

Tourism and Hospitality Studies

Introduction

1. Tourism and Hospitality Studies (THS) is an elective subject of PSHE. This subject focuses on tourism and hospitality education with the primary aim of broadening students' knowledge of the overall industry of tourism and hospitality, including its issues and developments. This subject helps students to understand tourism and hospitality by providing them with the basic concepts, knowledge and theories of the industry as well as related practical experiences. It does not take on a sector-specific training approach, nor does it aim at equipping students with clearly defined practical skills, such as airline ticketing, tour guiding, catering or housekeeping.

2. The existing Travel and Tourism (T&T) subject is a two-year Senior Secondary subject at S4 and S5 level. It focuses primarily on the study of the tourism industry. As a three-year subject, the proposed new Senior Secondary THS encompasses the updated content of T&T, and in addition introduces a new module on hospitality study. This new curriculum provides students with opportunities to explore the complex nature of the tourism and hospitality industry, as well as its intricate inter-relationship with other disciplines, such as Business Studies, Geography and Information Technology.

Rationale

3. In Hong Kong, the current transformation of the economy has altered the economic landscape. In particular, the tourism and hospitality industry has taken on a growing importance in the local economy. In preparing students for this new socio-economic environment, THS aims at providing students with a solid foundation of knowledge about the industry. Furthermore, THS enables those who have a strong interest in this field to pursue further studies in the area. The profile of tourism and hospitality education, especially at tertiary level, has already grown. Study of THS opens up opportunities for students to pursue further studies in the field.

4. The THS curriculum includes a pre-employment industrial experience module, which offers students first-hand tourism experience in customer relations and various sectors of the industry, including transportation, accommodation, intermediaries, etc. This module allows students to observe the industry's daily operations, develop direct contact with personnel, and seek information about a possible career in the industry. Thus this subject will raise students' awareness about issues within tourism and hospitality, help them develop an interest in the field, and explore career opportunities.

5. The social aspect of tourism and hospitality education will help students to develop a sense of ethical responsibility and a healthy hospitality culture. This is important in helping the community, the nation and the world to achieve the common goal of global sustainable development, and is also important to the personal development of students.

6. The study of tourism and hospitality also provides opportunities for students to develop their general intellectual capacities for life-long learning. For example, it promotes communication skills, interpersonal skills, information processing skills, problem solving skills and decision-making skills, etc. THS, capitalising on the opportunities arising from a dynamic tourism and hospitality industry in Hong Kong, will help students recognize the importance of being a self-motivated problem-solver and life-long learner.

7. Tourism and Hospitality is a complex field of study, because it involves a variety of disciplines, either directly or indirectly related to the understanding of tourism. Its multi-disciplinary nature will complement students' learning of other subjects. For example, the study of sustainable tourism development can illustrate the concept of biodiversity and social responsibility, through examining contemporary tourism-related issues familiar to students. THS also provides an authentic context for the learning of a second or third language.

8. THS also develops students' adaptability in a rapidly changing society like Hong Kong. On completing the curriculum, students should have acquired a set of knowledge and concepts, and have developed a range of technical, personal, interpersonal, organizational and generic skills, that can be applied in various contexts, both within and beyond the industry. By providing a wide range of learning experiences, the study of THS enables students to explore different pathways for further studies and career pursuits. These might include academic pursuits, such as Tourism and Hospitality Management Studies, Architectural Conservation Studies or Environmental Studies, or career pursuits in the industry, such as initial placement in a hotel's front office, in a travel agency or in the operation of tourism attractions. Examples of pathways relevant to THS are given in the diagram in Appendix.

Aims and Objectives

9. The aims of the curriculum are to enable students to:
- (a) enhance their awareness of the growing importance of the tourism and hospitality industry to our society, nation and the world;
 - (b) acquire a comprehensive understanding of the tourism and hospitality industry, in particular the tourism system and those dimensions of hospitality (skills, personal qualities and attitudes) that are valued by the industry;

- (c) develop the appropriate knowledge, values and skills that support the sustainable development of the industry;
- (d) develop the general intellectual capacity for life-long learning through the application of relevant concepts and theories in THS to daily situations;
- (e) develop the ability to apply the knowledge and skills they acquire from the subject to a wide range of contexts, and gain pre-employment experience in selected sectors of the industry ; and
- (f) acquire knowledge and pre-employment industrial experience to explore multiple pathways for further studies in post-secondary institutions and for career development in the tourism and hospitality industry.

Knowledge Objectives

10 Students should be able to acquire a comprehensive understanding of the tourism and hospitality industry and be able to relate theory to practice. Students are expected to develop knowledge and understanding about:

- (a) the reasons why people travel and how the tourism and hospitality industry meets their needs;
- (b) the interdisciplinary nature of the tourism and hospitality industry as well as tourist destinations, infrastructures and superstructures;
- (c) local and international tourist and hospitality developments and issues, and their social, economic and environmental impact; and
- (d) the major functional areas within the tourism and hospitality sectors and the career opportunities available.

Skills Objectives

11. Students are expected to:

- (a) develop a range of technical, personal, interpersonal, organizational and generic skills that can be applied in various contexts, both within and beyond the workplaces of the tourism and hospitality industry. These include effective communication skills, customer service skills, information processing skills, critical thinking skills, creativity, problem-solving skills, etc; and
- (b) apply appropriate knowledge and skills in a wide range of industry-related situations.

Attitude Objectives

12. Students are expected to develop values and attitudes about:

- (a) the dynamic nature of the tourism and hospitality industry and the importance of being a self-motivated problem solver and life-long learner;

- (b) the importance of hospitable and friendly behaviours appropriate to the industry; and
- (c) the significance of ethical responsibility in the tourism and hospitality industry.

Curriculum Framework

(This part should be read in conjunction with the section “Curriculum Framework” of the Main Document. It should be noted that the curriculum framework suggested below is for initial consultation only. Feedback from the public will be taken into account and further details will be provided in the next stage of consultation.)

13. The curriculum framework of THS consists of two parts: a Compulsory Part and an Elective Part. Students are required to study ALL of the compulsory modules and only ONE of the elective modules. The total time allocation for this curriculum will be approximately 255 hours of lesson time. The Compulsory Part will constitute approximately 230 hours, which includes 35 hours for pre-employment industrial experience and study visits arranged throughout the course. The Elective Part will constitute approximately 25 hours.

14. The suggested content for all the modules is listed in the following tables:

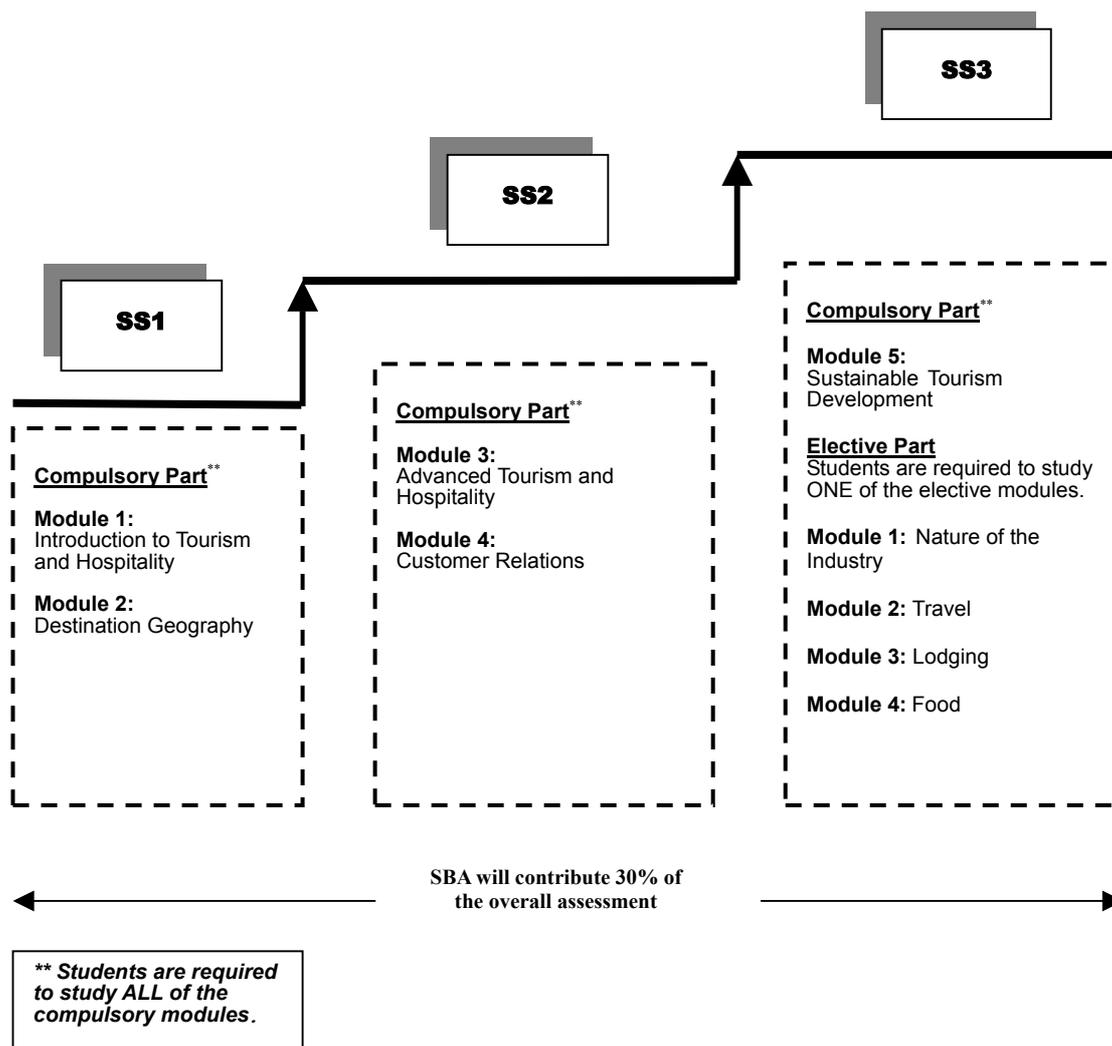
Compulsory Part (approximately 90% of curriculum time)

	Module	Suggested Contents
1	Introduction to Tourism and Hospitality	<p><u>Tourism</u> Tourism and the Tourist (Unit One of T&T S4-5 syllabus) The Travel and Tourism Industry (Unit Two of T&T S4-5 syllabus) Travel motivators Travel agency operations</p> <p><u>Food and Beverage Division</u> Food and beverage sector Food sanitation and hygiene</p> <p><u>Hotel and Rooms Division</u> Accommodation sector Front desk operation</p>
2	Destination Geography	World geography Tourism regions Cultural and social attributes
3	Advanced Tourism and Hospitality	<p><u>Tourism</u> Tourism and the Tourist (Unit Three of T&T S4-5 syllabus) The Travel and Tourism Industry (Unit Four of T&T S4-5 syllabus) Attractions development Social tourism issues</p> <p><u>Food and Beverage Division</u> Strategies in food and beverage service</p> <p><u>Hotel and Rooms Division</u> Sales and marketing strategies</p>
4	Customer Relations	Professional service Hospitality culture / Cultural differences Customer expectation and perception Communicating with customers
5	Sustainable Tourism Development	A conceptual approach to sustainable tourism Guidelines for sustainable tourism development Sustainable tourism development case studies

Elective Part (approximately 10% of curriculum time)

	Module	Suggested Contents
1	Nature of the Industry	<u>Meeting, Incentive, Convention and Exhibition</u> MICE business MICE planning Employment opportunities
2	Travel	<u>Local travel industry</u> Tourism attractions Tourists Travel information
3	Lodging	<u>Hotel and Rooms Division</u> Trends and issues in accommodation sector
4	Food	<u>Food and Beverage Division</u> Trends and issues in food service sector

15. A suggested schedule for the modules are illustrated below:



Learning and Teaching

16. THS is a multi-disciplinary subject. Adoption of an enquiry approach will help students develop skills and apply them to a wide range of contexts. Through enquiry, students are encouraged to investigate and explore tourism and hospitality issues independently. With the information and experience they gain, students are enabled to look into problems from different perspectives.

17. To promote students' early awareness of the distinctive attitudes valued by the tourism and hospitality industry, pre-employment experience visits should be arranged to selected sectors of the industry. Students will be able to make the most out of these visits, when they are supported with carefully designed learning activities and coursework that give them a clear orientation before the visits, and engage them in post-visit reflections on these first-hand pre-employment experiences.

Assessment

(This part should be read in conjunction with the section "Assessment" of the Main Document.)

18. Assessment is the practice of collecting evidence of student learning. The aims are to improve learning and teaching as well as to recognize the achievement of students. The assessment design will align with curriculum aims, design and learning processes of the subject concerned.

Internal Assessment

19. Internal assessment refers to the assessment practices that schools employ as part of the learning and teaching process during the three-year senior secondary studies in Tourism and Hospitality. It serves the purpose of providing feedback to improve learning and teaching as well as to report student progress at appropriate times. In designing internal assessment for the subject, teachers should maintain a proper balance between the formative and summative functions of assessment. A diversity of assessment modes should be adopted so that students are given opportunities to develop and demonstrate the full range of learning outcomes of the curriculum, including those of knowledge, skills and values and attitudes.

Public Assessment

Public assessment will include a written examination component and a School-based Assessment (SBA) component.

20. Standards-referenced Assessment (SRA)

Public assessment of THS leads to a qualification in the subject to be offered by the Hong Kong Examinations and Assessment Authority. In the public assessment of THS, a standards-referenced approach will be adopted for grading and reporting student performance. The purpose of this approach is to recognize what each student can do in each subject at the end of the 3-year senior secondary education. The performance of each student will be matched against a set of performance standards, rather than compared to the performance of other students. It makes the implicit standards explicit by providing specific indication of individual student performance. Descriptions will be provided for the set of standards at a later stage.

School-based Assessment (SBA) component

21. The public assessment will include an SBA component that will take up 30% of the total weighting of public assessment. The merits of adopting SBA are as follows:

- (a) SBA provides a more valid assessment than an external written examination alone, since it covers a more extensive range of learning outcomes through employing wider range of assessment practices that are not necessarily possible in written examinations.
- (b) SBA enables the sustained work of students to be assessed. It provides a more comprehensive picture of student performance throughout the period of study rather than their performance in a one-off examination alone.

22. It should be noted that SBA is not an “add-on” element in the curriculum. Assessing student performance through practices such as class discussion and class observation is a normal in-class and out-of-class activity. The particular assessment modes selected for SBA in THS will be appropriate to the learning objectives and processes that are to be assessed. The design and implementation of SBA should avoid unduly increasing the workload of both teachers and students.

Supporting measures

23. The Curriculum Development Institute will provide the following measures to support the implementation of the New Senior Secondary THS Curriculum:

Development of Curriculum Resources

24. The Curriculum Development Council and the Hong Kong Examinations and Assessment Authority will jointly issue a Curriculum and Assessment Guide for the subject. Supporting materials will also be developed to facilitate the school-based implementation of the curriculum. These materials will include exemplary learning activities, learning and teaching materials, a glossary, a reference list, etc. They will also be made available when ready on the CDI's website for Personal, Social and Humanities Education (<http://www.emb.gov.hk/cd>).

Professional Development Programmes

25. The Curriculum Development Institute and the Hong Kong Examinations and Assessment Authority will organize a series of professional development programmes for teachers of the subject. The structure of the programmes will be as follows:

- (a) Rationale of the New Senior Secondary Curriculum
- (b) Updating of curriculum knowledge
- (c) Learning and teaching and the use of curriculum resources
- (d) Assessment (including SBA)

26. Seminars and workshops on special topics will also be organized regularly in response to the needs of teachers.

27. More details of the above support measures will be announced through the CDI's website for Personal, Social and Humanities Education (<http://www.emb.gov.hk/cd>). Teachers are also invited to check the EMB Training Calendar regularly for information on professional development programmes.

Examples of areas of study and careers relevant to the Tourism and Hospitality Studies curriculum

