard 12.3 was subject to audit and requires that a registered training organisation accurately represents to prospective clients training products and services that lead to AQF qualifications or statements of attainment, and ensure that advertised outcomes are consistent with these qualifications.

Non Compliances

A high level of compliance was demonstrated with this Standard with only 17 or 19.5% audits recording non compliances against this standard.

Some of the non compliances related to incorrect representation of the qualifications in advertisements such as: information too generic, advertisements not specifying unit codes and the outcomes associated with undertaking certain clusters of units, incorrect listing of

units, misrepresentation of the qualification nomenclature and code as per training package guidelines, and training provider number not identified.

The following table is a summary of the compliance and non compliance against each standard audited.

Table 5 – Compliance and Non Compliance against each Standard Audited

AQTF Standard		No. of Compliant Audits	No. of Non Compliant Audits	% of Non Compliant RTOs
1.2 vii	Provision to R/CAB of accurate and timely information regarding registration and compliance	77	7	8
1.4	Internal Audit	64	20	24
1.5	Complaints and appeals	55	29	35
1.6	Partnerships	74	10	12
1.8	Corrective and preventive action	50	34	40
1.9	Stakeholder and client feedback	63	21	25
1.10	Opportunities for improvement/continuous improvement	66	18	21
2.2	Legislative and regulatory requirements	47	37	44
4.2	Maintenance of up-to-date records	54	30	36
4.3	Version control	43	41	49
6.3	Provision of information prior to enrolment	55	29	35
7.2	Induction programs and materials for new staff	61	23	27
7.3	Competence of RTO assessor staff	45	39	46
7.4	Competence of RTO training delivery staff	44	40	48
8.1	RTO Assessments	31	53	63
8.2	RPL	75	9	11
9.1	Develop and implement learning and assessment strategies	43	41	49
9.2	Validation of assessment strategies	51	33	39
9.3	Developing, adapting or delivering training and/or assessment products and services	46	38	45
9.4	Staffing, facilities and resources	60	24	29
10.2	Issuing AQF qualifications/Statements of Attainment	60	24	29
12.3	Ethical marketing and advertising	67	17	20

b) Additional Auditor Specific Comment

In addition to AQTF compliance the auditors were requested by the steering committee to gather additional qualitative data from the each audit. This element of the audit was not included in the previous strategic industry audit.

Auditors were requested to provide additional specific comments on learning pathways, RTO interaction with industry, partnership arrangements over and above the requirements of Standard 1.6, and identification of areas of good practice.

Learning Pathways

The audit examined learning pathways with a focus on dual learning pathways offered by RTOs for the same qualifications. In particular, institutional based delivery and its comparison to other modes of delivery; the comparability of assessments and how simulated environments and work placements are undertaken; and for (fully on the job delivery and assessment) the support for employer and their preparedness for the process.

It was generally accepted that for institutional based delivery and assessment to be successful industry work placements for students were necessary. The degree to which these arrangements were in place varied across the audit sample. Audit outcomes noted that it was difficult for RTOs to provide a realistic simulated workplace environment for assessment purposes. There was a range in the quality of facilities and experiences provided.

RTOs that managed institutional based delivery well did so due to the establishment of effective partnerships and networks with industry such as hotels and restaurants. Some RTOs employed trainers and assessors who were also currently employed in industry. RTOs who had both adequate physical and human resources and where workplace experiences were effectively built into training programs achieved high quality outcomes. Conversely, there were many examples where programs did not have sufficient resources and did not adhere to all of the requirements of the training package.

For those jurisdictions that did provide comment on comparability of assessment, it was found that RTOs tended to use the same assessment tools for the different pathways.

Fully on the job pathways where apprentices/trainees experience only one workplace do not always meet the needs of the students or the industry requirements.

Most jurisdictions had concerns about the assessment processes and this is evidenced by the high number of non compliances against the individual points of Standard 8.1. However, in the ACT employers and apprentices interviewed stated that on-job delivery and assessment 'worked well' for them. Reasons given included: flexibility of assessment times, on-job relevance, caters for split shifts, personal contact with assessor employer and apprentice, use of appropriate facilities.

The following summary offered by Victoria is relevant to the audit findings across the jurisdictions. It is not the pathway but the achievement by the RTO of quality training outcomes that is crucial to the learning and assessment process. Trainees need to be exposed to a range of contexts that will fulfil the assessment requirements and thereby prepare trainees to enter employment with the skills and knowledge expected by employers in the hospitality industry. Learning and assessment strategies must provide enough opportunities for the collection of evidence over a period of time and not condense the course to such a short timeframe that this would be impossible. If a course is institution based the RTO must explore opportunities for developing workplace experience that is meaningful. Training staff must have the requisite and current training and assessment competencies and ideally should also be working in the industry as this also tends to open employment opportunities for trainees. RTOs maintaining effective relationships with employers was a critical factor.

Interaction with industry

Auditors were asked to describe the level of RTO interaction with industry including whether relationships are sustainable and how well RTOs engage industry in the validation of assessment.

There are varying levels of RTO interaction with industry. Almost all jurisdictions reported at least some active involvement with industry by RTOs via planned industry visits, attendance at networking meetings, representation on industry panels/committees or conversely industry representation on RTO boards/committees. It was noted that RTOs who had stronger more formalised relationships appeared to be more successful in meeting their obligations in relation to Standard 9.

However, it was noted by the jurisdictions that the some arrangements are adhoc and are based on the individual relationships with employers rather than a systemic engagement with industry.

The size of the RTO was not a factor in whether interaction took place. For some larger providers there were more formalised links with industry, including hospitality industry representatives on their committees and an example of representation on a hospitality and tourism industry advisory committee. For smaller RTOs the interaction was represented by networks established by trainers and assessors and part time trainers/assessors currently operating businesses or employed by businesses within the industry. Other types of interactions that took place included consultative meetings, industry briefings, workshops and presentations by the Industry Skills Council.

Other interaction that took place at some level ranged from consultation about assessment strategies, organisation of work placements, development of Training Plans and moderation of assessment. In many cases the auditors considered that these relationships were not sustainable in all cases and appeared to be a matter of expediency for some RTOs. One RTO invited industry to be a regular part of the assessment process for the assessment of holistic units.

In one jurisdiction a tripartite relationship was reported between the student, the RTO and the employer/industry. Providers who specialised in on the job training demonstrated very strong industry/employer relationships and recognised the importance of such relationships for their repeat business. Discussions with employers indicated that they were highly satisfied with the RTO's training services.

Another jurisdiction reported that one of its larger RTOs interacts exceptionally well with industry on a number of different levels. Relationships range from Industry Reference Groups with broad membership that meet on a regular basis to individual employers/enterprises that interact in a number of ways. Industry representation is included in selection processes and industry interaction ensures delivery and assessment activities reflect contemporary work practices, and confirm that performance standards are consistent with enterprise requirements. This interaction with industry provides information on emerging developments, trends and issues relating to delivery and assessment in the industry.

Disappointingly, jurisdictions also reported that some RTOs did not have any industry relationships and did not encourage students to seek any industry employment and experience. Also, in some cases there was no or little evidence to demonstrate that industry was consulted as to the appropriateness of the learning and assessment strategies for each of the qualifications. As one jurisdiction reported, where work placement does not occur in industry the graduates of these qualifications are not going to have realistic expectations of what is required to work in the hospitality industry.

Industry Partnerships

Auditors provided comment on how partnership arrangements were operating over and above what was reported in Standard 1.6.

Most jurisdictions reported that there were not many partnership arrangements in place for the provision of delivery and assessment services for the qualifications audited. For those jurisdictions that did report on partnership arrangements the majority of audits showed that the arrangements were effective, well documented and met the requirements of the Standards.

Victoria reported that the majority of RTOs had effective partnership arrangements in place and these were very well maintained through reciprocal agreements relating to the provision of students, training, work experience and placements and the use of venues or facilities.

In Tasmania although there were very few partnership arrangements with formal agreements in place a number of RTOs have arrangements in place to meet a range of needs including work placements. In the case of a large provider excellent partnerships had been formed with industry/enterprises where there is significant direct input into the development and implementation of the RTO's delivery and assessment solutions. These relationships provided the RTO with opportunities to confirm that performance standards required are consistent with enterprise requirements and to gather information on the way in which skills are developed and enhanced in the workplace.

In South Australia, one RTO contracts the delivery of its program content to two other RTOs for its VET programs. The RTO ensures quality delivery, assessment and outcomes by its partners by monitoring the arrangements through contracts/service delivery agreements. The specific methods used to monitor the agreements include moderation meetings with partner organisations at least annually; staff meetings and liaison carried out on a regular basis and compliance workshops supported by professional development activities.

Good Practice

One of the objectives of this audit was to identify aspects of good practice in training in the hospitality industry. The reporting for most jurisdictions was able to show many examples where auditors cited that RTOs were undertaking their responsibilities in meeting the *AQTF Standards for Registered Training Organisations*. However, some examples offered as good practice, although commendable, were in fact examples of RTOs simply meeting these requirements. It may be that in an audit where high non compliance was experienced auditors were keen to acknowledge the practices of the compliant RTOs or indeed instances where RTOs in general were "getting it right".

The following practices are examples of good practice and should be acknowledged.

A number of jurisdictions pointed to the examples where RTOs had or had access to comprehensive commercial standard facilities including well-equipped commercial kitchens, restaurant and café facilities. NSW reported that as the majority of RTOs provided flexible work based training to trainees and apprentices, the facilities at the workplaces were identified as being to a commercial standard. The RTOs that provided institution-based training had access to appropriate equipment or facilities, in some cases hiring suitable premises for training and assessment purposes.

In Victoria, one RTO's training facilities was an operational venue that had excellent facilities and equipment and offered varied opportunities for the development of skills including gaming, bar work, restaurant service and a large commercial kitchen. Interaction with industry is built into its operations and trainers and assessors have ongoing contact with the employers of the trainees.

A provider encouraged staff and students to participate in community events related to the hospitality industry and in doing so raised its profile to provide future opportunities for its students. Another, encourages its trainers/assessors to continue to work in industry to keep their knowledge current. There were examples where RTOs are networking with industry successfully to access supportive workplace learning environments.

A South Australian RTO engages with a state wide Quality Assurance Group across the sector to consider, moderate and implement a range of assessment strategies with input

from hospitality group training companies, Australian Hotels Association, Caterers and Restaurant Association, other RTOs, local winemakers and chefs.

Some Victorian RTOs offered support services to students over and above the normal literacy and numeracy arrangements. Student services including assisting with tests and assessments for students with a disability, assistance in finding casual employment for the student within the industry, counselling and accommodation. One small RTO provided a highly personalised program for students, together with small classes that allowed each student to be provided with a high level of support.

For a Tasmanian RTO, where selection of participants was made by the RTO, appropriate selection processes are in place with industry input and aptitude of learner taken into consideration. A provider has introduced a program of excellence. A small group of participants were selected to participate in the program which was highly interactive comprising live-in off campus weekends of intensive hands on workshops designed to expand their culinary knowledge and creativity and encourage excellence in cooking and hospitality.

Other examples included: an RTO that asked employers to complete a supervisor's observation checklist between the assessors' visits that allowed the employer to provide input into the assessment process and ensured that the employer was aware of the requirements of the Training Package; another RTO used checklists to record each day's activity in the kitchen to show the range of roles undertaken and menus prepared by each student in a working functional kitchen and restaurant which make for an extensive range of experiences; and another RTO utilises a software system to provide accessible, useful information and records about trainees and their progress, hotel standard operating procedures and their links to units of competency.

c) Employer and Student Surveys

A significant component of the national strategic audit was to determine the key issues impacting on training outcomes, and to gain employer and student opinion about the quality of delivery and assessment in the hospitality industry. The findings from the employer and student surveys provide useful additional data to supplement the AQTF audit findings and together provide a comprehensive view of training in the hospitality industry.

Two survey companies were engaged to complete the surveys on behalf of the states and territories.

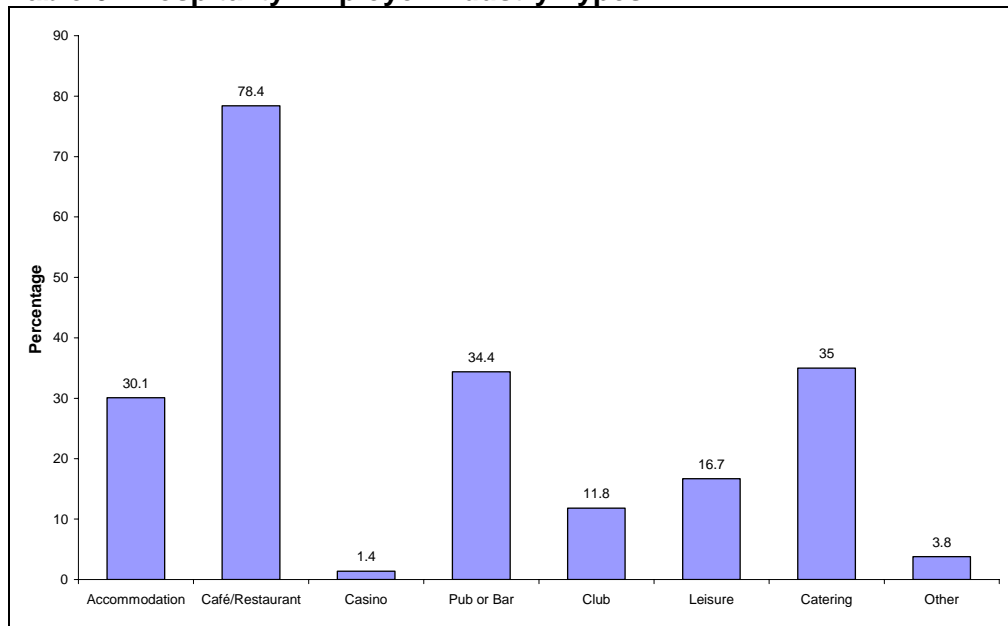
Three hundred and sixty six (366) employers participated in a telephone survey conducted by Advantage Communications and provided feedback on the training and assessment arrangements in place for their hospitality apprentices and/or trainees. The population for the purpose of the survey was all employers nationally in the hospitality industry who had apprentices and trainees. In order to achieve a statistically reliable survey sample, it was calculated that a sample size of 366 surveys nationally would give an error ratio of no more than +/- 5% at a 95% confidence level. That is, where 43% of the sample gives a response we can be sure that if we had asked the question to the entire relevant population, between 38% and 48% would have given the same response. Additionally, to minimise the error ratio for the data collected it was necessary to apply a weighting to reflect the relative sizes of the jurisdictions.

The student survey was made available online by Patterson Market Research whereby 9,765 apprentices and trainees across all jurisdictions were notified by mail via a promotional postcard and invited to participate. Unfortunately, only 474 students responded recording a very low response rate under 5%. The survey population included all apprentices and trainees who were currently in training in any of the three agreed qualifications or who had recently (within the last 12 months) completed those qualifications. It should be noted that given the extremely low response rate, satisfaction ratings can not be taken as representative of the opinions of all hospitality apprentices and trainees.

Employer Profile

Most of the **employers** who responded to the survey (78.4%) were from the café/restaurant sector of the hospitality industry. The catering, pubs or bars, and accommodation industry types had the next largest number of employers. The main hospitality industry types mentioned are shown in Table 7. Some respondents gave more than one answer i.e. a large Hotel chain may describe themselves as 'Accommodation', 'Café and/or Restaurant' and 'Pub, bar or tavern'.

Table 6 - Hospitality Employer Industry Types



The roles undertaken by apprentices or trainees participating in the hospitality employer organisations surveyed were as chefs/cooks (85.8%), wait-staff (40.4%) and kitchen hands (32.5%). Less were employed as bar attendants (22.1%) and front office staff (16.4%).

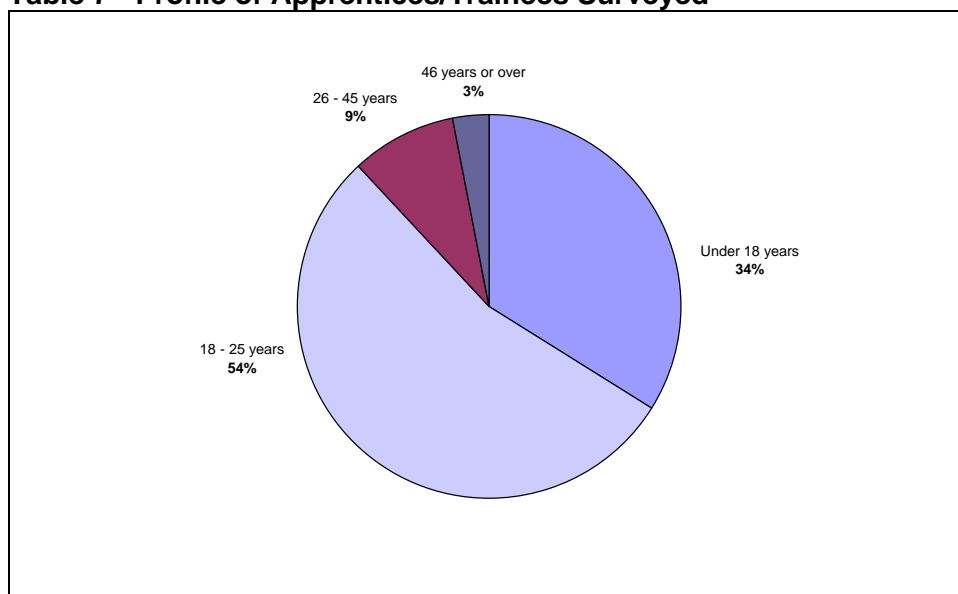
There were approximately 23,892 staff employed by the employer organisations interviewed nationally with 11,629 full time staff (48.8%) and 12,266 part time staff (51.2%). Of these staff employed there were approximately 1,569 apprentices or trainees (6.6%). The employers reported that of the apprentices/trainees employed, 1,009 (64.4%) were full time and 559 (35.6%) were part time.

Based on the above, full-time apprentices and/or trainees make up 8.7% of the total staff; and part-time/casual apprentices and/or trainees make up 4.7% of the total staff at the employer organisations surveyed.

Student Profile

More females (53%) than males responded to the survey. The ages of the apprentice/trainee population surveyed ranged between 15 and 61 years. Approximately one third were aged under 18, half were aged 18 to 25 years with the remainder aged 26 years or over. The median age of the population was 19 years.

Table 7 - Profile of Apprentices/Trainees Surveyed



Analysis of the profile of the qualifications studied by apprentices and trainees shows:

- 32% of respondents were studying the Certificate II in Hospitality (Operations), 16% were undertaking the Certificate II in Hospitality (Kitchen Operations) and 46% were undertaking the Certificate III in Hospitality (Commercial Cookery). A further 6% were unable to indicate which of the courses they were undertaking.
- Of the population surveyed 65% were still studying, 31% had finished their course and 4% did not complete.
- Over twice as many females as males were studying Certificate II in Hospitality (Operations); almost the same number of females as males were studying Certificate II in Hospitality (Kitchen Operations); and just over a quarter more males than females were studying Certificate III in Hospitality (Commercial Cookery).

It is most common that the apprentices and trainees had heard about their course from their employer (53%), whilst 22% heard about it from family or friends, or careers advisors (21%).

More often training was provided totally on the job (44%) and for 41% of respondents training was provided at the training provider's premises.

Almost one in three (28%) were given time away from their normal duties but still undertook the training at their usual workplace, and 7% completed their studies through distance education.

Only twenty of the respondents indicated that they had not completed their course. Given the small number no further analysis was conducted on completion rates.

Trends in uptake and delivery of qualifications from the training package

Employers rated the following factors as most influencing their decision to take on hospitality apprentices and trainees:

- to develop a skilled labour base for their industry (88%);
- financial incentives from the Government such as subsidies and payroll tax exemption (62.8%); and
- to improve their organisation's performance and competitiveness (60.4%).

The primary reason given by **apprentices and trainees** for undertaking an apprenticeship or traineeship was to qualify for a new job or an improvement or advancement in their professional careers.

The main reasons given were:

- To qualify for a new job/career (73%);
- Request from employer to better do current job (20%);
- Always wanted to be a chef/loved cooking/like the industry (20%); and
- To become better qualified/for the future (15%).

Information about apprenticeships and traineeships

Most **employers** (77.9%) were aware that they and their apprentice or trainee had a choice of registered training provider.

Employers generally felt that information provided to them, prior to taking on their apprentices or trainees, was either very effective or effective in preparing them about what to expect about the program. Conversely, one in ten employers (9.6%) found that the information provided to be ineffective or very ineffective. Reasons given were:

- there was not enough information (25.9%);
- had to look to find information/get it themselves (20%);
- didn't get any information or see anyone (14.3%); and
- the information lacked detail, was incorrect or hard to understand (11.4%).

The majority of **apprentices and trainees** (81%) were given information about their training before they started. The respondents were asked to comment on whether they believed they were given enough specific information about various aspects of the course.

The areas of concern where apprentices and trainees were not given enough information or no information were:

- how to get help with language or numeracy (36%);
- how to get credit for existing skills (36%);
- expectations of employer (32%);
- what the trainer would do (28%); and
- methods of assessment (24%).

However, where information was provided prior to the commencement of training, it was generally good enough and clear enough for apprentices and trainees to be able to make an informed decision about the value of the course to them.

Training Plan

Eight out of 10 or 79.5% of **employers** were satisfied that training and assessment services were provided in accordance with the training plan agreed upon prior to the start of the apprenticeship or traineeship. Although there was minimal dissatisfaction, the reasons for dissatisfaction given included:

- there was no feedback, contact or follow up (23.8%);
- there has not been any formal training/they're not doing anything (14.3%);
- there was no training plan (9.5%); and
- they are not delivering/not adhering to the training plan (9.5%).

An area of some concern is that just over half or 50.8% of the employers surveyed said that the training provider did not involve them in developing the training plan and assessment strategy.

Two thirds (65%) of **apprentices and trainees** reported that they had a training plan. Amongst those who had a training plan, 68% reported that their training provider had discussed the development of their training plan with them before it was signed.

Almost one in five (19%) were unable to recall if the training provider had discussed the plan with them.

Of those who had a training plan, 72% indicated that their employer signed it, 64% indicated that they'd personally signed it and 66% indicated that their training provider had signed it.

Amongst those who had a training plan, seven out of ten (75%) reported that the plan had been followed. Notably, only 7% reported that it definitely had not been followed, with the rest effectively unsure.

Amongst those who indicated that the training plan had not been followed, the reasons given were:

- "Poor training provider/disorganised/training provider doesn't turn up". This was mentioned by a third (36%) of those who indicated that the training plan was not being followed;
- Six respondents (15%) indicated that the reason the training plan had not been followed was due to work commitments/difficulty in rostering time off. This was a major reason in Western Australia for not completing the plan;
- 13% referred to the notion that they do the work "as required" with no set guidelines;
- The same proportion (13%) had issues with their management or employer;
- 10% reported that they simply completed the program ahead of time (and therefore didn't follow the training plan); and
- Two respondents (5%) reported that they'd changed their plans and dropped out of the training.

Use of workbooks and learners materials

A little over three quarters or 76.5% of the 366 **employers** surveyed reported that workbooks or learners' materials were provided to their apprentices or trainees. Of these 79.6% were satisfied with the relevance of the material. Just over one in ten (11.7%) reported that workbooks/learners' material were not provided and a further 11.7% didn't know.

There was a disparity reported across the jurisdictions with a higher percentage of employers in Queensland (93%) and Tasmania (90%) aware of learners workbooks and much less in South Australia (62%) and Victoria (67%).

Interestingly, 86% of **apprentices and trainees** respondents reported that they had been provided with a workbook or other training materials. Of these students three out of four (74%) reported that they had been given enough time at work to complete their workbook or other training materials.

Although these results are positive it is interesting to note that employers may not always know about the learner workbooks and materials used by their apprentices and trainees. This may be the case where training takes place away from the workplace.

Assessment

Recognition of Prior Learning

Just under half or 48.4% of **employers** surveyed reported that their trainee or apprentice applied for recognition of their existing skills. Of the 177 organisations where their apprentice or trainee had applied for recognition of their existing skills, 78.0% of the employers were satisfied that the training organisation provided their apprentice or trainee with adequate information, support and opportunities to apply for recognition of their existing skills.

One in 10 or 10.1% of employers were dissatisfied. Reasons for dissatisfaction included:

- dissatisfied with the length of the process/the red tape (20%); and
- unhappy because their apprentice/trainee did not receive recognition when they felt they should have done (13.3%).

Assessment Strategies

Employers were asked to identify what methods the training provider used to ensure the employer of the reliability of the assessment of apprentices or trainees. Training log books (44.3%) and assessment records (42.3%) were the most common methods used.

Some **employers** (13.4%) surveyed stated that nothing was provided and 10.1% didn't know.

Employers were asked to rate the effectiveness of the assessment process in confirming that competencies have been successfully demonstrated at the workplace and areas for improvement identified prior to issuing qualifications. Seven out of ten (71.3%) employers surveyed rated the effectiveness of the assessment process as either "very effective" or "effective".

However, 16.7% of employers surveyed found the assessment process to be 'ineffective'. Of these, 23.3% said that they found the assessment process to be 'ineffective' because there had been no assessment or they had not seen any assessors. A further 21.7% felt the apprentice or trainee was not skilled/qualified enough when they were signed off, and 13.3% also mentioned that that had received no information on the apprentice or trainee's progress or had received no report.

Other reasons mentioned by fewer employers included:

- the assessors need to visit more often (6.7%);
- exams and books are not an effective way to assess/there's a gulf between practical and theory (4.9%); and
- there's not enough contact or follow up (6.7%).

A further 12.0% couldn't say.

Eight out ten (81%) **apprentices and trainees** indicated that they had been assessed by their training provider. Assessment was reported to have taken place as follows:

- by completing their workbooks (71%);
- by completing assignment (57%);
- assessment in their workplace, assessed by their training provider (55%);
- in the workplace assessed by their supervisor or workplace trainer (40%);
- at the training provider's premises (37%); and
- other methods included practical exams/assessments/cooking; various types of testing some written others not specified; observations.

Of those who completed assessments, 91% of respondents indicated that the assessor talked to them about the assessment before it had taken place, and 86% overall reported that they had some feedback about their assessment.

Contact from RTO regarding student progress

Seven out of 10 or 69.4% of **employers** surveyed felt the training provider was either “very effective” or “effective” in keeping them informed about their apprentice or trainee’s progress.

Conversely close to a quarter (25.4%) of employers surveyed found the training provider to be ineffective or very ineffective in keeping them informed. For the majority (73.6%) who found the training provider to be ineffective in keeping them informed, it was simply that there had been no contact or very little communication/feedback. 13.1% also said that they, the employer, had to make the contact themselves to find out what was happening.

Satisfaction with Training Outcomes

Almost three quarters or 74.3% of **employers** surveyed were satisfied with the overall quality of training in providing apprentices or trainees with the necessary skills to do the job.

Almost 13 per cent of employers were dissatisfied with the overall quality of training in providing apprentices and trainees with the necessary skills to do the job. Of these 17 or 36.9% of dissatisfied respondents felt the training was not up to standard and that the RTO lacked skills. A further 17.4% felt that more visits and more contact/follow up were needed. 10.9% felt there was not enough hands on/practical training and 8.7% said the training was outdated.

Satisfaction with skills and capabilities of trainers/assessors

Three quarters or 75.4% of **employers** were satisfied with the skills and capabilities of the trainers and assessors used by the training provider. One in ten or 9.9% of employers surveyed were dissatisfied with the skills and capabilities of trainers and assessors.

Reasons for dissatisfaction included:

- trainers and assessors don’t care if apprentices/trainees are trained to standard or not/it’s only a job to them/money driven (30.6%);
- trainers and assessors lack practical knowledge/not enough hands on experience (22.2%);
- don’t know what they’re doing/not qualified enough (16.7%); and
- don’t communicate/little communication from them (13.9%).

Other reasons mentioned by fewer of the dissatisfied employers included:

- their training/training knowledge is out of date; and
- no continuity with different trainers and assessors.

There was a high level of satisfaction (88%) with the quality of training provided by their RTO from the **apprentices/trainees** who responded to the survey.

Respondents were asked to indicate whether they were very satisfied, fairly satisfied, not very satisfied or not at all satisfied with nine aspects of the training provider’s service. The following table summarises the proportion of respondents that were satisfied with the various aspects of the training provider’s service.

Table 8 – Satisfaction with aspects of training provider’s service

	Satisfied %	Dissatisfied %
How well the provider supported you	89	11
Quality of training	88	12
Availability of help if needed	85	15
Time trainer spent with you	81	19
Fairness of assessment process	90	10
Relevance of training to “real world”	86	14
Adequacy of training materials	86	14
Ability of trainers to communicate	88	12
Overall satisfaction with training provider	87	13

The above table shows a very high level of satisfaction across almost all aspects of the service that the trainer had provided.

Providing skills to do the job

Almost three quarters (73.7%) of **employers** were also satisfied that when apprentices or trainees were assessed as competent, they could actually do the job.

Given the attitudes expressed by **apprentices and trainees** regarding satisfaction with their training provider, it is not surprising to find that 92% of respondents believed that their apprenticeship or traineeship had given them the skills they need to do the job within the hospitality industry. Almost six out of ten reported that the training had “very much” given them the skills needed to do the job, and 36% reported that it had done so “to some extent”. Only about 8% indicated that the training had not really given them the skills needed to do the job.

Support from the training provider

Employers were asked to rate their satisfaction with support they received from the training provider in training delivery and assessment in the workplace.

Two thirds or 67.8% of employers surveyed were satisfied with the support they received and 13.7% of the 366 employers surveyed were dissatisfied with the support they received.

Just under three quarters or 74% of the employers who were dissatisfied felt that they had had little or no support. A further 16% said that they didn’t see the trainers/assessors at the workplace.

A further 10.4% stated they were neither satisfied nor dissatisfied and 8.2% couldn’t say.

Contact from the training provider

Results show that just under three quarters or 74% of **employers** surveyed nationally receive contact from the training provider at least once per quarter and 16.1% receive contact less frequently than this.

A very small number (6.8%) claimed ‘never’ to receive contact from the training provider.

The frequency of contact with the employer by staff from the RTO varies from once a year (5.5%), six monthly (10.4%), three monthly (24.3%), monthly (33.3%), to weekly (11.5%).

Seven out of ten **apprentices and trainees** reported that their trainer had been available “at least most of the time”, although almost one in five (17%) reported that they were only sometimes available and one in ten (9%) stated that they had either been rarely or not at all available for this purpose.

Handling of complaints by the training provider

Interestingly, one in five (20.8%) **employers** surveyed have complained or raised concerns with the training provider about aspects of the training or assessment in the previous 12 months. Of these over two thirds or 67.1% were satisfied that their complaint or concerns were dealt with in a constructive, timely and efficient manner.

However, 18.5% were dissatisfied in some way with how their complaint was handled. Over half or 55.5% were dissatisfied because no interest was shown or they felt they were being fobbed off. A further 28.5% didn’t hear back or felt nothing was done.

Opportunities to provide feedback to the training provider

Employers were asked how satisfied they were with the opportunities to provide feedback to the training provider. Three quarters or 74.6% of employers surveyed were satisfied with the opportunities to provide feedback to the training provider.

The dissatisfaction rate was 13.4%. The majority (83.3%) stated they haven’t been asked for feedback, that there had been no opportunities or there had been little communication. 8% also felt the training provider was hard to communicate with.

Uptake of apprenticeships and traineeships

Employers were asked whether they expected to take on apprentices and trainees studying qualifications from the hospitality training package at the current rate over the next three years.

83.9% of employers surveyed expect the number of hospitality apprentices or trainees taken on by their organisation over the next three years to either increase or stay the same.

42.6% of employers indicated that they will increase uptake of apprentices or trainees over the next three years. 41.3% expected the rate of uptake to stay at the current rate, while 12.3% believed that the number of hospitality apprentices or trainees they take on would decrease in the next three years.

Table 9 – Planned rate of uptake of apprenticeships and traineeships by employers over the next three years

Rate of uptake	National %
Increase	42.6
Stay the same	41.3
Decrease	12.3
Can't say/Don't know	3.8
Total	100

The employers surveyed identified a number of reasons why they would not be increasing the uptake rate of trainees above the current rate i.e. levels would stay the same or decrease. These reasons were wide and varied but included:

- At capacity and have no plans, no need or no room to expand – 51.0%;
- Can't cope with more apprentices/trainees to do the job properly – must keep to same ratio of chefs/trainers to apprentices/trainees – 22.4%;
- Difficulty finding the right people/shortage of qualified staff – 6.6%; and
- Closing down, restructuring or downsizing – 5.6%.

Other reasons mentioned by fewer numbers of employers included:

- bad experience with previous apprentice/trainees;
- poor performance of the RTO; and
- Anti -Smoking legislation/government regulations.

Employment growth over the next three years

Employers were asked whether they expected their overall levels of employment to increase, decrease or stay the same in the next three years.

Nine out of ten or 90.2% of employers surveyed expect their overall levels of employment over the next three years to either increase or stay the same.

Fifty per cent (50%) of employers surveyed believed that their employment levels will increase in the next three years. A further 40.2% believed that employment levels would stay the same and only 6.8% believed that employment levels will decrease.

Table 10 – Expected growth in employment over the next three years (2006 – 2008)

Rate of growth	National %
Increase	50.0%
Stay the same	40.2%
Decrease	6.8%
Can't say/Don't know	3.0%
Total	100.0%

The employers surveyed identified a number of reasons why their overall levels of employment would not increase in the next three years i.e. levels would stay the same or decrease.

For the majority, (83.7%) it was simply that they had reached capacity and that no future growth was anticipated or they had no space to expand.

Other reasons mentioned by fewer employers included:

- anti smoking legislation other government regulations – 4.1%;
- closing down, restructuring or downsizing – 2.9%;
- the cost of employing staff – 2.3%; and
- competition/business environment – 2.3%.

Improving the quality of training in the hospitality industry

Employers were asked how the quality of training in the hospitality industry could be improved. Of the employers survey, 64.5% offered suggestions for improving the quality of

training in the hospitality industry. Of the remainder, 23.5% of employers could not suggest any improvements and a further 12.0% felt that no improvements were needed.

Similarly, to the 2004 national strategic audit, the suggestions for improvement related to the course content and resources, and the delivery of the training. The following categories show the types of suggestions put forward.

- Course content and resources (28.8%)
- Training delivery (24.1%)
- Communication and contact (11.0%)
- Better qualified/more specialised trainers (7.6%)
- Selection process for apprentices/trainees (6.3%)
- Awareness and marketing (5.9%)
- Organisation or management of training (4.7%)

Main challenges impacting on skills

Employers were asked to comment on the main challenges likely to impact on the skills needed in the hospitality industry in the next three years. Just over a fifth of employers (21.9%) couldn't say what the main challenges were.

However, the majority of employers did respond and the following challenges were raised. It should be noted that some employers made more than one comment.

- Workforce challenges (eg. labour shortage, attracting good staff) - 60.0%
- Training and education challenges - 49.6%
- Conditions/rates of pay and incentives - 12.7%
- Government legislation -10.6%
- Business operations/environment - 9.3%
- Keeping up with changes - 6.4%

On further investigation specific training and education challenges relate to:

- training needs to be relevant to the industry and current practice
- more communication/consultation is needed between the RTO and employer
- more on the job training/"hands on" training
- currency of trainers and materials
- customer service skills training
- more workplace experience required

d) Comments about Surveys

Summary of Survey Findings

In most areas surveyed, employers rated reasonable to moderate levels of satisfaction and mostly low dissatisfaction levels, although there are some areas of concern.

- satisfaction with the skills and capabilities of the trainers and assessors used by the training provider (75.4%)
- satisfaction with the overall quality of training in providing apprentices and trainees with the necessary skills to do the job (74.3%)
- satisfaction that when apprentices or trainees were assessed as competent, they could actually do the job (73.7%)
- satisfaction with the support received by employers (67.8%)
- involvement of employers by training providers in development of the training plan is not widespread (49.2%)
- RTO ineffective in keeping employers informed about apprentice and trainee progress (25.4%)
- Dissatisfaction with how complaints were handled (18.5%)
- ineffective assessment processes used by RTO (16.7%)
- dissatisfaction with support received by employers (13.7%)

For the apprentices and trainees there were high levels of satisfaction and low levels of dissatisfaction in most of the areas survey.

- satisfaction with the quality of training provided by their RTO (88%)
- overall satisfaction with training provider (87%)
- relevance of training to “real world” (86%)
- belief that their apprenticeship or traineeship had given them the skills they need to do the job within the hospitality industry (92%)

Not enough information was provided on assistance with literacy and numeracy, how to obtain RPL, the expectations of employer, the role of the trainer, and methods of assessment.

Assessment of the success of the employer survey

The administration of the employer survey was undertaken by an external consultant with market research and survey expertise. The method used to survey employers was by telephone and was determined the most effective means to contact employers in the hospitality industry. In order to achieve 366 survey responses, 500 employers were contacted. The operating hours and times of peak demand of businesses in the hospitality industry played a significant part in the conduct of the survey which was accomplished over an 18 day period and involved 3,550 calls. Although highly labour intensive, the telephone survey proved most effective in collecting employer feedback and achieving a valid and reliable response rate.

Given the potential imposition on employers' valuable time the survey tool was designed with the majority of questions requiring the employers to choose from a number of optional responses. Some questions, such as reasons for dissatisfaction required some explanation in direct answer to the interviewer's questions.

It is recommended that this survey methodology be considered for future national strategic audits

Assessment of the success of the apprentice and trainee survey

The administration of the apprentice and trainee survey was undertaken by an external provider with experience and expertise in market research and the conduct of surveys.

Given the high costs associated with a low response rate to the student survey for the previous national strategic audit, there was much discussion surrounding the methodology for this survey. It was agreed to try an online self completion survey as it was hoped that this medium would appeal to a younger audience and increase the potential response rate. Disappointingly, the response rate for the survey was extremely low (less than 5%) and although the results have been reported trend analysis has not been attempted.

Apprentices and trainees were notified of the survey by mail via a postcard in a bright contemporary design specifically aimed at the “under 25’s” market. It was acknowledged that as with the survey of the previous year the online survey also relied on participants “self completing” and therefore a generous incentive of an i-Pod prize for each state and territory was offered. Based on the response rate it is assumed that the online methodology is not appropriate for this target group. However, this methodology is appropriate where student databases include a reliable email address list to enable survey notifications to be sent directly to the target group with a direct link to the online survey. This was a downfall of the hospitality survey and relied on respondents manually logging onto the website of the market research company to access the survey. Secondly, without the email addresses it was not possible to send follow up reminders to the target group.

As reported in the findings of the previous strategic industry audit, the challenge still remains to determine a more responsive and reliable survey methodology.

Possible areas for investigation by a subsequent audit could be:

- self completion and the impact on the methodology;
- the benefits of telephone surveys for student populations;
- reliability and currency of state and territory databases;
- privacy issues;
- timeframes for survey completion; and
- how to contact students who are not in training agreements with state and territory training authorities and their employers (to broaden the scope).

Publications of Survey Reports

The findings of the surveys have been reported in two national survey reports. These are *National Report Survey of Employers National Strategic Industry Audit of Training in the Hospitality Industry* and *The Report of Hospitality Student Survey 2005 National Strategic Industry Audit of Training in the Hospitality Industry*. The reports are available on the website of the Department of Education, Science and Training at www.dest.gov.au and on the websites of each jurisdiction’s Registering/Course Accrediting Body which are listed in Attachment E.

7. CONCLUSIONS AND RECOMMENDATIONS

The audit of training in the hospitality industry was undertaken as a key national risk initiative as endorsed by the NTQC in March 2005.

Each aspect of the audit has provided worthwhile quantitative and qualitative data to determine the context of training in the hospitality industry.

State and territory audit reports provided valuable data regarding the outcomes of 84 audits of registered training organisations to determine the level of compliance with the *AQTF Standards for Registering Training Organisations*. The data provided by the surveys of employers, apprentices and trainees was analysed and broadly provided satisfaction levels of stakeholders with the training systems and training outcomes. The auditors provided additional supplementary comments about RTO learning pathways, interaction with industry, partnership arrangements, and identification of good practice. Verbal reports from the auditors, industry representatives and registered training organisations have also provided contextual information regarding training practices in the industry.

Analysis of the data from each stage of the audit has been compiled into this report and is the basis for the following conclusions and recommendations.

While employers, apprentices and trainees are reasonably satisfied with the quality and management of training outcomes, there were also a number of concerns raised about the status of training in the hospitality industry including perceptions that the industry is not a long term career option and that there are serious skills shortages that impact on training outcomes.

The on site audit of registering training organisations has revealed that overall there are a number of concerns regarding compliance with the AQTF Standards. The quality of assessment and assessment tools, the validation and reliability of assessment, the development and adherence to effective learning and assessment strategies, adherence to training package requirements, verification of the vocational competence and qualifications of trainers and assessors, the involvement of the employer in the development and management of the training plan and assessment strategies all raise serious concerns.

a) Identification of positive trends

The following positive trends were identified as a result of the audit and surveys:

- The majority of RTOs provide accurate and timely advice to their Registering/Course Accrediting Body regarding registration and compliance information.
- Generally, where partnership arrangements are in place, these arrangements meet the requirements for compliance.
- Overall, procedures for opportunities for improvement and continuous improvement were developed and implemented effectively, as were continuous improvement processes for stakeholder and client feedback.
- The provision of information on the training to trainees, apprentices and employers during the course is comprehensive.
- RTOs are providing training and assessment services in accordance with the training plan agreed upon prior to the start of the traineeship or apprenticeship.
- Marketing and advertising processes are managed appropriately.
- RTOs provide appropriate induction programs and materials for new staff.

- Employers and trainees and apprentices are on the whole satisfied with the quality of training provided.
- Employers are generally satisfied that when trainees and apprentices are assessed as competent, they can actually do the job in the workplace.
- Although there is not a great deal of RPL, there was no significant non compliance.

b) Identification of challenges

The audits and surveys highlighted the following challenges for stakeholders in the hospitality industry.

- Ensuring that better and realistic marketing of career pathways in the hospitality industry is undertaken to promote the industry as a having long term and rewarding career opportunities.
- Recruiting apprentices and trainees with aptitudes/attitudes that are suited to the demands of the hospitality industry to improve retention rates of skilled employees.
- Ensuring that apprenticeships and traineeships provide quality training and skill development in realistic situations that reflect current industry practice by suitably qualified and experienced trainers and assessors.
- Reinforcing to RTOs the requirement to involve employers in the development and management of training plans and assessment strategies.
- Increasing communication between RTOs and employers, particularly in terms of RTOs providing meaningful support to employers in training delivery and assessment.
- Providing guidance for RTOs on obtaining appropriate input from employers for the training plan at commencement of training and continuous feedback during and at completion of training.
- Providing support to RTOs to develop strategies for consultation with industry for the development of assessment strategies.
- Developing the capability of trainers and assessors to design and develop assessment methods and instruments which meet the requirements of AQTF Standard 8.
- Developing the capability of RTOs to develop and implement learning and assessment strategies that guide the delivery of quality training and assessment outcomes which meet the requirements of AQTF Standard 9
- Providing guidance for RTOs on conducting and documenting appropriate validation of assessment activities.
- Reinforcing to RTOs the requirement to follow the packaging rules and assessment guidelines with particular attention given to the context of assessment and evidence requirements in the training package when developing learning and assessment strategies and assessment tools.
- Providing access for RTOs to the relevant state and commonwealth legislative and regulatory requirements affecting the hospitality industry and methods of keeping up to date with any changes.
- Reinforcing to RTOs the AQTF requirements for version control procedures to include the management of learning and assessment materials.
- Providing RTOs with guidance about the identification of risks specifically relating to compliance with the AQTF Standards.
- Ensuring RTOs identify and verify the vocational skills and industry experience of trainers and assessors to confirm their appropriateness to providing training in the relevant units of competence; and maintain up-to-date records of the verified qualifications and vocational competence of trainers and assessors.
- Reinforcing to RTOs the requirement to ensure that trainers without the required training and assessment competencies must be involved in a process of direct supervision; and where assessments are being conducted by staff without the

required assessor competencies that arrangements are in place to meet the requirements of Standard 7.

- Ensuring consistency of audit processes, analysis and reporting findings by the various state and territory recognition authorities.

c) Provide comment on whether systemic challenges, including those raised in the transport industry report, also impact on training delivery in the hospitality industry

Comments regarding the systemic challenges were specifically requested by NTQC and have been included as one of the audit objectives in the project brief and submitted as part of this report.

A number of the systemic challenges identified in the National Strategic Industry Audit of Training in the Transport Industry of 2004 were also evident in the audit of the hospitality industry.

Common challenges include design and development of assessment instruments, development and implementation of appropriate learning and assessment strategies, validation of assessment, access to legislation impacting on the industry and the involvement of employers in the development and implementation of training plans.

Other challenges in the National Strategic Industry Audit of Training in the Transport Industry were not a major concern in the audit of the hospitality industry. These include making the traineeship program attractive to employers and existing workers, clarifying requirements for partnership arrangements and providing guidance to RTOs on continuous improvement.

It appears reasonable to conclude that the common challenges are systemic and priority should be given to the coordination of actions that will address these challenges nationally throughout the vocational education and training system.

The systemic challenges identified relate to:

- The requirement for RTOs to involve employers in the development and management of training plans and assessment strategies.
- The need to ensure the capability of trainers and assessors to:
 - meet the requirements of the training package, the AQTF and the industry;
 - design and develop assessment methods and instruments which meet the requirements of AQTF Standard 8; and
 - to develop and implement learning and assessment strategies.
- The obligation of RTOs to follow the packaging rules and assessment guidelines with particular attention given to the context of assessment and evidence requirements in the training package when developing learning and assessment strategies and designing programs of study in consultation with employers.
- The requirement for RTOs to conduct and document appropriate validation of assessment activities.
- The requirement of RTOs to provide information to staff and clients relevant to state and commonwealth legislative and regulatory requirements affecting the hospitality industry and methods of keeping up to date with any changes.
- Ensuring consistency of audit processes, analysis and reporting findings by the various state and territory recognition authorities.

d) Recommend strategies to address key issues and to strengthen the quality of training and assessment in the hospitality industry

The following recommendations have been formulated with a view to addressing the key issues identified in this strategic audit and to strengthening the quality of training and assessment in the hospitality industry.

It is recommended that the state and territory registering/course accrediting bodies, DEST and the Services Skills Australia collaboratively develop a plan to implement the recommendations.

For action by state and territory registering/course accrediting bodies and/or state training authorities

It is recommended that state and territory registering/course accrediting bodies and/or state training authorities:

- i. Develop communication strategies for RTOs to address their requirements for the following:
 - a. (under AQTF Standards 7.3 a ii and 7.4 iii) to verify the vocational competencies of their trainers and assessors and ensure they are appropriate to the qualifications being delivered and assessed.
 - b. to ensure that appropriate measures are in place for trainers and assessors who do not have delivery and assessment competencies as specified by Standards 7.3 and 7.4.
 - c. to conduct consultation with employers in the development of training plans and learning and assessment strategies and provide opportunities for employers to offer feedback to RTOs on the training delivered.
 - d. to provide information regarding current relevant state and commonwealth legislative and regulatory requirements (Standard 2) affecting the hospitality industry to staff and students.
 - e. to ensure version control procedures (Standard 4.3) include the management of learning and assessment materials.
 - f. to ensure procedures to identify and manage risks (Standard 1.8) relate to compliance with the AQTF Standards.
- ii. Emphasise the need for the continuous improvement of skills of trainers and assessors by promoting professional development opportunities. Encourage RTOs to support the attendance of their staff at appropriate professional development activities and provide flexible options to suit RTO timetabling demands.

Targeted professional development to include:

- training package requirements;
 - developing learning and assessment strategies that address the needs of the client;
 - involve industry and meet the quality requirements of Standard 9;
 - developing assessment materials to meet the requirements of Standard 8 and the critical aspects of evidence of the training package, and
 - conducting assessment validation.
- iii. Continue to support RTOs to improve the capability of their training and assessment staff to:
 - a. design and develop competency based assessment methodologies/ instruments that meet the requirements of the unit/qualification and industry;

- b. develop and implement learning and assessment strategies for all the qualifications on their scope of registration; and
 - c. implement appropriate quality validation processes to improve the quality and consistency of assessment.
- iv. Encourage professional development to develop the capacity of trainers/assessors to design and develop assessment methods and instruments that meet the requirements of the standards.
 - v. Continue to support the principles of national consistency by continued cooperation and participation in national moderation initiatives to achieve a common goal of consistency of audit outcomes.

For action by the Services Industry Skills Council

It is recommended that Services Skills Australia:

- i. Consider a targeted marketing campaign to employers and students about apprenticeships and traineeships. The marketing materials need to highlight the benefits of working in the industry with well defined career options detailed and realistic information about the working conditions for students, also the benefits that providing employment opportunities can bring to employers.
- ii. Consider undertaking a program of hospitality industry specific professional development workshops for RTOs around assessments (AQTF Standard 8) and learning and assessment strategies (AQTF Standard 9).
- iii. As part of the review of the THH02 Hospitality training package, consider providing specific guidelines regarding the vocational competencies of trainers and assessors and requirements for demonstration of currency and provide clear industry requirements for resources.
- iv. Consider in its planning processes, giving priority to the development of further learning and assessment resources to support RTOs in their delivery of hospitality qualifications.
- v. Consider in its planning processes, giving priority to providing assistance to RTOs to develop learning and assessment strategies which will improve the quality of training and assessment services rather than for the purpose of compliance.
- vi. Continue to use its website as a resource for all stakeholders and consider the compilation of up-to-date information on legislative and regulatory requirements relating to hospitality qualifications in each state.

For action by DEST and/or NQC

It is recommended that DEST and/or NQC:

Continue to review and promote appropriate resources on AQTF learning and assessment strategies and assessment methods and tools.

Ensure strategic audits continue to evaluate the vocational competence and skills of trainers and assessors.

Enhance skills development for trainers and assessors by continuing support for professional development through national projects.

Make national funding available to jurisdictions for auditor moderation.

Ensure materials developed and approved nationally advise potential users the resources are a guide only and may require review and modification based on the needs of the client.

Conduct a strategic industry audit against the Training and Assessment Training Package, given the significant level of non compliance in AQTF Standards 7, 8 and 9. With the TAA04 Training Package being implemented throughout 2005 it may be timely to conduct a strategic audit of its implementation.

8. MANAGEMENT ACTION ARISING

The recommendations made in this report will be conveyed to the assigned bodies, namely the National Quality Council, the Australian Government Department of Education, Science and Training, Services Skills Australia and the individual state and territory registering/course accrediting bodies.

There are a number of areas where each of these bodies can improve the quality of training outcomes in the hospitality industry including systemic issues. It is recommended that a collaborative plan be developed by all the above bodies to implement the recommendations.

Where non-compliances have been identified, each state and territory registering/course accrediting body will ensure the rectification process is actioned by RTOs.

9. DISCUSSION OF LINKS TO THE KEY RISK AREAS IN THE NATIONAL RISK MANAGEMENT APPROACH

It was agreed that the scope of the audit for this industry area, based on the 2005 National Key Risk Areas, would focus on risks 1, 3, 5, 7 and 10. The AQTF audit non compliances and the responses received from employers and students identify links to a number of these and confirms the need for risk management action.

KRA 1: *The risk that learning and assessment, including the mode of delivery (eg fully on-the-job, fully institution based and RPL processes) do not lead to quality outcomes for the occupation, industry or individual.*

Comments: There was evidence that learning and assessment strategies were inadequately documented and did not identify all components required and were not reflective of the requirements of the training package. Learning and assessment strategies were not implemented well. Often standard templates are used to meet compliance requirements rather than quality learning and assessment outcomes. There was also evidence that assessment practices were not consistent and often no assurance provided that assessment processes and outcomes were valid and that judgements about competency were reliable.

KRA 3: *The risk that trainers and assessors are not adequately skilled and qualified.*

Comments: A number of RTOs were unable to provide evidence that they had identified and verified the vocational skills and industry experience of their training and assessment staff.

KRA 5: *The risk that consumers do not understand their rights and obligations in making training choices.*

Comments: Generally, students and employers were provided with sufficient information about their training choices. However, it should be noted that most often students undertook apprenticeships and traineeships as a result of information provided to them from their employer.

KRA 7: *The risk that employers and RTOs do not meet all their training obligations because incentives are not adequately linked to training effort and quality.*

Comments: Commonwealth Government financial incentives for employers to take on apprentices and trainees provide valuable support to employers that genuinely wish to participate in the development of a skilled workforce. State Government subsidies are also beneficial to employers, RTOs and apprentices and trainees.

However, to ensure that employers do not take on trainees and apprentices with the sole aim of obtaining the incentive payments, these incentives need to be more closely linked to training, assessment and employment outcomes.

The high attrition rates in the hospitality industry in the lower AQF levels may indicate that training effort is not a priority.

A number of RTOs maintain a large scope of registration in order to increase their eligibility for funding and is not reflective of their actual delivery.

KRA 10: *The risk that the qualification is poorly valued where there is a substantial inconsistency in training effort for the same qualification and for different qualifications at the same AQF level.*

Comments: There was insufficient evidence provided during the audit of the three qualifications to confirm this as a key risk area in the hospitality industry.

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Attachment A

National Strategic Audit Project Brief

Background

At its meeting of 17 March 2005, the National Training Quality Council (NTQC) considered advice from the Risk Review Workshop Group on the National Key Risk Areas and recommended risk treatments for 2005; and endorsed a number of key initiatives to ensure the continued quality of the national VET system.

One of the key initiatives endorsed by the NTQC was the recommendation that training in the Hospitality industry be an area of focus for a national strategic industry audit in 2005.

It was also agreed at the same meeting that Western Australia will manage the 2005 national strategic audit. Refer to Attachment A for Project Management Costing Estimate as presented to ANTA in April 2005.

The previous responsibility of ANTA for the funding and management of national strategic industry audits passed to the Department of Education, Science and Training (DEST) on 1 July 2005. Reference has continued to be made to NTQC with DEST providing the secretariat service.

Areas of Risk

It was agreed that the scope of the audit for this industry area, based on the 2005 National Key Risk Areas, would focus on the risk that:

- learning and assessment, including the mode of delivery (eg fully on-the-job, fully institution based and RPL processes) do not lead to quality outcomes for the occupation, industry or individual (Risk 1)
- trainers and assessors are not adequately skilled and qualified (Risk 3)
- consumers do not understand their rights and obligations in making training choices (Risk 5)
- employers and RTOs do not meet all their training obligations because incentives are not adequately linked to training effort and quality (Risk 7)
- qualification is poorly valued where there is a substantial inconsistency in training effort for the same qualification and for different qualifications at the same AQF level (Risk 10)

Objectives

The objectives of the national strategic audit are to:

1. analyse trends in the uptake and delivery of hospitality qualifications from the Hospitality Training Package across Australia;
2. determine the level of compliance with relevant AQTF Standards by individual RTOs delivering training in the hospitality industry across Australia;
3. identify and analyse key areas of compliance and non compliance with relevant AQTF Standards for RTOs delivering training in the hospitality industry;
4. identify key issues impacting on training outcomes and good practice in the hospitality industry;
5. provide comment on whether systemic challenges, including those raised in the transport industry report, also impact on training delivery in the hospitality industry; and
6. recommend strategies to address key issues and to strengthen the quality of training and assessment for the hospitality industry across Australia.

Qualifications

The qualifications from the Hospitality Training Package (THH02) which are to be the focus of this national strategic industry audit are:

- THH21802 Certificate II in Hospitality (Operations)
- THH22002 Certificate II in Hospitality (Kitchen Operations)
- THH31502 Certificate III in Hospitality (Commercial Cookery)

Methodology

The national strategic audit of training in the hospitality industry builds on the key learnings from the 2004 national strategic audit. The following phases of the project follow on from ANTA's confirmation of the project management and governance arrangements including timelines and the establishment of a steering committee to oversee the audit.

The audit will consist of the following phases:

Phase 1 - Project Initiation and Research (May – June 2005)

- i. Research the industry profile including uptake of training package qualifications, delivery modes, apprenticeship and traineeship arrangements, number and type of RTOs, completion rates, skill needs and issues impacting on training in the industry.
- ii. Convene first meeting of steering committee by teleconference to establish objectives for the audit, discuss the industry profile and gain agreement on: project brief; key risk areas to be considered; reporting timelines.

Phase 2 – Planning and conduct of surveys and audits (June – November 2005)

Steering Committee

- iii. Steering committee meets face-to-face:
 - a. terms of reference
 - b. briefing on industry profile
 - c. establish the scope and number of the audit including the selection and sample of sites (including sites of RTOs operating interstate), qualifications, RTOs, employers and trainees to be included through identification and sampling of risk indicators
 - d. develop an appropriate audit methodology including key AQTF standards to be audited, no. of audits and survey tools and reporting mechanisms
 - e. identify and plan audit resources required to conduct audit activities including use of a standard audit tool, and surveys
 - f. timelines
- iv. Develop a communication strategy to inform key stakeholders of the scope and objectives of the strategic audit.

Survey

- v. Tenders prepared and called for employer and/or student surveys.
- vi. Survey tenders awarded.
- vii. Employer and student survey tools prepared in consultation with steering committee and survey companies.
- viii. Wording of surveys agreed by states and territories (by email). Timeframes for distribution agreed.
- ix. Survey company to conduct surveys nationally.
- x. Following conduct of surveys, survey company to produce state and territory and national reports.

Audit

- xi. Brief audit teams prior to the commencement of the audit activity. Briefing to be conducted in each State/Territory by the jurisdiction's representative on the project steering committee.

- xii. Convene national auditor moderation meeting to discuss scope of audit and audit requirements.
- xiii. State and territory registering bodies advise all RTOs delivering the qualifications selected for audit that a national strategic industry audit is taking place.
- xiv. State and territory registering bodies negotiate interstate audits to be conducted by or on behalf of other registering bodies.
- xv. State and territory registering bodies conduct audits as previously agreed and prepare individual audit reports. Include an auditor from each jurisdiction to take part in one audit in another jurisdiction.
- xvi. Teleconference of national moderation workshops (two additional) for State and Territory audit teams to be conducted during the audit program.
- xvii. Following audits, states and territories prepare individual audit reports for RTOs and follow up by registering bodies of any non compliances identified.

Phase 3 - Preparation of Final Report (December 2005 – March 2006)

Final Report

- xviii. States and territories prepare reports according to predetermined headings and forward to project manager for inclusion in national report.
- xix. Statistics from employer and trainee surveys and information from state and territory reports are collated into a national report.
- xx. Develop draft strategic audit report including methodologies, key issues, findings, conclusions and recommendations.
- xxi. Draft national report circulated to steering committee members and auditors for review. Report discussed at a teleconference of steering committee.
- xxii. Steering committee changes incorporated and returned to steering committee for final sign off.
- xxiii. Report desktop published and delivered to DEST.
- xxiv. DEST forwards report to NQTC for consideration and decisions regarding the recommendations.
- xxv. Printed final reports distributed to industry and stakeholders.

Project Finalisation

- xxvi. Project manager collects feedback from states and territories on the project management.
- xxvii. Project manager acquits original funding and DEST signs off on project.
- xxviii. DEST to ensure NTQC decisions regarding the recommendations are implemented and reports progress to NTQC as necessary.

Resources

The major resources for the project include a Project Manager Position, contracting of expert industry advice, travel and accommodation expenses for the Project Manager and Steering Committee, conduct of a national moderation workshop and resources to conduct local moderation sessions and to conduct surveys. State and Territories have been requested to provide audit and administration resources.

Timeframe

The national strategic audit is planned for completion by March 2006. The major milestones for the project are:

- Initial steering committee meeting by teleconference
- Face-to-face meeting of steering committee
- RTO survey commences
- RTO audit sample determined
- Auditors briefing/moderation meeting
- Student and employer surveys commence
- Audits commence
- Teleconference (x 2) of auditors

- Final audit conducted
- Surveys finalised and reports forwarded to states/territories
- State and territory reports to project manager
- National report drafted
- Steering committee meets (by teleconference) to review draft national report
- National report finalised
- National report edited, desktop published, and printed
- Delivery of national report to DEST
- Acquittal of funds

Management

Following nominations submitted to ANTA, a Steering Committee has been established comprising of a representative of all States and Territories participating in the national strategic audit, and DEST; and appropriate industry representation from the hospitality industry has also been included to provide industry expertise. Collectively, the Steering Committee representatives have a strong understanding of the relevant training package and its requirements, the AQTF Standards, the operations of the hospitality industry and knowledge of issues impacting on training in the hospitality industry.

Outcomes

A final report including:

- recommendations to strengthen the quality of training in the hospitality industry;
- a detailed analysis of the level of compliance with AQTF requirements of RTOs delivering training on the job in the hospitality industry; and
- comment on whether challenges in the transport industry are the same systemic challenges impacting on training delivery in the hospitality industry.

ATTACHMENT A

**2005 National Strategic Industry Audit
Training in the Hospitality Industry**

Project Management Costing Estimate

Item	Cost	Total Cost
Project manager $\frac{3}{4}$ time for 12 months - $(\$69,950 + 10,947^*) \times 0.75$	60,673	60,673
Project Assistant $\frac{1}{2}$ time for 6 months - $(\$55,795 + 8,732^*) \times 0.5 \times 0.5$	16,132	16,132
Administrative assistant for 1 month - $(\$38,661 + 6,050^*) \times 0.08$	3,579	3,579
One national steering committee meeting (1 day x 12 people) <ul style="list-style-type: none"> • room hire • fully flexible fares • accommodation (1 night) • meals • facilitator 	500 7,291 1,800 900 2,000	12,491
Auditor focus meeting (2 day x 12 people) <ul style="list-style-type: none"> • room hire • fully flexible fares • accommodation (2 nights) • meals • facilitator 	1,000 6,505 3,600 1,800 4,000	16,905
Expert industry advice (40 hours x \$100 per hour)	4,000	4,000
Telephone calls	600	600
5 national teleconferences of 1 hr duration (1 x senior officers; 2 x steering committee; 2 x auditors)	3,960	3,960
Employer telephone questionnaires (\$75 per employer): development, coding and analysis of employer questionnaires by consultant <ul style="list-style-type: none"> • conduct of 200 meaningful telephone surveys • preparation of report 	15,000	15,000
15,000 student self-completion questionnaires (based on one page, to be addressed and posted by each state): <ul style="list-style-type: none"> • development, coding and analysis of student questionnaires by consultant • printing questionnaire • postage to other states • return postage of 2,000 number • incentive to complete questionnaire (eg. movie tickets) • preparation of report 	15,000 1,000 200 1,000 2,000	19,200
350 copies of 70 page final report: desktop published, colour printed, stitch bound.	8,000	8,000
Postage of report	1,000	1,000
Total Estimated Cost		161,540

* (on costs @ 15.65%)

Attachment B

Steering Committee Terms of Reference

The steering committee is a group of senior representatives from state recognition authorities, DEST and industry whose key role is to guide the conduct of a national strategic audit of training in the hospitality industry during 2005.

The steering committee will:

- determine the scope of the audit based on statistics supplied by the states and territories including number of audits, timelines for reporting, use of technical expertise
- recommend AQTF standards to be audited
- follow the protocols for audit of interstate sites
- agree to audit tools
- agree to survey tools and survey processes
- agree to report formats and the outcomes required
- consider and endorse the draft report including the recommendations
- present the published report to the National Training Quality Council

The committee is scheduled to meet face to face to initiate the audit and twice by teleconference, unless otherwise deemed necessary.

Attachment C

Employer Survey Tool

NAME _____ TITLE _____

ORGANISATION _____

TELEPHONE _____ STATE _____ PC _____

INTERVIEWER _____ RESULT _____ DATE _____

Good morning/afternoon, this is from Advantage Communications, an independent market research company conducting a survey for the **Department of Education, Science and Training** on hospitality training/employers' views on hospitality apprentice and trainee – ships
Can I speak to the person responsible for training within the organisation? (the owner/Manager?) Who are you putting me through to? *Note name on list*
(repeat introduction with the manager responsible for training).

It's a confidential survey which means the report will not include your name or company and it **only** takes **5-8** minutes depending on your answers. Your feedback **and views are important to help** identify priorities to improve training in the hospitality industry across Australia.
Can I ask you the questions now?
If not convenient offer to call back at an appointed time
If refused note as refused in Result code

Thanks. Thinking about hospitality apprentice and trainee – ships ...

Firstly a few questions about your organisation.....

- 1. Which of the following hospitality industry types most accurately describe your organisation?**
- | | |
|------------------------|---|
| Accommodation | 1 |
| Cafe and/or Restaurant | 2 |
| Casino | 3 |
| Pub, bars or tavern | 4 |
| Licensed club | 5 |
| Entertainment/Leisure | 6 |
| Catering | 7 |
- (Read out list and circle all responses that apply)*
- Is there anything else?
_____ *(specify)* Other activities 8

- 2. In your organisation, which of the following roles are undertaken by staff participating in hospitality apprentice or trainee-ships?**
- | | |
|----------------|---|
| Wait-staff | 1 |
| Chefs/cooks | 2 |
| Kitchen Hands | 3 |
| Front office | 4 |
| Bar attendants | 5 |
| House-keeping | 6 |
- Are there any others?
_____ *(specify)* Other 7

3. Approximately how many full time.. and part time staff does your organisation currently employ? Full time _____

Part time/casual _____

TOTAL _____

4. Approximately how many full time... and part time hospitality apprentices or trainees does your organisation currently employ? Full time _____

Part time/casual _____

TOTAL _____

IF NONE AT Q4, & THERE IS NO ONE THERE AT THE ORGANISATION WHO HAS HAD INVOLVEMENT WITH APPRENTICES AND TRAINEES THEN TERMINATE

5. If I read out a list of factors can you tell me if they strongly influenced, slightly influenced or did not influence your organisation's decision to take on hospitality apprentices or trainees?
(Read out list and record an answer for each)

		1	2	3	4
		Strongly influenced decision	Influenced decision	Did not influence decision	Cannot say
a	To improve your organisation's performance and competitiveness				
b	To develop a skilled labour base for your Industry				
c	Financial incentives from the government Such as subsidies and payroll tax exemption				
d	To improve WH&S (or OH&S in WA & NSW) <i>Work Health & Safety Occupational Health & Safety</i>				
e	Priority access registration for large government contracts				
f	Anything else? (specify and rate)				

6. How satisfied are you with the skills and capabilities of the trainers/assessors used by the training provider? Very satisfied 1

Satisfied 2

Neither satisfied nor dissatisfied 3

Dissatisfied 4 →q6a

Very dissatisfied 5 →q6a

Can't say/Don't know 6

(Circle one answer only)

If Dissatisfied -

a. Can I ask why you say that? _____

7. Approximately how often would you say your organisation has contact with staff from the training provider? On a weekly basis 1

Every month 2

Once a quarter 3

Every 6 months 4

Once a year 5

Never 6

(Circle one answer only)

(specify) Other 7

8. Were you aware that you and your apprentices or trainees had a choice of training provider? Yes 1
No 2

9. How effective was the information provided prior to you taking on apprentices or trainees in preparing you on what to expect about the apprentice and trainee – ship program? Very effective 1
Effective 2
Ineffective 3 →q9a
Very ineffective 4 →q9a
(don't read out) Don't know/can't say 5

If Ineffective/very ineffective -

a. Can I ask why you say that? _____

10. How satisfied are you that the training and assessment services were provided in accordance with the training plan agreed upon prior to the start of the apprentice or trainee -ship? Very satisfied 1
Satisfied 2
Neither satisfied nor dissatisfied 3
Dissatisfied 4 →q10a
Very dissatisfied 5 →q10a
(don't read out) Don't know/can't say 6

If dissatisfied/very dissatisfied -

a. Can I ask why you say that? _____

11. How effective would you say the registered provider is in keeping you informed about your apprentices or trainees progress? Very effective 1
Effective 2
Ineffective 3 →q11a
Very ineffective 4 →q11a
(don't read out) Don't know/can't say 5

If Ineffective/very ineffective -

a. Can I ask why you say that? _____

12. Did your apprentice or trainees apply for recognition of their existing skills? Yes 1 →q13
No 2 →q14
Can't say / Don't know 3 →q14

13. How satisfied are you that the training organisation provided the apprentice or trainee with adequate information, support and opportunities to apply for recognition of their existing skills? Very satisfied 1
Satisfied 2
Neither satisfied nor dissatisfied 3
Dissatisfied 4 →q13a
Very dissatisfied 5 →q13a
(don't read out) Don't know/can't say 6

If dissatisfied/very dissatisfied -

a. Can I ask why you say that? _____

14. What methods does the training provider use to enable you as the employer to ensure the reliability of the assessment of apprentices or trainees?
- | | | |
|--|-------------------------|---|
| | Training log book | 1 |
| | On an assessment record | 2 |
| | Can't say / Don't know | 3 |
| | None | 4 |
| | (specify) Other | 5 |

15. Prior to the training provider issuing qualifications the assessment process is designed to confirm that competencies have been successfully demonstrated at the workplace and areas for improvement identified. In your opinion, how effective is this assessment process? *(don't read out)*
- | | | |
|--|----------------------|---------|
| | Very effective | 1 |
| | Effective | 2 |
| | Ineffective | 3 →q15a |
| | Very ineffective | 4 →q15a |
| | Don't know/can't say | 5 |

If Ineffective/very ineffective -

- a. Can I ask why you say that? _____

16. Have you complained or raised concerns with the training provider about any aspect of the training or assessment in the last 12 months?
- | | | |
|--|----------------------|--------|
| | Yes | 1 →q17 |
| | No | 2 →q18 |
| | Don't know/can't say | 3 →q18 |

If yes at q16 -

17. How satisfied are you that your complaint or concerns were dealt with in a constructive, timely and efficient manner? *(don't read out)*
- | | | |
|--|------------------------------------|---------|
| | Very satisfied | 1 |
| | Satisfied | 2 |
| | Neither satisfied nor dissatisfied | 3 |
| | Dissatisfied | 4 →q17a |
| | Very dissatisfied | 5 →q17a |
| | Don't know/can't say | 6 |

If dissatisfied/very dissatisfied -

- a. Can I ask why you say that? _____

18. How satisfied are you with the opportunities to provide feedback to the training provider? *(don't read out)*
- | | | |
|--|------------------------------------|---------|
| | Very satisfied | 1 |
| | Satisfied | 2 |
| | Neither satisfied nor dissatisfied | 3 |
| | Dissatisfied | 4 →q18a |
| | Very dissatisfied | 5 →q18a |
| | Don't know/can't say | 6 |

If dissatisfied/very dissatisfied -

- a. Can I ask why you say that? _____

19. Did the training provider involve you in developing the training plan and assessment strategy?
- | | | |
|--|---|---|
| | Yes | 1 |
| | No | 2 |
| | There is/was no training plan/assessment strategy | 3 |
| | Can't say / Don't know | 4 |

20. How satisfied are you with the support you received from the training provider in training delivery and assessment in the workplace?
- | | | |
|-------------------------|------------------------------------|---------|
| | Very satisfied | 1 |
| | Satisfied | 2 |
| | Neither satisfied nor dissatisfied | 3 |
| | Dissatisfied | 4 →q20a |
| | Very dissatisfied | 5 →q20a |
| <i>(don't read out)</i> | Don't know/can't say | 6 |

If dissatisfied/very dissatisfied -

- a. Can I ask why you say that? _____
-

21. Were workbooks or learners' materials provided to your apprentices or trainees by the training provider?
- | | | |
|--|------------------------|--------|
| | Yes | 1 →q22 |
| | No | 2 →q23 |
| | Can't say / Don't know | 3 →q23 |

If Yes at q21 –

22. How satisfied are you that the content of the workbooks or learners' material are relevant to the work done by the apprentice or trainee in the workplace?
- | | | |
|-------------------------|------------------------------------|---------|
| | Very satisfied | 1 |
| | Satisfied | 2 |
| | Neither satisfied nor dissatisfied | 3 |
| | Dissatisfied | 4 →q22a |
| | Very dissatisfied | 5 →q22a |
| <i>(don't read out)</i> | Don't know/can't say | 6 |

If dissatisfied/very dissatisfied -

- a. Can I ask why you say that? _____
-

23. Thinking about the particular needs of your industry, how satisfied are you with the overall quality of training provided by the training provider in providing your apprentices or trainees with the necessary skills to do the job?
- | | | |
|-------------------------|------------------------------------|---------|
| | Very satisfied | 1 |
| | Satisfied | 2 |
| | Neither satisfied nor dissatisfied | 3 |
| | Dissatisfied | 4 →q23a |
| | Very dissatisfied | 5 →q23a |
| <i>(don't read out)</i> | Don't know/can't say | 6 |

If dissatisfied/very dissatisfied -

- a. Can I ask why you say that? _____
-

24. How satisfied are you that when apprentices or trainees are assessed as competent, they can actually do the job?
- | | | |
|-------------------------|------------------------------------|---------|
| | Very satisfied | 1 |
| | Satisfied | 2 |
| | Neither satisfied nor dissatisfied | 3 |
| | Dissatisfied | 4 →q24a |
| | Very dissatisfied | 5 →q24a |
| <i>(don't read out)</i> | Don't know/can't say | 6 |

If dissatisfied/very dissatisfied -

- a. Can I ask why you say that? _____
-

25. Do you expect the number of hospitality apprentices or trainees taken on by your organisation over the next three years to...? Increase 1 →q25a
Stay the same 2 →q25a
Decrease 3 →q25a
Can't say / Don't know 4
Read out & circle one answer only

a. Can I ask why you say that? _____

26. Over the next three years, do you expect the overall employment levels at your organisation to...? Increase 1 →q26a
Stay the same 2 →q26a
Decrease 3 →q26a
Can't say / Don't know 4
Read out & circle one answer only

a. Can I ask why you say that? _____

27. How important is it for your organisation to employ staff with formal qualifications? Very important 1
Important 2
Not important 3

28. How could the quality of training in the hospitality industry be improved? No improvement required 1
Don't know 2
(specify) Other 3

29. What are the main challenges having an impact on the skills needed in the hospitality industry in the next three years? Don't know 1

30. Do you have any other comments about training in hospitality industry? _____

Thank & terminate

Attachment D

Student Survey Tool

Thank you for sparing some time to complete this important survey. If you are in the middle of the survey and you need to take a break please click the suspend button. This will ensure that your answers are saved and you can return the survey at another time.

Please note that Federal Privacy laws protect the anonymity of your responses. Personal information will not be linked to your responses. You will not be identified individually.

If you have any concerns or questions please contact Patterson Market Research on **08 9316 2322** (toll free 1800 671 887) or via email onlinesurvey@marketresearch.com.au

INFORMATION ABOUT YOU:

(Note your comments are protected by Federal Privacy Laws, you will NOT be identified individually)

To help us understand how trainees/apprentices from different parts of the country feel about their training can you please indicate:

Q1. Firstly, are you still studying or have you finished your course?

Still doing course	1
Have finished course	2 >Q3
Did Not complete (left course before completion)	3 >Q2a

Q2. How close to finishing are you?

Have finished	1 >Q3
More than half way through	2 >Q3
Less than half way through	3 >Q3
Dropped out	4
Don't Know	90 >Q3

Q2a. Why did you not finish the course?

Left the Industry/ Did not like the Industry	1
Left my Job (still in same industry)	2
Not satisfied with training on course	3
Other (Pls write in)	4
Don't Know	90

Q3. In what state are you (were you) enrolled?

Australian Capital Territory	1
New South Wales	2
Northern Territory	3
Queensland	4
South Australia	5
Tasmania	6
Victoria	7
Western Australia	8

Q4. What course?

Certificate II in Hospitality (Operations)	1
Certificate II in Hospitality (Kitchen Operations)	2
Certificate III In Hospitality (Commercial Cookery)	3
Don't Know	90

Q5. Please record your gender:

Male	1
Female	2

Q5a. How old are you? ()

THE COURSE ITSELF

Q5. What training provider provided the training course?

(_____)

Q6. How did you hear about the course? (You may have more than one answer)

From your employer	1
From Family or friends	2
Careers advisor	3
A training organisation	4
New Apprenticeship Centre	5
Advertising for the course	6
Other (Pls write in)	7
Don't Know	90

Q6a. Did you hear about the course from anywhere else? _____

Q7. Why did you take on this course? (You may have more than one answer)

To qualify for a new job/career	1
Request from your employer to better do current job	2
To get promotion	3
To qualify for Govt assistance	4
Other (PLS write in)	
Don't Know	90

Q7a. Are there any other reasons why you decided to take on this course? _____

Q8. Were you given any information about the course before you started it?

YES	1 > Q9a
NO	2 > Q10

Q9a. Did you get enough information about the following issues before you started your training course?

	ENOUGH INFORMATION	NOT ENOUGH INFORMATION	NO INFORMATION AT ALL
What the training included	1	2	3
Whether it would be on the job or off the job training	1	2	3
The way that you would be assessed	1	2	3
What was expected of you as a trainee/apprentice	1	2	3
What was expected of your employer	1	2	3
What the training provider would do	1	2	3
Where /how to get help with language or numeracy skills	1	2	3
Who to talk to if you had problems or worries about the course	1	2	3
How you could get credit for any existing skills you may have had	1	2	3

Q9b. Overall how would you rate the information you received before you started the training course in terms of the:

	Good	Only Just acceptable	Not Good enough
Accuracy of information provided	1	2	3
Clarity and ease of understanding	1	2	3
Adequacy of information to make a decision about value of the course to you	1	2	3

YOUR TRAINING PLAN

Q10. Do you have a training plan?

Yes	1 > Q10a
No	2 > Q13

Q10a. Who signed your training plan? (You may have more than one answer)

Your Employer	1
You did	2
Your Training Provider	3
Don't Know	90

Q11. Did your training provider discuss the development of your training plan with you before it was signed?

Yes	1
No	2
Don't Know/Don't Recall	90

Q12. Has your training followed your Training Plan?

Yes	1 > Q13
No (pls write in details)	2 > Q12a
Don't Know/Don't Recall	90 > Q13

Q12a. Why was your training not carried out according to your Training Plan?

Q13. Did your training provider give you a work book or other training materials?

Yes	1 >Q14
No	2 >Q15
Don't Know/Don't Recall	90 >Q15

Q14. Have you been given enough time at work to complete your workbook or other training materials?

Yes	1
No	2
Don't Know/Don't Recall	90

Q15. To what extent are trainers available to help you with any tasks in which you may need help? (please choose one only)

Always available when needed	1
Available at most times	2
Sometimes available	3
Rarely Available	4
Never available	5
Not needed/not applicable	6
Don't Know	90

Q16. Has your training provider asked you for feedback on their level of service?

Yes	1
No	2
Don't Know/Don't Recall	90

COURSE ASSESSMENT

Q17. Have you been assessed by your training provider?

Yes	1 >Go to Q.18
No	2 >Go to Q.21

Q18. How have you been assessed by your training provider? (You may choose more than one)

In your workplace by your training provider	1
In your workplace by your work supervisor or workplace trainer	2
At your training provider's premises	3
By completing your workbooks	4
By completing written assignments	5
By some other means Please write in:	

Q18a. Have you been assessed by your training provider by some other means?

Q19. When you were assessed, did the assessor talk to you about it before it happened?

Yes	1
No	2

Q20. Did you get feedback about your assessment?

Yes	1
No	2

TRAINING & TRAINING PROVIDER:

Q21. Where is (or was) your training delivered? (You may choose more than one)

At your training provider's premises	1
Totally on the job	2
You are (or were) given time away from your normal duties, but still at your usual workplace	3
Through distance education (e.g. workbooks are posted to you or you learn on-line)	4
Through other means (Please write in)	

Q21a. Is (or was) your training delivered through other means?

Q22. Please rate your satisfaction with your training provider. Please answer for each row:

	<i>Very satisfied</i>	<i>Fairly satisfied</i>	<i>Not very satisfied</i>	<i>Not at all satisfied</i>
How well your training provider supported you	1	2	3	4
The quality of training provided	1	2	3	4
The availability of help if you needed it	1	2	3	4
The amount of time your trainer has spent with you	1	2	3	4
The fairness of the assessment process	1	2	3	4
Your satisfaction with your training provider overall	1	2	3	4
The relevance of your training to the "real world"	1	2	3	4
Adequacy of training material provided	1	2	3	4
Ability of trainers to communicate	1	2	3	4

Q23. Do you think the traineeship/apprenticeship has given you the skills you need to do the job?

Very much so	1
To some extent	2
Not really	3
Not at all	4

Q25. Do you intend to do further study in this industry?

Yes	1
No	2
Unsure	90

Q26 Do you have any suggestions about how training in the hospitality industry could be improved?

Thank you for completing the survey. Your feedback is greatly appreciated. Remember, all the information you provided remains confidential and your individual responses will not be identified. If you have any questions or concerns please contact Patterson Market Research on 08 9316 2322 or via email onlinesurvey@marketresearch.com.au

The Winner of the iPod for your state will be contacted directly and their name posted to the survey web site www.marketresearch.com.au/winners on November 27.

Thanks again for your time!

Attachment E

Website listings for state and territory Registering/Course Accrediting Bodies

Australian Capital Territory - Department of Education and Training

<http://www.decs.act.gov.au/services/trainingARC.htm>

New South Wales – Vocational Education and Training Accreditation Board

<http://www.vetab.nsw.gov.au/>

Northern Territory - Department of Employment Education and Training

<http://www.deet.nt.gov.au/>

Queensland - Department of Employment and Training

http://www.trainandemploy.qld.gov.au/client/about_us/contact/

South Australia - Department of Further Education, Employment, Science and Technology

<http://www.training.sa.gov.au/OVETorgs/>

Tasmania - Office of Post Compulsory Education and Training

<http://www.tqa.tas.gov.au/>

Victoria - Office of Training and Tertiary Education

<http://www.otte.vic.gov.au/>

Western Australia – Training Accreditation Council

www.tac.wa.gov.au