

# Hospitality Curriculum Framework

## Developing Teaching Programs

### An Integrated Approach to Programming – Using Projects or Events

An integrated programming approach:

- provides practical training
- produces end products
- encourages students to work to schedule
- encourages students to work with others.

The following suggestions may provide some ideas for projects and events:

- simulations, such as workplace emergencies
- role-plays to simulate meetings and interaction with co-workers
- research projects on the industry, such as industrial relations, workplace illness and injury issues, hygiene and cultural awareness issues
- design posters and signs for display to encourage a safe workplace
- develop a Hazard Analysis Critical Control Point (HACCP) report
- portfolio of work placement documents and student experience
- plan, cater for and server at school functions such as open days, parent information evenings and catered meetings
- participation in school, regional, state and national WorldSkills competitions
- class projects for the community, such as volunteering in a meals on wheels organisation.

Three important principles for teachers to remember when devising projects:

- stay within your ‘skill level’
- don’t attempt anything unless you are sure it will be successful
- incorporate student interests wherever possible.

Projects, experiences and events allow for the concurrent development and assessment of a number of units and elements of competency. They may be used for the full delivery of a particular unit of competency or to supplement other learning and assessment activities.

The following steps provide a guide to planning and organising an integrated teaching program.

#### ***Step 1***

Based on knowledge of the course intended for delivery, the interests and experience of students and the available resources, devise a project or event that relates to a number of competencies.

#### ***Step 2***

Use Part B of the Syllabus to map components/activities/products of the project to particular units/elements ensuring that there is opportunity for students to develop competency and demonstrate the performance criteria for each element included. Where necessary, modify the project specifications to address elements and/or performance criteria.

### **Step 3**

Using the information from step 2, list the elements of competency and identify appropriate assessment strategies. Plan to use a range of assessment instruments over time to validate the evidence collected. Also try to use each assessment opportunity to assess and record evidence of competence for a number of elements. In this way ‘overassessment’ can be minimised.

### **Step 4**

Draw up a programming sheet to summarise the information. Learning outcomes for components of the project may be defined or included in a separate schedule.

## **An Integrated Approach to Programming – Using a Theme**

An integrated approach to programming using a theme or other focus can provide a holistic approach to teaching and assessing a number of units of competency.

Units that relate to a particular aspect of the hospitality industry could be grouped together, for example:

- working in the industry
- workplace health, safety and hygiene
- quality customer service
- communication in the workplace
- catering.

Programs could be developed using a theme related to the business services industries, such as:

- general administration
- financial administration
- information management
- IT use.

## **Programming Individual Units of Competency**

When programming individual units of competency:

- ensure that all elements of competency are addressed
- ensure that HSC requirements are addressed
- stress links with other units
- as far as possible, adopt an integrated assessment approach.