

A Critical Analysis of the Teaching of Hospitality at
Marymount College

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ABSTRACT

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GLOSSARY

| Title | Acronym | Description |
|--|---------|--|
| Vocational Education and Training | VET | Post-compulsory education and training, excluding degree and higher level programs delivered by higher education institutions, which provide people with occupational or work-related knowledge and skills. |
| National Training Framework | NTF | The component parts of the vocational education and training system – national competency standards, national qualifications and national assessment guidelines – and their relationship to each other including implementation, quality assurance and recognition strategies and procedures. Endorsed training packages provide the implementation tools. |
| Australian National Training Authority | ANTA | A commonwealth statutory authority with responsibilities for the development of national policy, goals and objectives for the vocational education and training sector; the development, management and promotion of the National Training Framework; administration and funding of national programs; and the collection and analysis of national statistical data on the vocational education and training system. |
| Australian Qualifications Framework | AQF | A nationally consistent set of qualifications for all post-compulsory education and training in Australia |
| Industry Training Advisory Board | ITABS | An organization, usually an incorporated association of company, recognised as representing a particular industry and providing advice to government on the vocational education and training needs of its particular industry. These are both national and state and Territory industry training advisory bodies |
| Australian Recognition Framework | ARF | A set of nationally agreed registration requirements for training providers, their products and services. |
| Training Package | | An integrated set of nationally endorsed standards and qualifications for training, assessing and recognising peoples skills, developed by industry to meet the training needs of and industry or group of industries. Training packages consist of core endorsed components of competency standards, assessment guidelines and qualifications, and optional non-endorsed components of support materials such as learning strategies, assessment resources and professional development materials |
| The New Apprenticeship System | | An umbrella term for the new national apprenticeship and traineeship arrangement that came into effect on 1 January 1998. |

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| VET-in-Schools program | (In full Vocational Education and Training in Schools) a program, which allows students to combine vocational, studies with their general education curriculum. Students participating in VET in Schools continue to work towards their Senior Secondary School Certificate, while the VET component of their studies gives them credit towards a nationally recognised VET qualification. |
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CHAPTER ONE: INTRODUCTION

Introduction

Historically, vocational subjects have been a part of the Australian school curricula for 200 years. In early school curriculum the vocational aspect was considered to be related to the acquisition of manual skills such as domestic science or woodwork, rather than careers. From the 1950s to mid 1980s, vocational education, focused specifically on career and job training, was the responsibility of the technical colleges, which had been established to develop these skills. The concept of high schools targeting identified skills for the future work force, and hence becoming involved in the vocational skill development of youth, developed in the mid 1980s in Australia. Industry influence on governments to make educational decisions based on economic initiatives has increased over this time.

1.1 Growth of vocational education in schools

Major growth has occurred in Vocational Education and Training (VET) in schools, with student participation rates in vocational education trebling in the past six (6) years (House of Representatives Standing Committee on Education and Training, 2004). This increase is predicted to continue as VET qualifications and the process of accreditation is improved and becomes increasingly user-friendly (Polesel, 2004)

The focus on vocational education and industry needs is recognised as an economic necessity for Australia. Schools and teachers, however, need to balance the demands of industry and government with the holistic educational needs of the youth they are entrusted to teach.

1.2 The need for effective reflective practices in vocational education

The school curriculum currently offers a broad range of subject choices that provide for diverse student needs. However the rapid growth of vocational education in schools has impeded effective reflective practices of current vocational programs. Vocational education is experiencing a boom due to the increasing popularity of vocational subjects. . The planning and implementation of the diverse subject offerings at school level is often a response to immediate needs rather than in-depth analysis and evaluation. For this reason, it is timely for a critical analysis of the current Hospitality programs in schools to ensure currency and relevancy of content and implementation

1.3 Background to the project

The project was localised to one school to enable an extensive and thorough analysis of the Hospitality program. Marymount College was chosen because the principal researcher was a practising teacher at the college, and accordingly, had a sound working knowledge of the programs currently in place. Additionally, Marymount College has a well-developed VET program in place, as recognised by a number of State awards for vocational excellence programs (Appendix 1).

Marymount College is a co-educational Catholic College of approximately 1050 students. Located in the Gold Coast suburb of Burleigh, Marymount College offers a wide range of VET subjects ranging across the five (5) industry areas of Information Technology, Business, Marine Science, Industrial Skills and Hospitality & Tourism.

The Hospitality vocational areas under investigation are:

- Hospitality Practices (Certificate 1: Kitchen Operations)
- Hospitality Studies (Certificate 1: Operations).
- Hospitality Practices (Catering Practices).

For the purposes of this study, the researcher will be investigating one Queensland high school focusing on Hospitality; however, issues identified in Hospitality may typify problems or issues across the whole range of vocational education offerings.

The aim of the analysis will be to suggest what measures need to be implemented in the programs at Marymount College, Gold Coast, Burleigh, Australia, to ensure best practice in Hospitality vocational education. These measures can be constructively applied to other Queensland schools currently delivering vocational education and Hospitality, or to those schools considering introducing subjects associated with Hospitality.

CHAPTER TWO: LITERATURE REVIEW

2.1 The premise of education and learning

The premise of education and learning is to change a person's behaviour. Education and learning are difficult to differentiate due to the intrinsic link between the two. Education is the method of instructing or the development of people through formal training or teaching to fully reach their potential, and to prepare them for a full and productive role in society. Learning is the act or process of acquiring knowledge and skill, and to achieve a relatively durable change in behaviour, knowledge, skills, personal habits and personal traits due to experience (Weiten, 2004:219) (Harber, 1987). For the youth of Australia, formal education has traditionally occurred within a dedicated formal organisation such as a school or institution that is part or fully funded by State and Federal Governments. The focus and methods used by the various learning institutes has been subject to change. Vocational education is one of the dynamic, diverse and challenging issues in education many educators are currently concerned with.

2.2 Providing expanded pathways for high school students

The traditional options for high school students during the post-compulsory years have been expanded to include multiple pathways. The boundaries between school, further education and the workforce are merging. Currently students can actively participate in the paid workforce during and after school hours, and have the skills they learn recognised as valued workplace skills through the Australian Quality Training Framework (AQTF). Additionally, while completing their post-compulsory years, students can continue traditional school curricula with recognised workplace skills in chosen vocational areas within the school classroom. The opportunity exists for high school students to complete units within higher education, and to participate in a range of social

and community activities organised through the schools. Providing expanded pathways has enabled schools to continue to develop an increasing number of educational objectives, as well as the objective of contributing to the development of lifelong learning skills and improved work skills

The traditional schooling structures and the established workplace training programs remain current.

2.3 Changing educational expectations

For educationalists, the changes have been to the requirement and expectation by governments, workplaces, parents and students for the development of lifelong learning skills, basic workplace skills and the recognition of these skills in some form of formalised reporting at the high school level.

2.4 Workplace learning in the school

The trend toward workplace learning in the school curriculum has been developing in Australia since its initial official discussion in 1980 (Dawkins & Holding, 1987:3).

However, some countries have been implementing workplace learning in high schools for a much longer period of time. These programs use a variety of names and involve various methods of implementation. Australia's implementation of vocational training has incorporated some of the features from such countries.

2.5 Historical background of vocational education – International Perspective

2.5.1 Overview of the origins of teaching workplace skills in formal education

The Industrial Revolution of the 1800s instigated a change in workplace practices. Many traditional jobs became increasingly complex as early technology introduced new and faster ways of completing tasks that required increased worker skills; with the result that simple jobs requiring traditional skills largely disappeared. There was more to know in specialist areas, and the worker required a continuous process of learning new knowledge and skills.

The altered work context, instigated by the industrial revolution of the 1800s, has been perpetuated by the rapid advancement of technology in recent years (Harris et al, 1995). The need for increased productivity was socially and economically driven resulting in changing workplace practices. Technology provided the means of doing this; it was human skills that were lacking. The traditional apprentice system that had been established in many countries prior to the 1800s was unable to provide for teaching of the necessary technological skills, or the required quantity of skilled employees. Formalised education was identified as a major means of teaching workers the new skills required within a changing workplace.

2.5.2 Economic Rationalism and its relationship with education

The linking of education with the economic situation of a country was clearly identified by T W Schultz (1957), an American economist who analysed the concept of the human factor and its intrinsic link to economic development. According to Toyoda (1987:3), the correlation between economic development and education is now accepted worldwide. When economic rationalism is applied

to education, educational decisions will be guided more by economic forces than educational forces (Harris et al, 1995).

Economic rationalism forced most workers to show demonstrable workplace skills. With these skills, a worker was required to become more responsible, develop more autonomy, and work well in teams, with an increased ability for problem solving. The workers also needed to show increased creativity and higher levels of technical and interpersonal skills.

In some countries, economic rationalism was recognised early. Attempts were made by forward thinking politicians, educationalists and interested parties to bridge the gap that was identified between required skills and knowledge and workplace requirements. Many governments and influential businesses placed pressure on the existing formalised education of the country to devise ways of incorporating workplace training into their curriculum.

Different structures and forms of vocational education systems were established throughout the world to provide a formalised workplace-teaching environment, often within an institutional setting. This saw the development of a number of different models for delivering identified workplace skills to the population (Harris et al, 1995). The teaching models used to deliver workplace skills (termed vocational models) differ markedly from the traditional models of schooling. In all cases the development of vocational education has been closely linked with the social and economic needs of the country. These needs were becoming increasingly persuasive influences on funding for educational programs and initiatives, as education became even more closely linked to the provision of recognised workplace skills.

2.5.3 Internationally-recognised vocational models of learning

According to Kearns and Papadopoulos (2000), there are currently three (3) models of implementing the teaching of workplace learning culture used world-wide: the American model; the Great Britain model; and the Nordic Model.

Additionally, Japan provides a model unique to their cultural, social and political history. The American model embraces the learning method termed *competency-based education*.

2.5.4 The development of Competency-Based Education and Training in America

The development of vocational education in the United States of America can see its formalised development with the Morrill Act in 1862, where attempts to improve the skill base of the agricultural and mechanical industries resulted in the formation of Colleges dedicated to the development of such skills. Further progression in specific vocational training within a school setting was limited until the 1920s, when the American military began developing a skills based training program that delivered highly-trained military personnel quickly. The development of such training methods have been described by Harris et al (1995) as a possible precursor for the current Competency-Based Education and Training (CBE/T) methods used in vocational education in Australia.

Further interest in skills training in America occurred in 1957, with the recognition that America may not have been as advanced as they first believed; hence, the American government increased spending on education, particularly in the traditional vocational system. With this boost in spending, increased opportunities for research and development into effective methods of teaching vocational skills resulted in further study

and refinement of practical learning and improved ways of learning. For a period of time prior to this, the American educationalists and researchers had been developing learning theories that provided explanations for, and advancements in, the learning process.

These were now applied to vocational learning.

2.5.5 Researchers accredited with the foundations for Competency-Based Education and Training

Competency-Based education was influenced by a number of eminent researchers of the day. Glasser and his work in identifying the contrast between behaviourist and humanistic perspectives; Robert Gagne (1965) with task analysis, and Benjamin Bloom's contribution with the development of behavioural objectives (Mayer, 1987:412).

B. F. Skinner (1953) believed that for effective learning to take place, defined behavioural objectives needed to be specified before the learning started. He advocated starting with the simple and proceeding to the complex; that is programmed learning, allowing for individual differences in students' learning rates (Hergenhahn, 1976). Eminent psychologists and educators such as David Ausubel (1963), and Bruner (1960), with a developmental emphasis being given by Jean Piaget (1955), all contributed to considering how a person learns (Hergenhahn, 1976). Additionally, Carl Rogers (1983) and Abraham Maslow (1970) placed emphasis on the person as a holistic being, and allowed for the considerable individual differences that characterise learners (Harris et al, 1995:17).

2.5.6 Competency-Based Education and Training today in America currently

These foundations provided the basis for development of the CBE/T principles and procedures used at all levels of American education to educate students to develop workplace skills in conjunction with the higher-order thinking skills required in today's workforce. The current CBE/T model is focused on what the worker can do with the knowledge or skill; generally in a practical application, with recognition for pre-existing skills. According to Harris and colleagues (1995): "Competency based assessment is criterion referenced against objective standards, not norm referenced against what other students have done" (Harris et al, 1995:54).

2.5.7 Assessment in Competency-Based Education and Training

Assessment of ascertainment is based on identifying whether the worker has achieved the skill and knowledge level required by industry. If they have achieved this level, they are deemed competent. Industry is believed to have only one standard, this is "satisfactory". As a result the traditional grading of A, B, C or marks doesn't apply in CBE/T, for this ranking of the quality of the work is seen as unnecessary for industry skills. The learner can either complete the task or skill to industry standard, or they cannot.

Competency standards should be related to realistic workplace practices, be expressed as outcomes and be understandable to trainers, supervisors and potential employers. They should also take into account the requirements of workplace reform and the emerging needs of industry. For such standards to be of value to the economy, it is essential that they reflect the future directions

industry sees in training and flexibility, rather than simply reflecting the tasks currently performed in industry (Harris et al, 1995:94).

2.5.8 Features of Competency-Based Education and Training

Competency-Based Education:

- considers what the student can do with the knowledge or skill, generally in a practical application,
- recognises pre-existing skills,
- Assessment is concerned with identifying whether the student has achieved the skill and knowledge level required by industry, and if they have, they are deemed competent;
- Has no time allocation for the acquisition of specified skills.

Harris and colleagues (1995) described Competency-Based Education as: “certification based on attainment of competency rather than time-based completion of a course or training program” (Harris et al, 1995).

2.5.9 Ascertaining competency

There is still much debate about whether an individual’s competency should be viewed in its entirety (wholeness) or singly. Competency when viewed in entirety can be considered the overall capability or ability of an individual. Singular individual competencies are seen as the component parts, which when combined will develop into an individual’s total competence (Harris et al, 1995).

2.5.10 Characteristics of the American model of vocational training

The American model of vocational training implemented in schools is market-driven and volatile. It is characterised by substantial diversity in policy, strategies and outcomes across the many states within America. On a national level, efforts are being made to strengthen the partnership development between the workplace and educational institutions by federal and state contributions to build infrastructure, provide information, improve marketing through the provision of incentives and other policies. The American approach shows the complex interaction of the individualistic, entrepreneurial, and community-oriented traditions of American culture (Kearns et al, 2000).

2.5.11 Critics of the American model

The American educational push toward ensuring an economically and scientifically advanced workforce with the introduction of intensive VET at a younger age has not been without its critics. Miller (1993) believes the current trend to measure education in economic and utilitarian terms, is contrary to what is currently needed. Miller's view of education is shared by a number of educators who discuss a "Holistic" approach rather than a narrow economic approach.

Other countries in the world have varied in the models they have used to teach workplace skills. There are many reasons for this variation, involving the principles of training and the models for implementing this training (the learning culture). Each model is a reflection of the inherited cultural, political, social and economic traditions, that influenced the policy culture of individual countries.

2.5.12 The Great Britain model of vocational training

British Educationalists have been less vigorous than Americans in embracing CBE/T. The English development has been a cultural change associated with environmental and economic need with the British model reflecting the second learning culture proposed by Kearns and Papadopoulos (2000). It also evolved at a much later stage than the American CBE/T system. Vocational trade subjects were taught in Great Britain in the 1800s; however, the British emphasis was on bettering the worker's skills for the benefit of the employer. This social class distinction extended through all aspects of education, including the formalised schooling system. The position of the worker was considered to be firmly entrenched in the lower social class system. However, the authorities of the time did recognise the advantage to all social classes of an educated work force. An unskilled population may have exacerbated the high unemployment rate experienced during the Thatcher government of the 1980s. With this came a realisation that traditional occupational education was not improving the skills of the population. The early 1990s saw the beginning of the development of education based on the competency of a worker's performance in Great Britain. Kearns & Papadopoulos (2000) indicate that Great Britain currently is in the process of a revolutionary attempt to change their traditional culture and build a learning society through a comprehensive set of 'joined-up' policies and strategies based on the principles of vocational learning.

2.5.13 The third model of vocational training – The Nordic Model

In contrast to Great Britain, the vocational training systems of European countries such as Sweden were progressing to a stage where they were becoming deeply entrenched into the culture of the country.

The third model of a current learning culture as identified by Kearns and Papadopoulos(2000) is exemplified by The Nordic model in countries such as Sweden, Denmark, Finland and Germany, where development of a learning culture occurred through evolutionary stages, and is deeply embedded in the wider social, economic, cultural and political history of the country.

The German vocational system has its foundation in the long-standing guild traditions and a societal respect for the skilled crafts. Underpinning this is the strong corporatist structure of the German labour market and the consequential regulatory arrangements that assisted enterprises investing in training; individuals undertaking further training; and the labour market and industry. The German system begins at an earlier stage than is found in many other countries, and the separation of academic and vocational education is more complete than in most other countries. At the completion of their lower secondary year, students can choose either academic or vocational streams of future study. According to Keating (2002), a key feature of the German system is the very high level of participation - approximately seventy percent (70%) (Harris et al, 1995:46) in education and training. All young people are required to undertake some form of full or part-time education and training until the age of nineteen (Keating, 2002).

Although there is clear recognition in Germany that vocational education can lead to higher education, concern remains about the flexibility of the system.

2.5.14 Outlier models of vocational training

While Japan developed quite differently, it established a solid foundation of vocational training. The skills and techniques of workers that existed in Japan around the 1860s were based on the traditional life of the earlier people. Any skills or techniques that could be used to aid the modernisation of Japan to

become competitive within the rapidly-developing world markets were extremely limited. Industries such as metal work, machinery and the Japanese government's National Defence Force (as in America), became the founding vocational training grounds. Driven by economic considerations, the industries that attracted foreign currency were first to develop vocational training schools.

The apprentice school system was established in 1894 with the objective of providing new workers' training. These institutions were designed to train low-level technicians for the increasingly industrialised workforce, as mechanical skills were becoming more important than manual skills. A key figure in the move toward vocational education in Japan was Teijima Seiichi (Toyoda T, 1987). Seiichi is accredited with introducing vocational education as an essential system of education to meet international industry standards, also argued that "The wealth and power of the West derived from extensive industrial technology" (Toyoda T, 1987:12), and "industry flourished due to the facilitation of vocational education as was seen in Britain" (Toyoda T, 1987:12).

2.5.15 The relevance of the German and Japanese models of vocational training

Although Japan and Germany developed their vocational programs quite differently, one common feature has been the involvement (both financial and political) of the government. It is the German model that many world governments, including Great Britain and Australia, have referred to when seeking input for reform within their own countries. This indicates the perceived success Germany has experienced with their dual vocational education system. During the 1970s and 1980s, Germany, along with Japan, had in place one of the most admired processes of skill formation. This process of a Dual System using

both the apprenticeship process and formalised schooling has resulted in a highly skilled and productive workforce. Currently, there is concern in both countries as to whether the systems currently in place will provide for long-term viability (Keating, 2002).

2.6 The development of Vocational Education in Australia

Australia's response to the world issue of producing a literate, knowledgeable workforce that is adaptable to future change is recent when compared with other countries. With the luxury of being able to research fully implemented programs in a number of countries, Australia has developed a vocational program that reflects both the historical development of Australian education, and certain overseas trends considered to be 'best practice' in vocational education.

2.6.1 The beginnings of the Vocational Training movement in Australia

The beginnings of the Vocational Training movement in Australia, (the early Mechanics Institute), stem from the Mechanics Institutes of Great Britain as begun by the visionary George Birkbeck. Brisbane, following the trend of the other States in early European Australia, established their first Mechanics Institute in 1849. The original purpose of the Mechanics Institute was to allow for the provision of lectures and classes of instruction in relevant trades and to provide a library accessible to all interested artisans. Instead, what developed was a recreational centre and library for the predominantly middle-class members, who were required to pay for the privilege of using the facilities (The State of Queensland; Department of Education and the Arts, 2003).

2.6.2 Education in Queensland

In 1859, Queensland became a separate colony from New South Wales. The newly-formed Queensland government developed the first Education Act for the state in 1860.

2.6.3 Vocational education in Queensland prior to 1890

Prior to the 1890s, education provided a means of mobility for the lower class to improve their status in early Queensland society. The high cost of the traditional grammar school and university education provided a serious obstacle, considering there were no state high schools and few scholarships. Other options were sought by parents to educate their children for a better future. The alternative to formalised schooling for children from those families who could not afford the fees charged was the traditional apprenticeship process, which was a remnant of the old English system of indenture. The families organised the training of skills for a specific task or job for young worker on an individual basis. Young people were apprenticed to a trade or calling by a verbal agreement between the employer and the parent. Some were indentured, requiring obligations for all parties, including the parents. Wages were extremely low, if any payment was made at all, and at times parents had to pay to have their children trained. The apprenticeship was generally for four to five (4-5) years, and in some cases not all of the required skills were taught due to jealousy, job protecting or ignorance. No controls were applied to the apprenticeship system, so it was open to exploitation by many employers. At this stage a large proportion of skilled immigrants was also arriving in Queensland and, as a result, local youth were finding it extremely difficult to find positions in the workforce. Although skilled

tradesmen usually earned more than clerical workers, they did not enjoy the prestige attached to a clerical job. This may explain why the initial enrolments in the first vocational courses attracted so few responses.

2.6.4 The beginnings of formalised vocational education in Queensland

With the establishment of the Brisbane Technical College in 1882, formal attempts to create a trade college were begun by a number of progressive educators. Working against a negative image of being appropriate only for the lower class, and with little funding, the initiators of technical education provided expert knowledge to a few who were willing to learn in difficult personal conditions. Because of these difficulties, the technical colleges did not advance to any great degree.

The public schooling system of the time provided tuition in the “3R’s”.

Geography, Needlework, Grammar, History and Mechanics were also included in the curriculum at various levels. While some of these subjects were included for their practical usefulness, the main criterion for the inclusion of a subject in the curriculum was not so much practical values, but theory value in disciplining or sharpening the cognitive skills - particularly memory and reasoning. In 1905, subject inclusion was decided according to everyday usefulness as determined by educators and the method of learning by doing was emphasised. The child, rather than the teacher, was becoming the centre of the learning process.

Many educators believed economic growth was essential to the progress and strength of the State. The natural consequence of these beliefs was an increasing emphasis on vocational subjects such as Manual Training (Manual Arts) and

Agriculture (The State of Queensland; Department of Education and the Arts, 2003).

Whilst the State education system provided a small degree of vocational training as part of their compulsory curriculum, there was more advancement in technical education.

Small progressive moves were made with the formation of Technical Colleges providing opportunities for tradesmen to learn outside of formal schooling. The early technical schools did not necessarily teach toward a vocation; but rather they provided a rounded education. The recognition of the need for controlled vocational education increased both within the government sector and in the industrial sector.

“Towards the end of the nineteenth century, the Government wished to rationalize technical education in Queensland since it was considered that one of the reasons for the industrial and trade successes of Germany at Great Britain expense had been efficient German technical education”. (The State of Queensland; Department of Education and the Arts, 2003).

Public prejudice existed toward technical education and enlightened individuals endeavoured to espouse the social and economic reasoning behind the teaching of work-place skills.

With the public awareness of the need for vocational training increasing, in 1902 the Queensland Government established the Board of Technical Education.

Technical education provided trade courses to students, extending their intake to include rehabilitation training for ex-servicemen. With the general recognition of Technical College qualifications in 1924, vocational colleges became part of the accepted schooling structures of the country. The Commonwealth Employment

Service was established in 1945 with an ongoing interest in the skill formation and retraining of ex-services personnel, and this remained the extent of Federal involvement in vocational training until the 1970s. Up until this time, it was the state governments that initiated changes, allocated funding and identified areas of need, from the grants provided by the Federal Government.

2.6.5 The beginnings of a national vocational education scheme – The Kangan Report

The 1970s saw the establishment of the national vocational education scheme, which was the first co-ordinated State and Federal Government attempt at training.

The first significant move toward a nationally-co-ordinated vocational training scheme was the Kangan Report in 1975. This report established a basis for Commonwealth funding of Technical and Further Education (TAFE). The report indicated the need for a broader role for technical education than ever before; this was to include social and educational learning, mirroring what could be achieved through a general education curriculum. Although the Kangan report recommended increased involvement by the Commonwealth Government, in real terms, the financial support decreased. This shortfall was made up by State Governments increasing their involvement (Dumbrell, 2004).

2.6.6 The development of secondary education in Queensland

Secondary education developed at a substantially quicker rate than technical training, with a constant focus being placed on the development of student learning. In 1912, secondary education was made available to all Queensland children. The University of

Queensland strongly influenced the curriculum of schools during the following years, resulting in increasing academic content and lesser vocational content. A significant change to the high school system came about because of The Radford Committee of 1969 implementing an amendment, that resulted in the abolition of external exams in 1970. In 1976 the Scott Committee provided the next major shift in high school education, with the implementation of criteria-based systems of assessing and reporting student's achievements. Both major changes provided the opportunity to once again include vocational subjects within the high school sector.

2.6.7 The merging of secondary education and vocational education at a national level

Although early compulsory schooling in Queensland included a small number of vocational subjects, focus later tended to be on student academic performance as measured by the higher schooling sector. The merging of vocational education and senior schooling could be said to have begun in the 1980s when the identifying of the need for furthering development of a skilled nation became a focus of the Federal Government.

“Apart from the 1982–83 recession, Australia enjoyed rapid growth in employment during the decade of the 1980s. As a consequence, skill shortages became more apparent; at the same time the recession of the early 1980s had revealed the structural weaknesses of the Australian economy. Improving the competitiveness of the Australian economy was seen as an urgent priority. The then Commonwealth Government recognised that increased competitiveness would not simply require improved relative costs but would also depend on ‘non-price factors,

including quality, innovation, skills and technology” (Dawkins & Holding 1987:3).

These ministers saw improving education and training as playing a “vital role in productivity performance, directly conditioning the quality, depth and flexibility of our labor force skills” (Dumbrell, 2004:7).

2.6.8 Significant reports influencing the national vocational education agenda

In 1988 a Federally-funded research project by Hobart and Harris took place. From these recommendations a movement began to gather momentum through various government and working parties suggesting the need for a greater emphasis on competency in apprenticeship training. This research became a precursor to a number of committees and discussion papers that occurred throughout the 1980s. These committees and reports included The Kirby Committee of Inquiry into labour market programs (1984). This report was particularly significant with recommendations that would have a profound impact on trade qualifications:

“Successful completion of a standards-based technical education course should be a prerequisite for trade qualifications (recommendation 33 of the inquiry into Labor Market Programs)”
(Harris et al, 1995:50).

It was recognised that other countries at this time were providing the education required to develop advanced workplace skills resulted in the Australian Tripartite Mission (1987) investigating a number of existing systems in European countries, particularly Germany. This mission reported to the Federal Government on trends and developments in skills training. This resulted in the recommendation for the formation of national competency

standards for skilled occupations, and the introduction of nationally-consistent final competency testing in identified occupations.

2.6.9 The introduction of Competency Based Education and Training into Australian vocational training

The Departments of Labor Advisory Committees Competency Based Trade Training discussion paper and report of 1988-1989, saw the introduction of the concept of a competency-based training system within Australia to be introduced by the Commonwealth Government. In theory, this was a significant step away from criteria assessment, toward the American system of CBE/T. Supporting this move was the official statement by the Minister of Employment, Education and Training (1989) called “Improving Australia’s Training System”. The statement recommended competency-based training be of high quality, more flexible, broadly based; and modular arrangements. For the first time in Australia, national consistency in training standards and certification was required. The bonus for the training worker was better articulation of on-the-job and off-the-job training and credit transfers between courses. To encourage the move toward these recommendations “The government indicated that training arrangements which failed to meet these new guidelines would no longer be eligible for Commonwealth support” (Harris et al, 1995:51).

The Australian development of a nationally-recognised vocational training system was in full progress. At this stage the significance of the developing vocational training system for high schools was not clear, as there was no clear directive for high schools to incorporate vocational training into their curriculum.

In 1990, the Commonwealth/State Training Advisory Committee established an overseas mission to study vocational education, that was particularly interested in the German system. At the same time criticism of the training being delivered by

TAFE was being made by industry; many believed TAFE was not providing the skills industry required. These criticisms were documented in the Deveson Report (1990), an important outcome of which was the adoption by Australian governments of an agreed set of national objectives for VET, including the development of a training market (Dumbrell, 2004:8).

2.7 National Competency Standards for Vocational Education

In November 1990, a strategic framework for the implementation of a competency based system was established. This was a significant move that allowed for nationally-consistent competency standards based on specific industry jobs to be developed by approved Competency Standards Bodies. These Competency Standards Bodies are representative of relevant industry interest (Harris et al, 1995). Also attached to these standards were the requirement for the development of curricula; the registering of education and training providers; and the accrediting of approved courses and teachers. According to Harris et al (1995), the result was to be “Competent individuals with nationally recognized and portable qualifications who meet industry needs for a capable and adaptable workforce” (Harris et al, 1995:55).

2.8 Changes to vocational training during the 1990s

During the 1990s the move toward a structured and national approach to teaching and recognising vocational skills became a Government priority. The model of vocational training in the early days of 1990 closely resembled the English National Vocational Qualifications Model, even though a research group was investigating the German model of the time. By the time the National Training Board released their second edition of

National Competency Standards: Policy and Guidelines in 1992, this strong following of the English system was not so evident (Harris et al, 1995). The movement toward the nationally-recognised and implemented vocational education program continued throughout the 1990s, with significant changes occurring at different times. Perhaps the most influential reports during this time could be claimed to be the Finn Report in 1991, and the Mayer Report of 1992, followed by the Skill Formation Councils, Carmichael Report. These three (3) reports proposed, developed and recommended implementation of a set of Generic Key Competencies were required in the workplace, and were to be delivered in all post-compulsory education and training pathways (Harris et al, 1995).

2.9 The Generic Key Competencies

The Generic Key Competencies as identified in the Meyer Report and developed in the Skill Formation Councils, Carmichael Report went beyond workplace training skills and began to extend into lifelong learning skills that had a direct relationship to a person's function and role in society as predicted by Harris and colleagues (1995). The Generic Skills are the basis for the organisation of specific competencies (Werner, 1994), and are presumed essential to the process of lifelong learning through which competency is enhanced and further competencies acquired (Harris et al, 1995). In their discussion paper the Mayer Committee (1995b:5) defined Key Competencies as essential for effective participation in the emerging patterns of work and work organisation. Key Competencies focus on the capacity to apply knowledge and skills in an integrated way in work situations. They were generic in that they apply to work generally rather than being specific to work in particular occupations or industries. This characteristic means the key competencies are not only essential for effective participation in work, but are also essential for effective participation in further education and in adult life more generally.

These competences are “mindful and thoughtful capacities, involving the skilled application of underlying understanding” (The Mayer Committee, 1995b:5).

The development of the Generic Key Competencies in the workforce have been considered essential by the Mayer Committee because:

- They are essential for the preparation of people for employment
- They can be generic to the new emerging patterns of work and work organisation
- They equip individuals to participate effectively in a wide variety of social settings and suit life more generally
- They involve the integration and application of knowledge and skills
- They are able to be learned
- They are amenable to credible assessments (The Mayer Committee, 1995)

The Generic Key Competencies therefore represent an important component of the platform upon which competence for life (or life skills) and vocational competencies meet. They also reflect essential knowledge for work and work organisation.

2.9.1 The Australian Generic Key competencies as identified by the Mayer report

The Australian Generic Key competencies as identified by the Mayer report are:

- Collecting, analysing and organising information, that focuses on processes for gathering, evaluating and presenting ideas and information for a range of practical purposes
- Communicating ideas and information; this focuses on the capacity to use a range of forms of communication - oral, written and graphic, to communicate ideas and information effectively to others. This workplace

competency contributes to productive and harmonious relations between employees and customers

- Planning and organising activities; this focuses on planning, organisation and self-management. It includes the capacity to complete a task with some degree of independence; monitoring one's own performance and ensuring effective communication; reporting and recording of processes and outcomes. This skill contributes to an individual's long and short-term strategy planning ability
- Working with others and in teams, which focuses on processes of working with others and working in teams; including setting goals, deciding on the allocation of tasks, monitoring achievement of the goals and checking the quality of the final product. This skill contributes to productive working relationships and outcomes
- Using mathematical ideas and techniques, which focus on the capacity to select, apply and use mathematical ideas and techniques to complete tasks in a wide range of contexts
- Solving a problem, which focuses on problem-solving as a process. Problem-solving is broadly defined to include identifying and framing the nature of problems and devising suitable strategies of response. Problem-solving abilities contribute to productive outcomes.
- Using technology, which focuses on the capacity to use technological processes, systems, equipment and materials and the capacity to transfer knowledge and skills to new situations (Harris et al, 1995)

From the Mayer Committee Report (1992), the Australian Chamber of Commerce and Industry and Business Council of Australia (2002) developed a set of generic skills and

personal attributes (which are on occasions referred to as employability skills), for use by the Australian vocational education and training sector and workplaces. This list goes further than the Meyer Key Competencies, because it includes desired attributes as well as general descriptions for the Generic Key Competencies. It also is used as the basis for identifying which skills required by industry can be transferable through all workplaces. These include self-management, teamwork, communicating, planning and organising, using technology, problem solving, learning skills and initiative skills. The personal attributes listed include loyalty, honesty, integrity, enthusiasm, reliability, personal presentation, common sense, adaptability and the ability to deal with pressure (NCVER, 2003: Fostering generic skills).

The Generic Key Competencies are integral to a person's to functioning successfully within the workplace. The Federal and State Governments have recognised the need for the development of these generic skills outside of the traditional workplace, at a younger age than previously.

“The work environment of the 21st century is characterized as competitive and changing, with implications for preparing today's students for post school options. questionnaires of employers indicate that to gain and maintain employability, broader generic workplace skills are needed, in conjunction with occupation or job-specific skills” (The House of Representative Standing Committee on Education and Training Report, 2004:176).

2.9.2 The development of the Generic Key Competency skills at a school level

The development of the Generic Key Competency skills at a school level has a direct relationship to the student's future role as a productive and competent participant in the

Australian work force. Vocational education in some form has been a feature of all Queensland schools from their early development to the present day, although to different degrees of perceived importance. Student performance in academic subjects during their senior schooling years has traditionally been seen as the measure of a school's performance in education. The emphasis given by school communities, workplaces and higher education to the perceived importance of students' academic performance is currently under review. With increased participation by students in VET, it will be necessary to recognise the contribution vocational education and training makes to the students' learning. This area has been identified as needing attention, as recommended by The House of Representatives Standing Committee on Education and Training Report (2004).

What are seen as the traditional areas of education for schools; reading, writing, mathematics and science, have expanded to include many skills that will become lifelong skills for the student – the Generic Key Competencies. Such skills have a direct relationship to the student's future role as a productive and competent participant in the Australian work force. The teaching of the Generic Key competencies in school remains a contentious issue, and there is still considerable debate about the purpose of vocational education in schools. The broad view of vocational education is that it prepares all young people for their working lives, rather than preparing them for a particular trade, industry or avenue of employment. The preparation for working life includes the development of skills that have not previously been considered necessary. The teaching of Generic Key Competencies to students is seen by the Federal Government as part of the solution to developing a skilled and versatile nation of workers. With schools now involved in the development of workplace skills, the role of vocational education needs to be considered within the wide social and educational responsibilities of schools, as well as specific local contexts being used to guide the allocation of priorities.

2.10 The national focus for vocational training

The growth in student numbers and participation in Australian VET accelerated during the late 1990's due to the introduction of the national VET system and the increased availability of Commonwealth funds (National Centre for Vocational Education and Research (NCVER), Vocational education and training in Australia 1991 to 2000, 2002).

The year 1993 saw the Australian Education Council – Ministers of Vocational Education, Employment and Training (AEC-MOVEET) refer much of the implementation of vocational reforms back to the States and Territories. The implementation of the national push was once again in the hands of the States, which resulted in differences across the country. This has significantly affected the 'local' flavour of the vocational training systems found within Australia. Individual States have implemented vocational programs differently into their respective school curricula certificates and tertiary entrance systems (Malley et al, 2001).

The Carmichael Report on the Australian Vocational Training System recommended that all young people need to have their Generic Key Competencies and vocational competencies developed, regardless of what level of education they are at. Currently, most of the development in the preparation of curricula related to Generic Key Competencies was being developed by educators, with little input from TAFE and private providers.

There was little impact from CBE/T, Generic Key Competencies or vocational training, on the general courses at a majority of schools while senior high schools' emphasis was still on the university focused curriculum (Harris et al, 1995), which was causing increasing concern to educators. A large number of students were becoming disengaged with the education system, yet the number of students staying on to Year 12 was

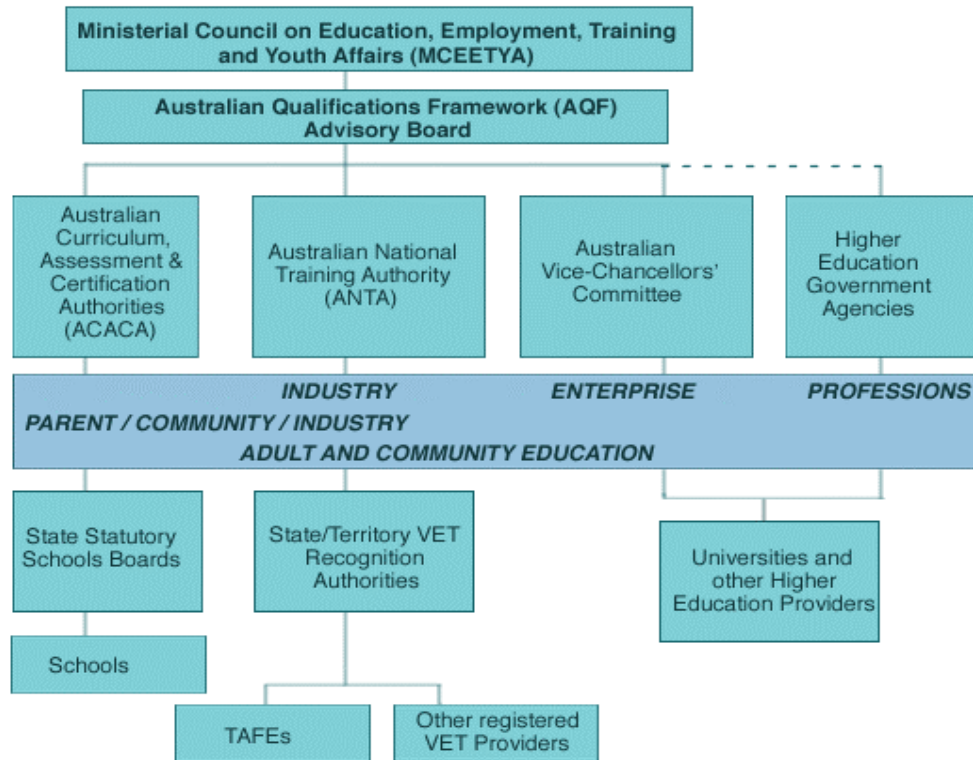
increasing (The House of Representative Standing Committee on Education and Training Report, 2004:9).

Recognition of the worth of teaching vocational skills and knowledge in high schools was seen as important to many stakeholders in school education. This was clarified when in 1994 the Schools Council made the distinction between general and vocational education.

“General learning is the creation and acquisition of knowledge irrespective of the uses to which it may be subsequently being put. Vocational learning is the acquisition of knowledge relevant to employment. Generally, vocational courses stress the acquisition of demonstrable competencies.” (The House of Representative Standing Committee on Education and Training Report, 2004:10).

The Australian Qualifications Framework (AQF) was established in 1994 to bring all post-compulsory education and training qualifications into one national system of qualifications. The Australian Qualifications Framework was developed to “Provide a nationally consistent, recognized system of qualifications and the implementation of improved pathways between the post-compulsory education sectors” (The House of Representative Standing Committee on Education and Training Report, 2003). The relationships between all stakeholders in the delivery of vocational skills to students has been diagrammatically represented as follows:

Cross Sectoral Support for the AQF



(source: AQF Website: About the Australian Qualifications Framework)

In 1996 the decision was taken to start development of National Training packages for introduction across a wide range of industries and occupations (ANTA, 2003). Industry Training Advisory Boards (ITABS) were established by ANTA to identify which competencies were required by individual industries. From these identified skills, training requirements were established to describe minimum performance and knowledge descriptors for employees. These descriptors which became The Training Packages, consisted of an integrated set of nationally-endorsed standards and qualifications for training, assessing and recognising people’s skills, had been developed by industry to meet the training needs of an industry or group of industries (Knight & Nestor, 2000). Training packages offered to education a number of features that had previously been

lacking. These features included “Nationally recognized outcomes through Australian Qualifications Framework (AQF) qualifications and Statements of Attainment” (ANTA, 2003:4), and a basis for structured skills training, developed by industry bodies and industry involved at the “VET policy level as well as in Training package development, maintenance, review and endorsement processes to ensure relevant industry outcomes” (ANTA, 2003:4). The Training Packages provided the framework for school statutory bodies to develop programs for implementation in schools. The AQF qualifications provide nation-wide certification of the knowledge and skills a person has achieved through study, training, work and life experiences. Using the Framework, educators are able to participate and navigate the qualifications system through the State statutory school bodies in each State. This flexibility enabled each state to implement VET in schools in their localised way.

2.11 The development of Training packages and implications on school

The training packages recognised workplace skills delivered in real and simulated workplaces to a range of participants, not only the employed, without time limits attached to the acquisition of the skills. Partnerships with industry were required and encouraged along with holistic assessment, collection of naturally occurring evidence and recognition of currently-held competencies. This provided for flexible approaches in delivery and assessment with national consistency.

Significantly for schools, “Training Packages have also facilitated better pathways between schools and VET through an increase of VET in Schools programs” (ANTA, 2003).

The Training Packages are made up of three (3) nationally-endorsed components – competency standards, qualifications and assessment guidelines (ANTA, 2003).

This provided a 'platform' from which learning and assessment strategies were developed, but more importantly they did not mandate the delivery and assessment processes. With the Training Packages, issues associated with the development of a learning culture were being addressed. These packages allowed for the development of Generic Key Competencies, underpinning knowledge to enable effective workplace performances, language, literacy and numeracy skills, and to support lifelong learning, in both a formalised school setting and the workplace.

“Training Packages have a critical role in enhancing lifelong learning. The breaking up of training into chunks and flexible qualification packaging rules in Training Packages provide for movement of individuals through occupations and industries at various stages of their lives; training packages can also provide the generic underpinning skills that enable individuals to embrace lifelong learning” (ANTA, 2003:17).

According to the National Office of Overseas Skill Recognition (Harris et al, 1995:94), the performance of a role and its associated tasks as defined by the Training packages, were to be judged as either “competent” or “incompetent”. To be competent required the learner to perform at an appropriate standard, such standards being a minimal level of performance that will be judged as competent. This requires a systematic approach to job analysis in order to determine the minimum level of competency required, and therefore the training needed to achieve this level. The deeming of what is a minimum competency level for a skill needs to be industry-driven.

“Now industries as a whole, or occupational industry bodies, have been forced by governments, with the compliance of peak industry bodies and

unions, to take an increased responsibility in the development and endorsement of standards”(Harris et al, 1995:95).

With the development of the Industry Training Advisory Boards (ITABS), who are responsible for initially creating the Training Packages, and reviewing these every three (3) years, extensive input has been received with industry being able to identify and clearly state levels of industry performance in a variety of occupations.

2.12 Identifying competency in the Training Packages

Competence and experience are linked. It is through experiencing by doing or observing that competencies are acquired, maintained and enhanced. A competency is not something that can be obtained by listening and then repeating word-for-word what was said, or by a single activity or experience; there needs to be multiple opportunities to attempt and achieve the competency. The levels of the AQF qualifications are differentiated according to the breadth and depth of knowledge and skills required, and the complexity of the contexts in which the knowledge and skills are applied. This differentiation is identified by the awarding of different Certificate levels to the learner. The simplest level is Certificate I, which requires the learner to demonstrate a limited number of skills under the direct instruction of a trainer. The certificate levels continue through Certificates II and III, developing a range of skills, degrees of independence and initiative until the Diploma stage, where progressive learning can link into the existing university higher education system.

2.13 The development of a learning culture: The Australian Recognition Framework (ARF) and the New Apprenticeship System

In 1998 the Federal Government introduced a number of new initiatives to further the development and implementation of their plans towards what they saw as a learning culture. These initiatives included the establishment of the Australian Recognition Framework (ARF) and the New Apprenticeship System, which was aimed at bringing together apprenticeships and traineeships. The VET-in-Schools program was introduced as part of the New Apprenticeship System; this provided a radically different approach to what the students had experienced prior to 1997. The NCVER (2002) report states 'The VET-in-Schools program was established to provide school students with the opportunity to gain knowledge and experience in different jobs by completing an entry-level certificate or training during their senior years by integrating these areas into subjects being offered, or by offering the certificates as a stand-alone VET component. The option was also available for students to enter into a paid traineeship in both school and student time, in which they would receive on-the-job training to a recognised certificate level (NCVER, Vocational Education and Training in Australia 1991 to 2000). The Federal Government also introduced the 'user-choice' system, which opened the marketplace in vocational education to a wide range of training providers, including not only commercial providers and long-standing business colleges, but also industry (NCVER, Vocational Education and Training in Australia 1991 to 2000, 2002). Schools were also given the option of being able to access the private training providers otherwise known as Registered Training Organisations (RTO's).

2.14 The Common and Agreed National Goals for Schooling in the Twenty-first Century (The Adelaide Declaration)

The Common and Agreed National Goals for Schooling in the Twenty-first Century document (endorsed at the April 1999) provided the directive that VET was to be an essential part of all students' learning. By 1999, the VET movement in Australia had gained momentum and had begun to have a significant impact on the school curriculum. The first training packages to be implemented resulted in an amalgamation of apprenticeships and traineeships into New Apprenticeships, hence increased impetus for the uptake of VET in schools.

Included in the document were a number of goals that are impacting upon the teaching of students. The national directives to states and schools were to:

- Fully develop the talents and capacities of all students in relation to employment related skills;
- Provide a student with an understanding of the work environment;
- Allow development of career options and pathways;
- Develop positive attitudes towards vocational training and education; further education, employment and lifelong learning (National Report on Schooling in Australia, 1998) (The Common and Agreed National Goals for Schooling, 1999).

In relation to the curriculum, all students should have participated in programs of vocational learning during their compulsory years and to have had access to VET programs as part of their senior secondary studies. Schools need to provide programs and activities that foster and develop enterprise skills, including those skills, that allow students maximum flexibility and adaptability in the future.

This was further emphasised by The Honourable Dr David Kemp in his speech to the Curriculum Corporation at their 6th National Conference in 1999, in which he explained that the key issue on the agenda for educationalists was to be a move toward teaching student centred learning measured in outcomes in all schools. The emphasis was to be

the balancing of theoretical knowledge with application skills, and the students being required to learn life skills and to develop generic, transferable workplace skills (Kemp, 1999).

For schools that had not participated in vocational educational and training programs up until this stage, the National Goals 1.5 and 2.3 of the Adelaide Declaration were of particular concern.

National Goal 1.5 requires students to:

“Have employment related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and life-long learning.”

(MCEETYA, 1999).

Significantly, this national goal includes a number of issues previously identified as requiring consideration by earlier pioneers of learning and vocational education, both in Australia and overseas. In the early 1990s, The Finn Report (1991), The Mayer Report (1992) and The Carmichael Report all proposed the inclusion of vocational training as part of essential education for students.

The National Goal 2.3 states that high school students need to be provided with the opportunity for:

“Participation in programs of vocational learning during the compulsory years and have had access to vocational education and training programs as part of their senior secondary studies”

(MCEETYA, 1999).

In order for schools to implement this goal, recognised and structured vocational education programs staffed by qualified personnel were necessary.

2.15 The changing perception of vocational education

At the time of the Finn, Mayer and Carmichael Reports of the early 1990s, there appeared to be an underlying purpose for vocational education. It was then seen as the non-university option for students to learn applied, work-based skills allowing them to find productive employment as they were not proceeding to higher education. The Adelaide Declaration (1999) added extra elements to the primary goal of vocational education. All students, regardless of their destination, would be required to learn Generic Key Competencies, be provided with the opportunity for vocational learning and become work-place 'savvy'.

Generic Key Competencies are to be taught to all students at an earlier age than previously. According to the Adelaide Declaration, these skills need to be delivered before the students reach year 10. This would be seen as the last year of compulsory education in most States in Australia.

Queensland has introduced an alteration to this by introducing the "Learning or Earning till 17" policy, which requires all youth to be either in the workforce or learning until seventeen (17) years of age (The State of Queensland: Department of Education and the Arts, 2002).

This will be large adjustment for some school systems, particularly those schools that have seen vocational education as a means of providing for the few disengaged or low-achieving students by offering them a practical subject that requires less academically. Pressure is being increasingly placed on the schools with regard to staffing, timetabling, finances and teacher involvement.

2.16 The growth of Vocational Education and Training in schools

Statistically, the growth of VET in all educational facilities is increasing. Data shows that between 1991 and 2000, the number of students in publicly-funded VET grew by 77% (NCVER, Vocational education and training in Australia 1991 to 2000, 2002). In 2000, almost 29% of all Australian teenagers were involved in VET, compared with less than 19% in 1991 (NCVER, VET in Australia 1991 to 2000, 2002). This equates to a four-fold increase in student participation numbers.

2.17 The changing focus of the school curriculum

Currently, the focus of the traditional school curriculum has changed as directed in The Adelaide Declaration. Schools are required to provide a student-centered, well-rounded education, still concerning themselves with literacy, numeracy and science knowledge levels, but incorporating a vocational component for all students, and further opportunity for vocational engagement for senior students. The significance of VET subjects being made available to students in schools is only now being realised. The advantages and issues related to the implementation and application of VET within a school program are currently being identified and addressed. On the positive side, as suggested by the House of Representatives Standing Committee on Education and Training Report (2004), vocational education has been recognised as being significant and positive. On the negative side, growth in this area has been too rapid for the school systems to respond effectively.

2.18 The advantages of incorporating VET into the school program

The advantages of incorporating VET into the school program include increasing engagement in learning of students who may have otherwise been disillusioned with traditional schooling. Prior to VET being made available to all students, many students were not engaging with the academic curriculum being offered. Only small percentages were interested in using the subjects taught at school in their further education. According to the House of Representatives Standing Committee on Education and Training Report (2004:9) “The school curriculum has been described as having too narrow an academic focus suited to (only) the approximately 30% of students who go on to university” (House of Representatives Standing Committee on Education and Training, 2004:9). With the inclusion of a variety of VET subjects in a school’s curriculum, subjects that were delivered both at school and at times in the work place, students were able to make relevant and interesting subject choices.

2.19 The issues associated with the growth of vocational education in schools

A number of issues are associated with the growth of vocational education in schools that has impacted on most aspects of school life. Particular areas of concern are:

- school programming, timetabling and staffing;
- the responses of students to workload demands;
- the effect on all teachers;
- the pedagogy of CBE/T;
- changes to assessment methods;

- industry acceptance and perception of school delivered vocational competency.

2.19.1 School programming, timetabling and staffing

The restructuring of timetables to accommodate students undertaking workplace learning has been described in the House of Representatives Standing Committee on Education and Training Report (2004) as the most challenging operational issue for most schools. The successful adoption of VET requires changes to traditional time-tabling which has been implemented in a variety of ways.

School timetabling is rigid, so providing for teacher release time for VET duties can be difficult to accommodate, particularly if funding is not available. Difficulties such as these place pressure on other staff within the schools in a number of ways. This in turn can and does influence the perceptions held by non-vocational teaching staff as to the merits of incorporating vocational education into a school curriculum. Unfortunately, schools can be required to make VET decisions based on economics rather than student needs.

Compounding the pressures with delivering VET in schools is the need in some subjects to provide regular simulated work environments.

2.19.2 The responses of students to workload demands

Students who participate in vocational education in workplaces during school time miss school classes. Students are required to make up the missed content and activities. This increases their workload, especially if the student is undertaking more than one VET course. There appears to be insufficient accommodation of VET students' needs in the

regular school timetable. The extent to which schools have addressed this is likely to be reflected in the number of students involved in VET programs, and the commitment made by the school and by the non-VET teachers on staff. The House of Representative Standing Committee on Education and Training (2003) expressed concern for the students' success because of this increased workload, and identified co-ordination of the program for each student as a way of overcoming this obstacle.

The format of delivery was discussed as another factor affecting the student's workload. In schools, VET is generally delivered over an extended period of time, whilst other RTO's deliver the same competency in a much shorter period of time. This indicates the school student may be required to do more work than a participant in a similar course through a different format. Vocational Education and Training subjects that require work placement were also identified as being an added pressure on student workloads. The problem of additional workloads is not restricted to the student participants; it also encompasses the teaching staff.

2.19.3 The effect on all teachers

The multiple demands placed on teachers involved with the delivery of accredited vocational skills in schools, and concerns about the age profile of teachers in general are two issues that have been the subject of growing concern in recent years (The House of Representative Standing Committee on Education and Training Report, 2003). Vocational education teachers are required to be experienced in a wide range of industry training practices related to their area of delivery, as well to participate regularly in industry to maintain currency. The human resource requirement for teachers to meet AQTF standards so as to ensure validity in the skills and knowledge taught in vocational subjects, places

increasingly demanding time and financial pressures on teachers who work in VET in schools. The provision of accredited, recognised workplace skills, requires that the teacher meets AQTF requirements, which for a trainer in the workplace would not be difficult. Most of the requirements are related to the industry experience and the trainer's industry qualifications, as well as an accredited workplace assessor certificate. This is to guarantee the skills and knowledge taught as part of a Certificate course meet the minimum industry skill level to ensure adequate standards of skills and knowledge. For a teacher, whether in TAFE or a school environment, the general teaching requirements and the AQTF requirement must be met. The teacher's role at school is not considered to be workplace-related, so the hours spent in industry are in addition to the teaching loads of VET staff, this provides an enormous burden for school administration and teachers alike.

Professional teachers work in school environments that are "seen as human learning communities, as well as institutions maintaining academic standards and traditional values" (Biggs, 1995:24). Teachers are considered to be experts, or at the very least, informed instructors who have a good understanding of the learning process, as well as a degree of expertise in their particular subject. A teacher has their focus on the well-being of the student, with an aim of developing the skills for life-long learning. They are expected to view the learner as a whole person, and to work with the individual to develop that person, whatever the outcome (Biggs, 1995). In contrast, vocational skills have traditionally been taught by a trainer in the workplace or at a TAFE College. A trainer is often someone who has been allocated the task of training an employee in the workforce at a specific task or skill as identified by that workplace. The qualifications required by the trainer can vary; in many cases it may be expertise in the task that is the trainer's qualification. In the workplace there has traditionally been little concern for

developing in trainers the skills required to teach to the individual, as recognised in teacher training. There are many people who work with school-aged trainees, demonstrating the skills or knowledge required for the task, who have no concept of the learning process. Additionally, some workplace trainers may not be able to provide official recognition for the trainee that recognises what the trainee has achieved in a particular competency (Biggs, 1995).

Compounding these issues are increases to essential paperwork that ensure accurate and demonstrable delivery of industry standard competencies. This places increasing time demands on the institutions and teachers implementing vocational education.

2.19.4 The pedagogy of Competency-Based Education and Training

The learning process required in CBE/T is quite different from the learning process associated with teaching students. According to Harris and colleagues (1995), competency training places responsibility for learning onto learners, individualising learning. A trainer is skilled in specific skills and knowledge, and would be working with a learner within a workplace environment. They are task or job-specific, teaching to the required industry standard in an accepted workplace manner. The learner in the workplace is generally motivated to learn, and accepts the responsibility of how, when and where they will learn. The measure for whether a learner has learned is the acquisition of the skill or knowledge. The trainer is a resource to be used to assist this planned learning. The teacher, on the other hand, is a professional practitioner of the learning process working within the confines of an educational institute, possibly far removed from the workplace. High school teachers work with students who may or may not be motivated to learn work-place competencies. The skills the students learn require grading, with this being the possible motivation for the initial learning. High school

students generally require a structured learning sequence, with little responsibility for the development of the learning sequence or style being given to the student. They are passive in their role as a student. According to Harris and colleagues (1995), this passive learner approach found in high schools is not the premise for CBE/T.

The trainer in the workplace would be more likely to find the learners as described by Harris and colleagues (1995). The high school teacher who is delivering a VET subject in a traditional school would consider learning in a more holistic sense for the student, whilst meeting all of the institutional and educational requirements prescribed by the school and the relevant educational authority; as well as becoming a workplace trainer within an artificial workplace setting. Trainers have different parameters from teachers, because they are in the workplace and concerned with the passing on of skills related to a specific task or role, teachers are concerned for the holistic development of the learner. There is also concern about the teaching process involved with the delivery of AQTF competencies. According to Harris and colleagues (1995), the teaching process for CBE/T involves the design, delivery and management of learning, flexible learning pathways, the appropriate use of technology and the development of flexible learning resources, as well as the teacher, educator or trainer involved in helping the learning process to occur. For this method of learning to occur in schools may involve a changed role from the essentially authoritarian position of the traditional teacher to that of a facilitator and mentor (Harris et al, 1995:149). To deliver industry-based competencies there needs to be a change of pedagogy, as well as in classroom practice, method of delivery, assessment procedures and the recording of results for vocational skills. All these procedures are quite different from those traditionally associated with schools (The House of Representative Standing Committee on Education and Training Report, 2004:176).

2.19.5 Changes to assessment methods

The shift in pedagogy is a move away from the input system of learning that relies on traditional assessment methods. These methods include knowledge tests or written responses which recognise and measure how much of the input has been retained; and the degree of application of the input indicating the level of higher learning that has occurred. The vocational education method of CBE/T is toward a more flexible method of delivery, which has no time consideration and is concerned with the acquisition of skills; and the teacher is a facilitator rather than a director of the learning. Teachers delivering VET need to be working with all of the skills and knowledge a trainer has, as well as concerning themselves with how the training takes place, the holistic learning experience for the learner, and institutional requirements.

According to Rylatt (1995),

“Competency-based learning will increase in its sophistication as people incorporate improved understanding of mental diversity, accelerate and self directed learning. To meet this aim of better application of competencies, training providers will need to experiment with and encourage a wider range of learning methods, techniques and strategies than they have done in the past. Notably, people will need to explore how they learn and how this builds confidence and resilience” (Rylatt, 1995:14).

To successfully implement vocational training in schools, the classroom teacher will need to incorporate many of the skills and techniques the workplace trainer currently uses. As the training of workers within the workplace accelerates as predicted, the trainer will need to look to high school teachers for alternative methods of engaging the learner in the workplace. This relationship will need to be reciprocal (Deloitte, 1995).

Traditional educational programs have generally been content focused, with a prescribed syllabus, time restriction and a measure for the students according to whether they have met the planned criteria. CBE/T is outcomes focused has no time restrictions, is individually tailored to the student and students are recognised for what they already know before beginning. Harris and colleagues (1995) clearly contrasted the content focused courses taught in schools with the CBE/T courses taught in vocational education.

2.19.6 Industry acceptance and perception of school delivered vocational competency

The successful delivery of VET in schools requires careful management and the understanding and co-operation of all. This includes the students, parents, school teachers, school administrators, and the workplace. It also requires constant monitoring to ensure currency, equity and student engagement.

2.20 Current implications of vocational education in schools

The VET in schools program has been a success at the school level, has increased student participation, and positive outcomes have been demonstrated (The House of Representative Standing Committee on Education and Training Report, 2004). If Kearns and Papadopoulos (2000) are correct, however, this program may now flounder. For it to continue to engage and expand, infrastructure and partnerships between school, industry and government need to be established. Currently the range of incentives to induce stakeholders (schools, employers, individuals, and communities) to invest in learning through school implementation of vocational studies is insufficient.

Kearns and Papadopoulos (2000) believe the gaps in the Australian policy framework for building a learning culture were made more significant by the absence of a shared national vision of Australia as a learning society, such as is being promoted in Great Britain and European Union countries. At the stage Kearns and Papadopoulos (2000) prepared their paper, the policies and plans for a shared vision were being prepared on a Federal level. Issues being considered included how Australia has developed a different educational structure when compared with Great Britain and other European countries. Interestingly, it was the complex nature of the Australian State and Federal Government allocation of responsibilities that have prevented a shared national vision. An attempt at a shared vision has been The Common and Agreed National Goals for Schooling in the Twenty-first Century (National Report on Schooling in Australia, 1998).

2.21 Local Policy considerations - Queensland Studies Authority Guidelines

The Queensland State Government developed localised policies from the national recommendation releasing a document titled *“Queensland the Smart State, Education and Training reforms for the future”* more commonly known by educators as The White Paper in March 2002. This paper is a review of the current education system in Queensland that provides the direction for future State educational initiatives (The State of Queensland, 2002). The White Paper (Queensland Government, 2002, Queensland the Smart State Education and Training Reforms for the future, A White paper,) proposals are currently the concern of educators, its full impact is only just beginning to be seen. Vocational education is among the many focus areas identified in the White Paper. The proposals made will change what is currently offered in VET at school level. An identified aim of the White Paper is to develop: “substantial vocational or university qualifications that gives them (young Queenslanders) the skills for work and life”.

2.21.1 The need to ensure more young people achieve higher qualifications

According to the White Paper the need is to ensure more young people who undertake vocational education and training in schools achieve qualifications that are highly regarded by industry. As the standards indicated at each Certificate level have been clearly stated, it is the recommendation of the White Paper that the high level Certificates must be the eventual outcomes for students.

2.21.2 Queensland's response to this need

The Queensland Studies Authority (QSA) is a statutory body responsible for the provision of a range of services and materials relating to syllabi, testing, assessment, moderation, certification, accreditation, vocational education, tertiary education and research (Queensland Studies Authority, 2005). The model used by the QSA for the development of the vocational education subjects is one of building a syllabus framework around a Training Package qualification. These syllabi are available to schools to teach in the form of Study Area Specifications (SAS), and meet all industry requirements and provide the scaffolding and structure for educators to teach within a school setting. The benefit seen by the QSA of developing Authority syllabuses with embedded VET competencies is two-fold:

- To allow students the opportunity to achieve an Overall Position (OP) that may contribute to tertiary entry
- A vocational education and training certificate at Australian Quality Framework levels II and III where possible (Queensland Studies Authority, 2005, Memorandum Number 059/04)

Students can also complete VET certificates using a school-based traineeship or a RTO, yet not complete any competencies at school. Schools will still be able to offer vocational learning strands, but no VET qualifications will be attached. The latter approach will assist schools unable to meet the current AQTF requirements, enabling them to deliver a strand within the Study Area Specification. The SAS's are "designed to promote vocational education and/or employment opportunities, and work experience is recommended" (Queensland Studies Authority, 2004).

Vocational Education and Training Strands that have selected Certificate I competencies only are also a possibility. An aim of these changes is for schools to investigate the possibilities for working in partnership with other RTO'S and work places, hence improving recognition by industry for the qualifications students achieve.

Authority syllabi with embedded VET are currently a significant feature of the Queensland curriculum. These subjects were developed (and will continue to be developed) following "The model of building a syllabus framework around a training package qualification. The benefit of developing authority syllabuses with embedded VET is to allow students the opportunity to achieve an Overall Position (OP) that may contribute to tertiary entrance, and a Vocational Education and Training certificate at Australian Quality Training Framework levels II and III where possible" (Queensland Studies Authority, 2004).

The QSA has understandably embraced in their recommendations to the schools, the recommendations made by The White Paper. This includes a number of important changes that will affect teachers at school level (Queensland Government, 2002, Queensland the Smart State Education and Training Reforms for the future, A White Paper).

2.21.3 Current changes required in Queensland schools

In connection with The White Paper, important education and training laws were passed by the Queensland State Parliament in October 2003. These new laws are contained within two (2) complementary Acts “The Youth Participation in Education and Training Act 2003” and “The Training Reform Act 2003”. This particular mandate will require the post-compulsory schooling sector to engage all Queensland students for a longer period of time. It will require the expanding of participation rates for students in VET subjects to meet the needs of those 27% of students who previously would have “dropped out of the system” (The State of Queensland, 2002). This is of particular concern to educators, as highlighted by The House of Representative Standing Committee on Education and Training Report, (2004). Currently Year 10 to 12 retention rates and age-specific participation rates have not changed significantly, yet the school system is finding it increasingly difficult to accommodate the numbers of existing students moving from the traditional school subjects into VET. This suggests the vocational enrolment growth was not driven by the early school-leaver group, enrolment growth is more likely to have come from ‘continuers’ who switched preferences from general education subjects to vocational subjects. This is partly supported by the distribution of the majority of enrolments across vocational subjects that have general education equivalents (hospitality, office and clerical, and computing) (The House of Representative Standing Committee on Education and Training Report, 2004).

2.21.4 Essential considerations associated with the implementation of the Queensland education requirements

Two (2) issues that are important to schools emerge from these observations

- Why are vocational programs as they are presented not attractive to the majority of early school leavers; and

- Is there a form of vocational program that will interest them and keep them in touch with learning systems (The House of Representative Standing Committee on Education and Training Report, 2004).

The concept of mandatory engagement of disengaged students in productive learning is desirable, but there is concern that the infrastructure to accommodate will not be available in an already overstretched VET in schools system. When combined with the variations within school systems of how and to what degree VET is implemented, problems of equity and elitism emerge.

“Vocational education in schools has had differing levels of take-up in government and non-government schools and across the states and territories. VET in Schools is more common in government schools than in non-government schools” (The House of Representative Standing Committee on Education and Training Report, 2004:31).

This leads to the risk that some schools who embrace vocational education will be seen by the public as providing less academic courses, or as trade schools for those students less able to perform academically.

2.21.5 Managing diversity to ensure students will remain engaged with learning

According to both teachers and principals in schools, vocational education in schools plays two (2) main roles: the management of diversity in students, and improvement in learning. Both of these in turn have an effect on the schools’ ability to encourage students to remain engaged with learning (Polesel et al, 2004:22). Managing diversity means finding an appropriate location in the curriculum for every student. The challenge of meeting students’ needs is a strength found in vocational subjects, including Hospitality. With only thirty percent (30%) of the current senior high school students

looking to continue to university, an academic focus at schools has the potential to disengage seventy percent (70%) of the school population (The House of Representative Standing Committee on Education and Training Report, 2004).

Vocational education offer schools the opportunity to develop a curriculum that provides realistic, relevant and job-related learning experiences.

2.22 Vocational subjects currently offered in Queensland schools

In order to meet the Queensland workforce requirements, the range of vocational subjects currently offered in Queensland schools needs to be diverse. The industry sectors of health and community services; manufacturing and construction; agriculture and mining; retail; property and business services; accommodation, cafes and restaurants; cultural and recreation; and education and communications are all provided for in the offerings available through the QSA curriculum. Of these, one of the four (4) fastest growing sectors is that of the accommodation, cafes and restaurants (Queensland Government, Skills for jobs and Growth, Research Paper). To address the need for a trained entry level employee into this high employment area, the current Hospitality subjects have been approved by the Queensland Studies Authority.

2.22.1 Hospitality studies as a subject providing trained employees for the accommodation, cafes and restaurant sector

The Queensland Studies Authority describes Hospitality as a two-year course of study for students in Year 11 and 12. Its aim is to provide students with a variety of thinking and operational skills and vocational competencies related to the occupations associated with Hospitality. Included in the course are provision for the students to learn a range of interpersonal skills; specific knowledge and skills that have application in both the

student's personal and working life; and expanded opportunity for employment. The Hospitality SAS developed by the Queensland Studies Authority aims to:

- Provide an understanding of the role of the hospitality industry
- Provide an understanding of the structure, scope and operation of related activities
- Understanding of the industries workplace culture and practices
- Develop the skills, processes and attitudes crucial to making valid decisions about future career paths
- Investigate hospitality as a source of leisure activities, life skills or as an avenue for further study (Queensland Studies Authority, (2004), Years 11 & 12 Overview of information and resources).

The industry sector of Hospitality is currently taught in Queensland high schools as an Authority subject under the name of Hospitality Studies, and the Authority Registered Subject Hospitality Practices.

2.22.2 Hospitality Practices

Hospitality Practices is a work-based, practical subject that provides a hands-on, active participation approach to learning. The assessment for this strand is both competency- and criteria-based. The criteria assessment is designed to enable students to demonstrate achievement of the objectives of the SAS. These are grouped under the headings of Knowledge, Application and Practical Skills. This grouping comprises the assessment framework of the embedded vocational units that are competency-based. These are described by the Queensland Studies Authority as: “the process of collecting evidence

and making judgments on whether or not the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace” (Queensland Studies Authority, 2004, Hospitality).

There are five (5) topics within the core that align closely to the Hospitality common core units of competency. These are:

- Introducing the hospitality industry
- Interpersonal and communication skills within the hospitality industry
- Cultural awareness within the hospitality industry
- Workplace health and safety issues within the hospitality industry
- Work-place hygiene procedures within the hospitality industry.

The QSA suggests a student’s level of achievement should be gauged by using a wide range of tasks. This may include objective and short-response tests; practical work such as demonstrations; practical performances in industry-related contexts, and response to stimulus tests. The suitability, appropriateness, quality, level of skill requirement and relevance to industry of the assessment tasks is at the discretion of the teacher setting and assessing the task. Assessment tasks are not checked or monitored regularly by industry or QSA; the exception to this is during an external school review, which occurs at irregular intervals. External school reviews are conducted by the Queensland Studies Authority as deemed necessary.

2.22.3 Hospitality Studies

Hospitality Studies caters for the thirty percent (30%) of students who are orientated towards an Overall Position, but are still interested in the study of the hospitality industry. As this subject can be used for OP calculation, it requires an increased level of difficulty in knowledge and assessment when compared with Hospitality Practices, and requires monitoring. The work programs for Authority subjects and assessment of student achievement is subject to the full moderation procedures of the QSA.

Moderation is the name given to the quality assurance process for senior secondary studies used by the QSA to:

- Ensure the authority subjects are taught in schools to the highest possible standards
- Student results in the same subject are comparable across the State, and match the requirements of the syllabus
- The process used is transparent and publicly accountable (Queensland Studies Authority, (2004), *Moderation*)

The moderation process is based on a close partnership between the QSA and schools. The QSA contributes to the design, operation, and servicing of the structures that allow the system to operate, and accepts responsibility for training personnel serving on panels that review school work-programs and students' results. On the other hand, schools contribute the services of the teachers as panellists who review the development and implementation of work programs in line with the syllabus, assess student work against State-wide standards, and collect student work samples and data necessary for students to receive their Senior Certificate.

Levels of achievement in senior Authority Subjects are recorded on the Senior Certificate. Results from these can count towards the calculation of OPs and Field

Positions. Overall positions and Field positions (FPs) are the most common selection devices used by the tertiary sector (Queensland Studies Authority, 2004, *Hospitality*).

Hospitality Practices is not used in the calculation of students OPs and FPs.

(Queensland Studies Authority, (2004), Years 11 & 12 Overview of information and resources).

2.22.4 Transition year for schools who teach Hospitality

The year 2006 is a transition year for Hospitality in schools. The recommendations made by the QSA to Queensland schools include a significant change, where VET will no longer be embedded in Authority-Registered subjects. The subjects currently being offered as Authority-Registered subjects (such as Hospitality Practices) will be phased out, and schools will be encouraged to deliver VET as embedded VET within an Authority subject, or as Stand-Alone VET.

“Stand-alone VET is a vernacular term used to describe VET qualifications completed using competency-based assessment only. Outside of Queensland schools, all Vocational Education and Training is delivered as stand-alone VET” (Queensland Studies Authority, 2004).

Schools will be required to plan and implement the changes required in the vocational area of Hospitality, and to deal with specific issues associated with the required changes.

2.23 Summation - The wide variations in vocational education occurring across the country are narrowing

Within the current Australian political system, the Federal Government can only make recommendations for changes to educational policies, because education (except for TAFE and university) is administered by State Governments. As discussed earlier, this has prevented a shared national vision on education, as it is up to the individual States to implement Federal recommendations such as those decided upon in The Adelaide Declaration. Hence, wide variations in education occur across the country. A shared national vision is closer now than it has been at any time in the past. The 2004 Federal Government elections placed the Australian Liberal Party in a position where it will be able to influence the in-put into state education issues as never before. All levels of education, including vocational education will be in for some interesting changes during the coming years.

The slow move toward vocational education that has been happening worldwide since the early 1800s, combined with the Federal Government's desire and ability to shape the educational system, and the Queensland State Government's initiatives, have resulted in the State educational system experiencing significant changes at an accelerated rate, challenging all educators to understand and implement.

The Federal Government recognises that, in order to compete successfully in the global economy, a workforce capable of responding to new economic times is required. The new worker will be required to internalise sets of general behaviours or dispositions seen as essential to any workplace.

While in the past, industry itself would have taught the skills needed, the nature of the skills required has changed. The Generic Key Competencies need to be transferable between industries, not industry-specific.

Many industries now consider the employee responsible for their own skill development, and are looking to employ only those who already have the required skills. The work

environment currently requires workers to be more flexible in their skill set, have a wide range of skills, take on responsibility traditionally reserved for managers and supervisors, and to contribute to knowledge production and innovation within the organisation. In this context technical skills are insignificant; cognitive skills together with an array of Generic Competencies and dispositions are of equal importance. Attributes such as problem solving, continuous learning, communication and teamwork are as valued as other characteristics such as curiosity, motivation and risk-taking. Current learning in both the workplace and schools is seen as an integral and ongoing feature of working. It is within this environment that the concept of a skill has changed from a technical knowledge and skill required of a particular job or occupation, to an array of general and personal capabilities and attitudes (ANTA, 2003, Phase 1 Report).

Teachers, parents and students who participate in vocational training can expect that for all its advantages, vocational education has many pitfalls. There are issues such as extended work hours for both students and teachers, and an already overcrowded curriculum pushed further with the inclusion of Generic Skill development. Other issues include increased homework, students maintaining schoolwork, changing cultural and economic influences and many administrative issues. These areas of concern need consideration as Australia heads into a new era of further engagement of the workplace the educating of students, and the delivery of workplace Generic Key Competencies within a school environment.

Schools should provide for the safety and welfare of the students in their care, they need to provide a learning environment that meets of each student's individual needs and optimises the learning process. Teaching Generic Key Competencies within a school setting will create artificial experiences for the students. The solution is to place them in the workforce; however, if the workplace is to be the new schooling environment for students, consideration must be given to the whole student learning experience, the

safety of the students in the workplace, and the teaching employed by workplace trainers.

Both workplace training and school education need to provide the required generic and technical skills and to continue the lifelong learning required by our youth.

CHAPTER THREE: PROCEDURES AND METHODS

3.1 Research Questions

The aims of this Practitioner Research Project are:

- To identify and analyse those attributes the Hospitality industry requires of employees of high school exit age;
- To determine the extent to which Hospitality courses meet industry and Queensland Studies Authority (QSA) requirements;
- To examine the match of student expectations/experience of Hospitality with industry and QSA requirements;
- To review current Hospitality courses delivered at Marymount College, including curriculum and assessment practices, to ensure currency and responsiveness to student, system and industry needs and expectations.

The project will involve a literature review to establish the theoretical and conceptual boundaries of the project.

The project will examine:

- Industry expectations of students with Entry level certificates in Hospitality (Certificate 1)
- Queensland Studies Authority expectations of students at exit level for Hospitality (Certificate 1)
- Student expectation and enjoyment
- Current teaching practices including course content and assessment procedures.

The research questions are:

- What are the technical and generic skills the Gold Coast hospitality industry organisations expect high school vocational students who have achieved a Certificate 1 in Hospitality to possess?
- Are industry expectations compatible with Queensland Studies Authority expectations?
- Is the Hospitality course taught at Marymount College delivering to the Hospitality students at Marymount College the nominated outcomes required by industry and the Queensland Studies Authority?
- Are the assessment strategies used at Marymount College in line with current teaching practices for competency-based education, and are they effective?

3.2 Ensuring Validity

It is essential that the data collected be seen in the context of the school's previous history and current school environment, for as Polesel and colleagues (2004) states;

“Presenting the schools perspective on VET is rather like presenting an ‘Australian perspective’ on the republic. It depends who you ask. VET plays a variety of roles in schools, and its history, profile and status vary widely from one setting to another and, indeed, from state to state”
(Polesel et al, 2004:22).

To address external validity concerns, factors such as failure to describe independent variables explicitly preventing replication of the test and lack of representativeness of available and target populations (a particular problem with voluntary participation) were addressed by providing the following detailed demographic description of Marymount College, and the community within which it is located.

To enable results to be interpreted in light of the situational effect, it is necessary to provide accurate demographic details regarding the population involved in this research. Marymount College is a co-educational Catholic college with a population of 700 students in the compulsory Years 8 to 10. In the post-compulsory Years 11 and 12, the college caters for approximately 350 students. The College is located in Burleigh Heads on the Australian Gold Coast, a popular tourist destination for both domestic and international visitors. Statistically the population growth from 2002 to 2003 for the Gold Coast area was 3.7%, which was an increase from the previous year, and a rate of increase that is predicted to continue. This increase in population is the second largest in numbers for any local government area in Australia. The Burleigh area, in contrast, has remained relatively stable, with only a .1% increase (Gold Coast City Council, (date unknown), Burleigh). This stability is reflected in the student and community population of Marymount College. The main industry of employment on the Gold Coast in 2001 was manufacturing, which employed 15% of Gold Coast permanent residents; this was closely followed by the retail trade, with 14.6% of the permanent population engaged in this area (Gold Coast City Council, (date unknown), Burleigh). This latter occupation was reflected in the key business activities for the Burleigh area which was retail, employing 25% of the employed Burleigh population, substantially higher than the Gold Coast average (Gold Coast City Council, (date unknown), Burleigh). Overall, with regard to employment opportunities on the Gold Coast an increase in total employment and a decrease in the number of unemployed was noted. Significantly for school students in the Burleigh area, there has been an increase in part-time work in the labour force from 14.5% to 19.9% (Gold Coast City Council, (date unknown), Burleigh). It is in the retail and tourism driven, service-orientate environment the Hospitality courses at Marymount

College are operating. Marymount College has been actively involved with the delivery of Vocational Education relevant to the community for a long period of time; prior to 1991, some forms of school based subjects, such as Catering and Office Practices, were delivered at Marymount College. With the development of a series of approved and recognised courses incorporating the Approved Training Packages developed by the Australian National Training Authority (ANTA). Marymount College was able to avail itself of a broad range of subject offerings. The QSA introduced these subjects as part of the VET-in -Schools program. With both Federal and State governments supporting the implementation of VET-in -Schools in a variety of ways, including the provision of financial assistance, VET subjects became a viable option for Marymount, reflected in increased inclusion of subjects and improved participation by students. It is within this setting that Hospitality has been reviewed.

3.3 Project Design

This project is Action Research (Gal et al, 2003) conducted by a teacher practitioner using case study methods (Cohen and Manion, 2000) (Lincoln and Guba, 1985) (Bogden and Biklen, 1992). The phenomena (Gall et al, 2003) being investigated is Vocational Education and Training involving Hospitality at Marymount College in the subjects associated with the hospitality industry. The methods used to collect the data involved quantitative and qualitative techniques of interviews, questionnaires and document analysis (Gall et al, 2003).

3.4 Population/sample

Participant sampling methods involved:

- Stratified purposeful sampling for the selection of student participants for interviews. Student selection was to include a high achieving student, a mid-range achieving student and a low-achieving student, as nominated by their classroom

teacher. The identified students were then asked to voluntarily participate in an interview. All studentwho were asked, participated; therefore, second choices were not required (Gall et al, 2003).

- Criterion sampling (Gall et al, 2003) was used for the selection of three (3) of the groups of participants, these were:
 - All students (totaling 68), enrolled in Year 11 and 12 Hospitality at Marymount College during October 2004 were asked to voluntarily complete a questionnaire. There were 48 suitable responses.
 - All hospitality organisations (totalling 60), who were part of the Marymount College work experience database (Appendix 6) were sent a questionnaire containing a stamped, return addressed envelope and asked to voluntarily complete and return the questionnaire. Nine (9) completed responses were returned.
 - All teachers at Marymount College involved with the delivery or administration of Hospitality at Marymount College during 2004 were asked to voluntarily participate in an interview.

3.5 Selection of methods for Data Collection

The decision to use both questionnaire and interview for the two (2) human participant groups (students and hospitality organisations) was to address the concern of criterion – related validity. According to Cohan and Manion (1989), this form of validity seeks to relate the results of one particular instrument to another external criterion. Inclusive of this type of validity is concurrent validity, which is used in this research project. With concurrent validity, the data gathered from using one instrument must correlate highly with the data gathered from using another instrument. If there is a high correlation

between the interviews and the questionnaires, then the researcher would be able to say with greater confidence (validity) that the results are valid.

The aims of the research project required all students and organisations involved with the Hospitality program at Marymount College be given the opportunity to provide data for this project. The student questionnaires were distributed to all students in class.

Completion of questionnaires was on a voluntary basis, and was done in the student's own time. This in itself provides a concern to validity, because voluntary participation in questionnaires raises the question of whether respondents who complete questionnaires do so accurately, honestly and correctly and secondly, whether those who fail to return their questionnaires could have given the same distribution of answers as did the returnees (Cohen and Manion, 1989:128). As suggested by Cohen and Manion (1989), the accuracy of results can be checked by means of an intensive interview method.

3.6 Data Gathering

In respect to this research project, the number of responses returned by the student participants in both Hospitality courses was high enough to indicate there would be little bias due to lack of participation or selection of participants. Of a possible 68 respondents, 48 completed questionnaires were returned, representing a return rate of 71%, and providing for good validity in regard to number of respondents. However, for the respondent numbers from industry organisations, this was not the case; industry participants totalled only nine (9) of a possible 60. This particular issue is characteristic of voluntary participation, where the study sample response may be too small to validate data. This is also a concern for the external validity of a research project where the lack of representativeness of available and target populations can create problems.

External validity refers to the degree to which results can be generalised to the wider population, cases or situations (Cohen and Manion, 200:109). Lincoln and Guba (1985) suggested a number of possible threats to external validity, including selection effects where the constructs selected in fact are relevant only to a certain group, setting effects where the results are largely a function of their context, and construct effects where the constructs being used are peculiar to a certain group.

3.7 Aims of the project

The stated aims of the project will be addressed in a variety of ways, as indicated in

Table 1.

Table 1. Table 1: Stated aims and their relationship to the questionnaires and interview questions.

| | |
|---|--|
| <p>Aim 1: To Identify and analyse which attributes the hospitality industry requires of employees of high school exit age</p> | <p>Addressed by Industry questionnaire (Appendix 5 - questions 3, 4, 6,7,8,9 & 10).</p> |
| <p>Aim 2: To determine the extent to which Hospitality courses at Marymount College meet industry and Queensland Studies Authority (QSA) requirements</p> | <p>This will be addressed by conducting an audit of Marymount Hospitality programs and the QSA guidelines for Hospitality and VET and analysing results using a pre-determined format (Appendix 9 & 10)</p> |
| <p>Aim 3: To examine the match of student expectations/experiences of Marymount Hospitality with industry and QSA requirements</p> | <p>Industry questionnaire –Question 2, 6 Student questionnaire (Appendix 4 -Question 8 & 17) Teacher interview (Appendix 6). The data generated through this question with both industry and students will provide a comparison between industry expectations and student expectations.</p> |

3.8 Extrapolation of results

It is possible to extrapolate the results regarding student expectations and student satisfaction found at Marymount College to the larger Gold Coast area because the Gold Coast region is experiencing similar conditions in employment opportunities and involvement in schools by students with the VET programs. However, to expand

beyond that, would require careful consideration as to the validity of the comparison based on the economic and employment environment of the region.

What will offer valid results to all stakeholders in the delivery of Hospitality in schools are the results identified in the questions related to the delivery and expectations from industry of the Generic competencies students are expected to have. Industry expectations will be similar regardless of the region under consideration. The small number of respondents from industry could be considered a risk in the validity of the research; however, the provided data indicated strong trends that support the claim that the industry results are representative of the Hospitality industry as a whole.

Other external validity factors such as the time of year and teaching staff could be relevant to this study. For the purposes of this study, however, the scope of the paper was limited.

One possible way of overcoming a number of issues related to both internal and external validity is the inclusion of the triangulation process during the early planning stages. For the purposes of this study, triangulation was achieved by using questionnaire, interview and document analysis with the same group of respondents. Each aim as identified in Table 1 required at least two (2) data sources for any result to be considered reliable.

CHAPTER FOUR: RESULTS

4.1: Schools and System

This unit presents the results of data collected during fieldwork at Marymount College.

The data used in this project was sourced from the following:

- Queensland Studies Authority documents
- Print materials - course outline and assessment items provided by Marymount College
- Questionnaire data of Hospitality students attending Marymount College
- Interview data of Hospitality students attending Marymount College
- Interview data of teachers involved with the Hospitality course at Marymount College

The following activities were conducted during the data collection period from August to October 2004:

- Queensland Studies Authority printed material were examined
- A sample of the school documents used in the planning and assessment of the Hospitality courses were compared with relevant QSA and AQTF documents
- Current Marymount College Hospitality students were voluntarily questionnaire and interviewed regarding their views and experiences with Hospitality
- The teachers involved with either the delivery and/or organisation of Hospitality at Marymount College were interviewed

4.1.1 Identification of the Hospitality courses offered at Marymount College

Marymount College offers students three (3) Hospitality courses developed by the QSA;

- Hospitality Practices (Kitchen Operations)
- Hospitality Practices (Catering Practices)
- Hospitality Studies

4.2 Class time allocation for Hospitality

According to QSA directives, the minimum time a school can spend delivering Hospitality in timetabled classes is fifty five (55) hours per semester.

The Hospitality course organisation at Marymount College, for each semester, consists of four (4) by forty-two (42) minute lessons per week, for a school calendar term of twenty (20) weeks. This equates to fifty-six (56) timetabled class hours.

The QSA does not stipulate whether its stated fifty-five (55) hour minimum stated by must include exam time and workplacement time, so on paper the students in both subjects would be seen to be receiving more than the QSA requirement of fifty-five (55) hours per semester. The reality of the timetabling in schools is quite different from the stated time allocation. Marymount College uses two (2) weeks of the semester for exams and one (1) week for student work placement. If these disruptions to class time are considered, the Hospitality students are completing approximately forty-eight (48) hours of class time, which is seven (7) hours less than that directed by the QSA.

4.2.1 Analysis of time allocated for mandatory assessment criteria in the Marymount College Hospitality work programs

Hospitality requires both competency and criterion assessment. For Hospitality assessment at Marymount College, competency assessment is generally viewed in its entirety, provided for in a range of assessment opportunities. This holistic approach extends from the course plan through to individual assessment opportunities. To this end, competency assessment tasks are generally embedded within the criterion assessment instruments.

Marymount College has developed a school program for Hospitality Practices that requires six (6) assessment tasks each semester, consisting of two (2) research assignments, two (2) exams and two (2) practical exams.

The Hospitality Studies program is written by the school from clear and precise directives developed by the QSA. The number and nature of assessment items used must be approved by the QSA, and Hospitality Studies must have three to four (3-4) assessment items each semester. Marymount College assessment consists of end-of-term exams, a research assignment on a nominated topic, and a practical assignment requiring both a planned and written assignment and a practical performance.

Overall student achievement is ascertained by a global judgement of the students' fullest and latest results over three (3) specified criteria. As each criterion has equal weight, 33.3% of allocated class time should be spent completing each criterion task.

The Marymount College Hospitality programs and assessment plans were analysed to identify how much time was allocated for classroom work toward the completion of each criterion. Results are presented in Table 2.

Table 2. Percentage of nominal class time spent on different Criteria compared with actual class time.

| Criterion | Hospitality Practices (Catering and Kitchen) | | Hospitality Studies | |
|-------------|--|------------------------------|---------------------------|------------------------------|
| | Equitable time allocation | Actual class time allocation | Equitable time allocation | Actual class time allocation |
| Criterion 1 | 33.30% | 36% | 33.30% | 67% |
| Criterion 2 | 33.30% | 8% | 33.30% | 8% |
| Criterion 3 | 33.30% | 56% | 33.30% | 25% |

There are substantial anomalies to the proposed 33.3% time allocation. Significantly, actual class time spent in developing the knowledge and application skills for successful completion of Criterion 2 was approximately 25% below what would have been expected for Hospitality.

4.3 Analysis of the methods used to assess student achievement in Hospitality

To investigate whether the principles of Competency-Based assessment were identifiable in the Hospitality program at Marymount College, a format (Appendix 11) was developed using information provided by Harris and Colleagues (1995:27). This format tool was then used to analyse twenty (20) of the year 2004 assessment instruments for both Hospitality Practices and Hospitality Studies, which were available on school file. Results of this audit are as follows:

Table 2B: Assessment Instrument Analysis

| Factors investigated | Results for Hospitality Studies | Results for Hospitality Practices |
|--|--|---|
| Number of Criterion covered in each assessment item (averaged) | 1 | 2 |
| Topic areas covered in assessment items | All topic areas were covered at least once. BFB10B covered in 80% of the instruments | All topic areas were covered at least once. |
| Form of assessment | | |
| Written only | 75% | 10% |
| Practical and written | 25% | 50% |
| Practical only | 0% | 40% |
| Modelling and scaffolding provided | | |
| Precise instructions | 66% | 40% |
| Steps or required behaviour | 66% | 50% |
| Well described tasks | 66% | 60% |
| Additional explanations required to understand task | 0% | 30% |

Results of this analysis indicate the Hospitality Practices assessment items addressed the competency - Work place hygiene (GHS01B) and Follow health and safety and security procedures (COR03B), more often than any other competency. Other competencies frequently addressed were Work place health and safety (COR03B), and Working with colleagues and customers (COR01B). All required competencies were covered at least once in the samples analysed.

On the whole, Hospitality Studies assessment tasks provided far more direction and scaffolding than tasks in Hospitality Practices

4.4 The Student View

This section presents the findings of the voluntary interview data collected from the forty-eight (48) Hospitality student respondents, and the interview data collected from three (3) voluntary student respondents.

The focus of both the questionnaire and the follow-up interview was to:

- Develop a student profile
- Develop an understanding of student perceptions of the current course
- Ascertain whether the courses are current and responsive to student learning needs
- Determine the correlation between the Hospitality courses at Marymount College and student expectations and experience of Hospitality

There were 68 students in the Year 11 and 12 Hospitality courses at Marymount College who were eligible to be part of the questionnaire and interview field. From this cohort, forty-eight (48) completed questionnaires were returned; this represents a 71% return rate on the student interviews.

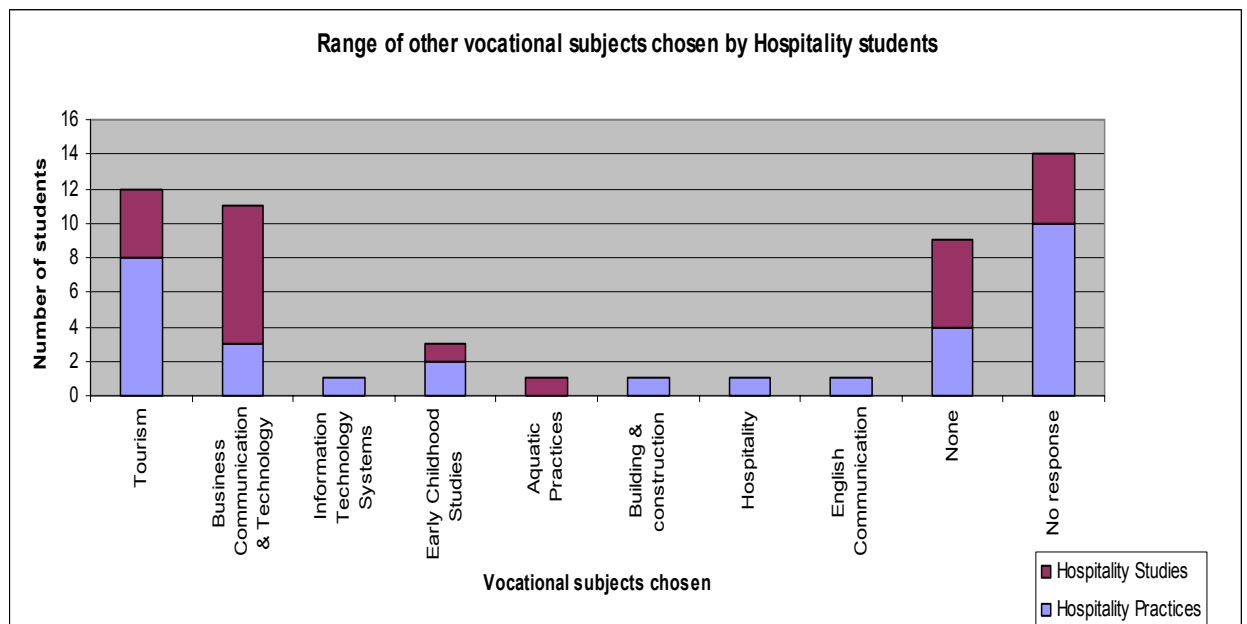
Three (3) interviews were also conducted.

For analysis purposes the student responses to most questions on the questionnaire were divided into the two (2) strands of Hospitality taught at Marymount College – Hospitality Studies and Hospitality Practices; this was to enable a comparison between the two (2) courses. A comparison is required because although each subject has similar content, each has different requirements for course content and assessment. This in turn impacts on the student learning experiences.

4.4.1 Student profile

Question Twenty-five of the student respondent questionnaire (Appendix 7) asked respondents to indicate what other vocational subjects they were aware they were attempting during 2004. Results of this are presented in Figure 1.

Figure 1: Range of other vocational subjects chosen by Hospitality students (total of 48 students responded, NB some students do more than one or two vocational subjects).



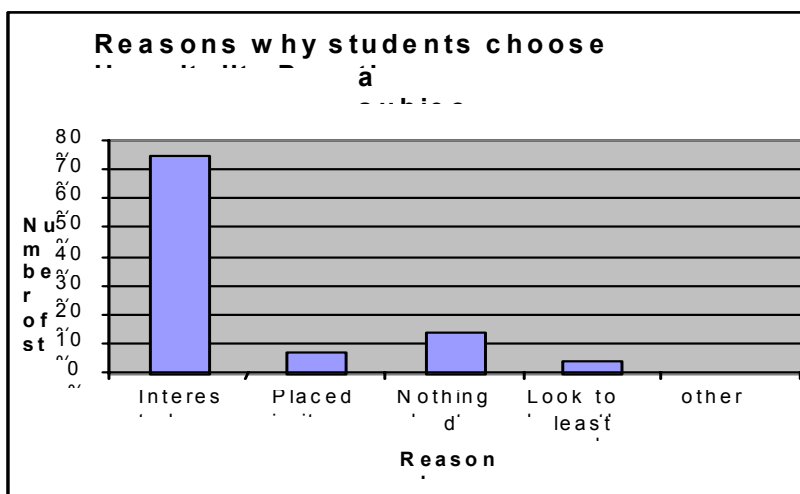
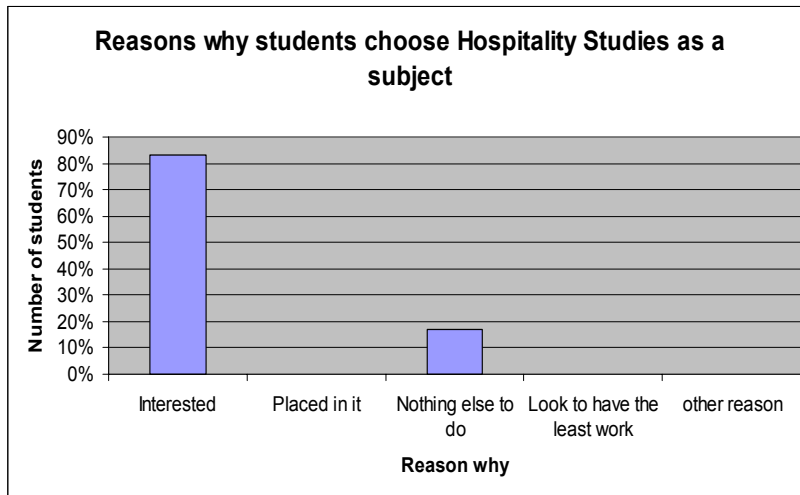
Of the questionnaires that responded correctly, the highest combined participation rate was:

- Hospitality and Tourism
- Hospitality and Business Communication and Technology

4.4.2 Students' reasons for enrolling in Hospitality

In an effort to identify students' initial motivation, question three of the student respondent questionnaire (Appendix 7) addressed the issue of why the students selected the subject Hospitality.

Figure 2: Reasons why students choose Hospitality as a subject



Results show that 75% of Hospitality Practices students, and 83% of Hospitality Studies students chose the subject because they were interested in it. Interestingly, 7% of Hospitality Practices students undertook the subject because they were placed in it by someone else; 17% were there because there was nothing else to do.

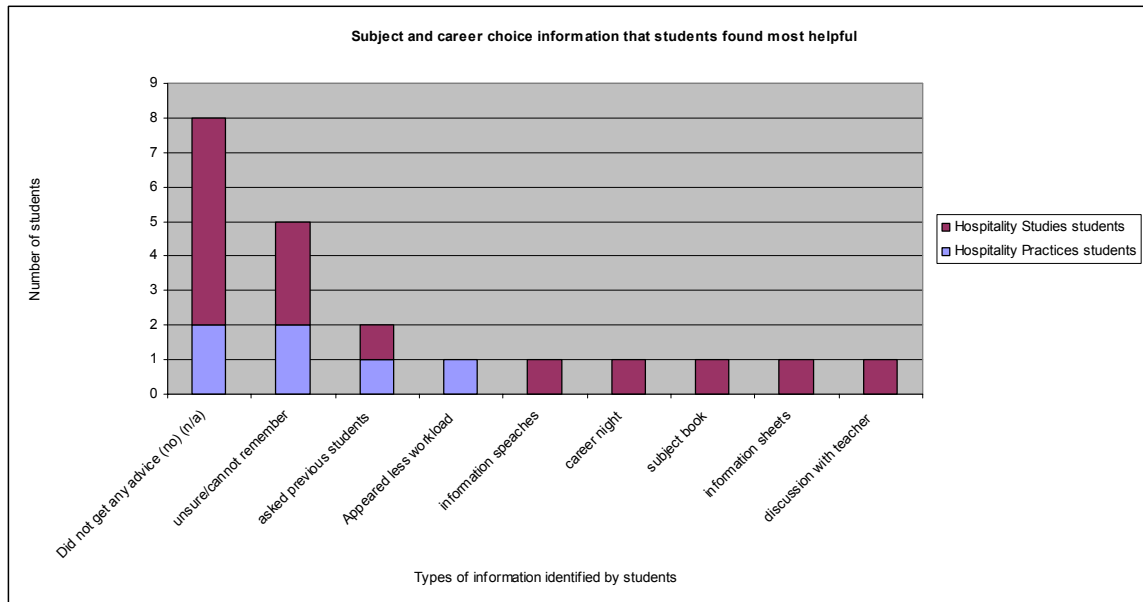
4.4.3 Advice given to students about career and subject choice before choosing to study Hospitality

Question 21 of the student questionnaire asked student respondents to describe the range of subject selection advice given to them prior to subject selection in Year 10. Such advice and direction would be essential; assisting students in making informed decisions about possible subjects related to future career goals. Of the twenty-one (21) student

responses, the largest proportion indicated they were given no advice or information.

Past students were identified as the most valuable source of information.

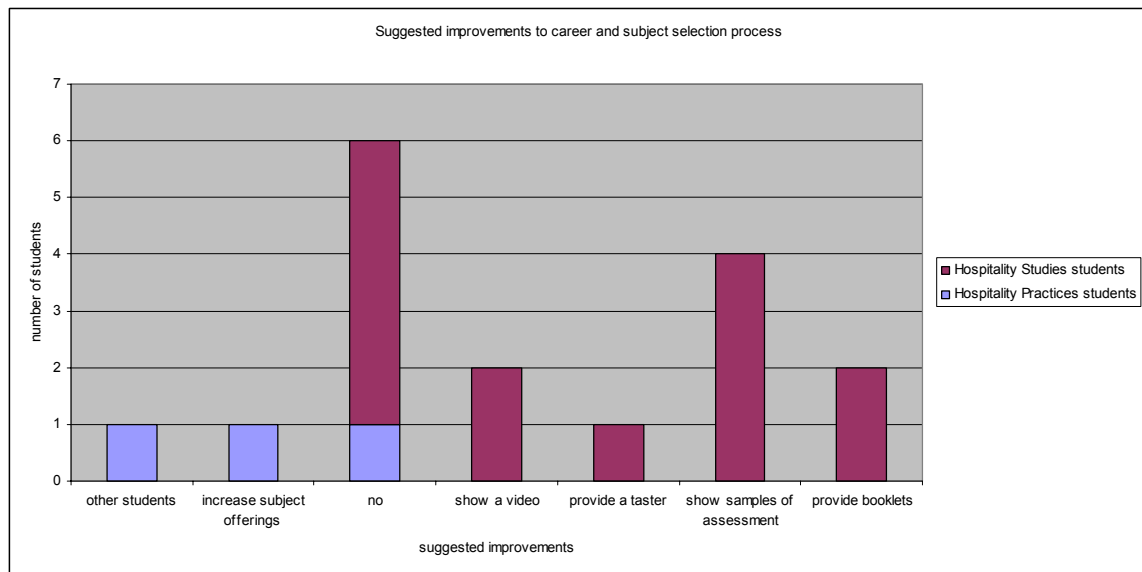
Figure 3: Advice given to students about career and subject choice before commencing course (21 student responses).



4.4.4 Student suggestions for improvement in current subject selection information procedures

Results of Question 32 of the student questionnaire asking student respondents to identify any suggestions for improvement in the subject selection process in Year 10, are presented in Figure 4. A number of proposals were made by students, with a significant number indicating that viewing past assessment items would improve their understanding of the subjects.

Figure 4: Suggestions by students for possible improvements to the career and subject selection process at Marymount College (17 student responses).



4.4.5 Relevance of Hospitality to the students perceived future career

Question 23 of the student respondent questionnaire posed the question: “Has doing the Hospitality subject helped you in your choice of career?”

Table 3: Career choice: “Has doing the Hospitality subject helped you in your choice of career”?

| Strand of Hospitality chosen | Student response: Yes I have decided to pursue a career in Hospitality | Student response: Yes I have decided not to pursue a career in Hospitality | Student response: No, I am still undecided | Student response: This was never going to be a career choice | Student response: Other |
|---|--|--|--|--|-------------------------|
| Hospitality Studies students responses | 26% | 0% | 56% | 6% | 12% |
| Hospitality Practices students responses | 26% | 19% | 43% | 12% | 0% |

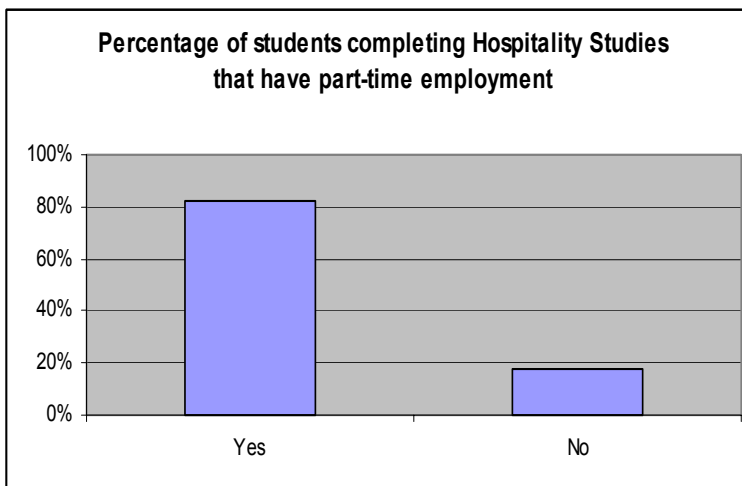
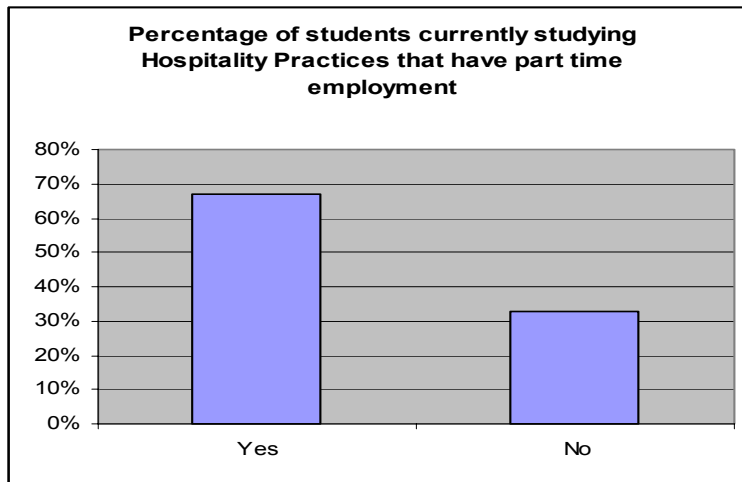
Twenty six (26%) percent of respondents had at the stage of the questionnaire decided to pursue a career in Hospitality, with 56% of Hospitality Studies students and 43% of Hospitality Practices students still considering whether to pursue a career in Hospitality. Translated to class numbers, this represents approximately six (6) students in each class who will pursue a career in the respective Hospitality strands. Eight to nine students in

the class were undecided, and for one to two students it was never going to be a choice anyway.

4.4.6 Paid employment rate of Hospitality students at Marymount College

Question 34 of the student respondent questionnaire asked students to indicate whether they were in paid employment within the work force.

Figure 5: Percentage of student respondents currently studying each Hospitality course who are and are not in the paid workforce.



Of the forty-eight (48) replies, eleven (11) indicated they did not have a part time or casual job. This result indicates that only 23% of all Hospitality students were not engaged in the paid workforce. There was a higher percentage of Hospitality Studies respondents (81%) in the paid workforce when compared with Hospitality Practices respondents (68%).

4.4.7 The occupation areas Hospitality student respondents were engaging with in the paid workforce

Question 34b asked student respondents who had indicated they were in the paid workforce to describe what type of occupation they were employed in. Results (Table 4) indicate the retail (particularly retail other than food) employ most of the students.

Table 4: Business areas Hospitality students are employed in a part-time capacity

| Business area students are currently employed in | Hospitality Practices students (in percentage to total employed) | Hospitality Studies students |
|--|--|------------------------------|
| Food Retail | 29% | 36% |
| Other retail | 59% | 57% |
| Apprentice/trainee | 12% | 0% |
| Services (tourism) | 0% | 7% |

4.4.8 Student respondents who are completing traineeships

Questions 35 and 36 of the student questionnaire required student respondents who were completing traineeships to indicate what type of traineeship it was. Table 5 identifies the types of traineeships students were completing, and with whom they were training.

Table 5: Types of traineeships currently being completed by Hospitality Students

| Hospitality Strand | Description of certificate | Number of students | Organisation/workplace |
|-----------------------|---------------------------------|--------------------|----------------------------|
| Hospitality Practices | Certificate III | 2 | Sea World Nara |
| | Hospitality (Food and beverage) | 1 | Warner Village theme parks |
| | Certificate II in Retail | 1 | Red Rooster |
| | | 1 | Hungry Jacks |
| | | 1 | McDonalds |
| Certificate II | 2 | Not specified | |
| Hospitality Studies | Certificate II | 1 | Hyatt Regency |
| | Hospitality (Food and beverage) | 1 | Gold Coast International |
| | | 1 | Macintosh College |

Of the 48 respondents, eleven indicated they were participating in a traineeship; this translates to 23% of all Hospitality students being involved in a traineeship in the food retail or hospitality areas.

4.4.9 Perceived value of Hospitality as a school offering

To investigate students perception of the value of Hospitality as a school offering, Question 33 of the student questionnaire asked respondents whether the Hospitality course they were studying helps them in their future study or employment. One hundred percent of the Hospitality Studies respondents indicated it would, whilst only 54% of Hospitality Practices students indicated it would; Table 6a provides a summary of student respondents. Similar student responses were grouped together under common categories. For both Hospitality courses the majority of respondents consider the skills and knowledge they have learned to be the most useful.

Table 6a. Student response to the question “do you think the Hospitality course will help you in further study or employment?”

| Hospitality Studies | Hospitality Practices |
|---|--|
| Teaches customer service and communication skills (6 similar responses) | Teaches knowledge and skills relevant to a career in the kitchen (8 similar responses) |
| Provides information and awareness (4) | Provides information and awareness (4) |
| Skills taught are relevant to the workforce and transferable (3) | Provides a certificate (3) |
| Assist in getting a career/job (3) | |
| Provides a certificate (1) | |
| Provides experience (1) | |

Table 6b provides a description of the skills identified by trainees as having been learned in the workplace and useful at school (Question 36, student questionnaire). Student responses to this question display a similarity to the results found in Question 33.

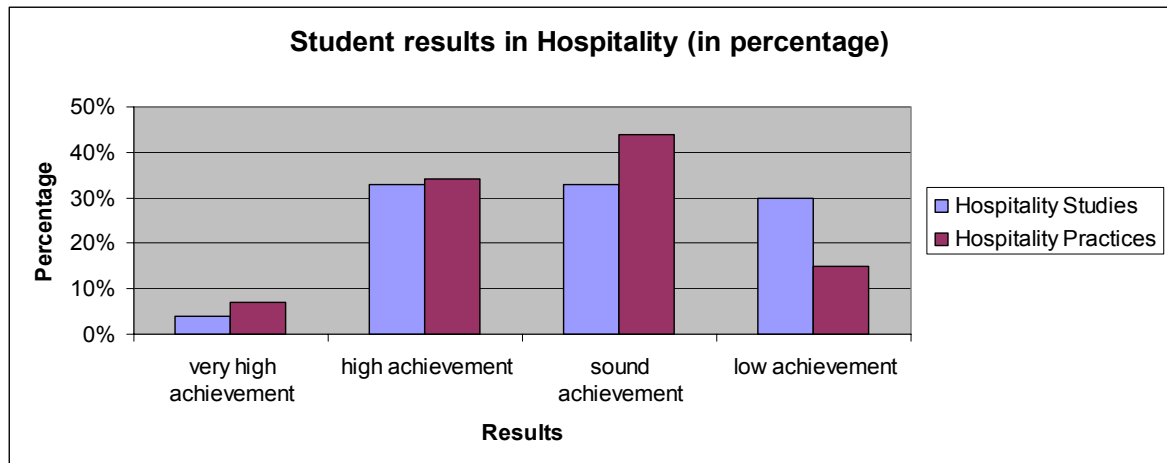
Table 6B: What has been learned during the traineeship that has helped the student with their Hospitality course?

| | | | |
|-----------------------|---|---|---|
| Hospitality Studies | Certificate II Hospitality (Food and beverage) | <ul style="list-style-type: none"> • • • | <p>More experience with service and customer contact</p> <p>A little because of more knowledge about the area</p> <p>Making coffees</p> |
| Hospitality Practices | Certificate III Hospitality (Food and beverage) Certificate II in Retail | <ul style="list-style-type: none"> • • • • • | <p>Learning about the kitchen and the industries</p> <p>Obtain a Certificate</p> <p>Increased confidence in the kitchen</p> <p>The work is similar</p> <p>Because it gives a better understanding</p> <p>Just a few things that we learnt there have helped</p> |

4.4.10 Student Perceptions - realistic perception by students of their grading in Hospitality

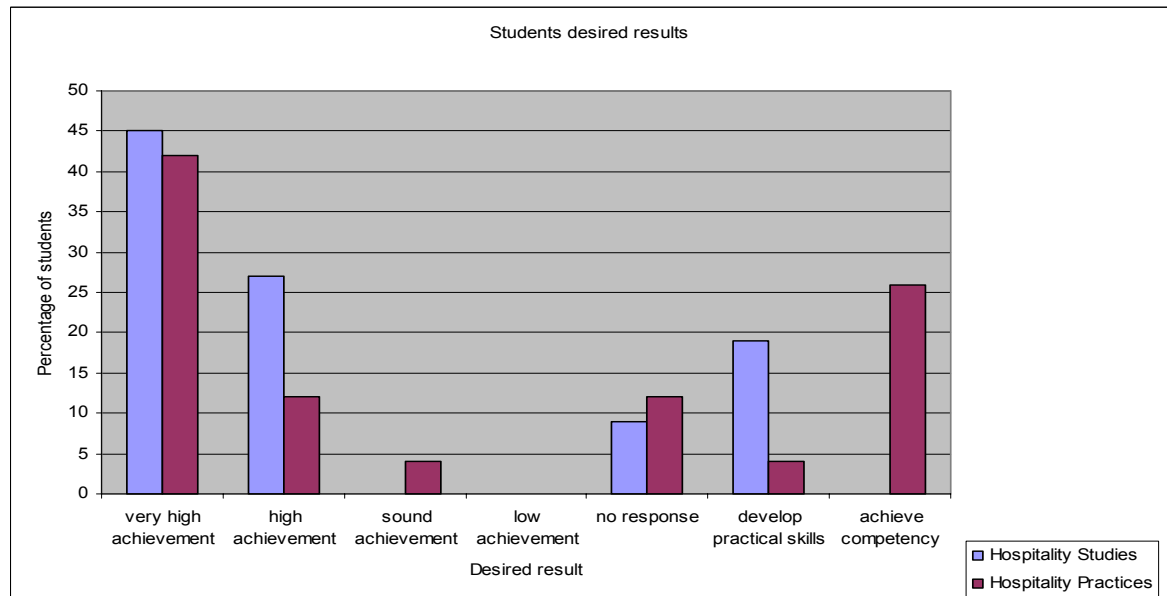
To ascertain whether Hospitality students have a realistic perception of their current performance in the respective Hospitality strands, student participants were asked to identify what grade or outcome they wanted at the end of the course (Figure 7). This data was compared with the percentages of actual results (Figure 6) obtained by the cohort at the end of the 2004 school year.

Figure 6: 2004 Actual Cohort results for Hospitality (obtained through school files)



The actual cohort results represent a range of marks from Very High Achievement through to Low Achievement. The number of students who achieved at each end of the results range was proportionately lower than the numbers in the High Achievement and Sound Achievement level. This range of marks would be considered a normal distribution, displaying a full range of skill and knowledge levels achieved by students.

Figure 7: Student desired results in senior Hospitality at Marymount College for 2004.



When the actual cohort results were compared with the results indicating students' desired results a great deal of disparity was evident; students wanted far better results

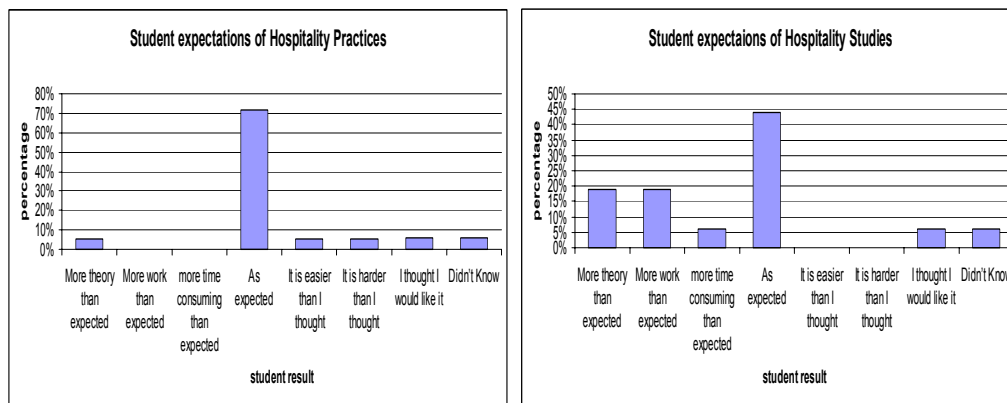
than they actually achieved. In both strands of Hospitality, 45% and 42% of the students indicated they would like to achieve a Very High result (Figure 7), when in reality only 7% of students in each strand did so (Figure 6). Hospitality Studies students were also unrealistic in the High Achievement range, with 33% indicating they would like to achieve a High result, when in reality only 12 % did so. Very few students indicated they would like to achieve a Sound result from both strands; however, in actual marks, 44% of the Hospitality Practices students did, and 33% of the Hospitality Studies students did. Understandably, the Low range result was not part of the students' desired results, however, significantly, 15% of Hospitality Practices students achieved this result, whilst 30% of Hospitality Studies students achieved a Low rating or less.

4.4.11 Student expectations of Hospitality

Question 4 of the student questionnaire asked student respondents to identify whether the course they were studying was what they had expected, and why. Seven of the 18 Hospitality student respondents (39%) indicated it was not, whilst only 4 of the 27 Hospitality Practices respondents (15%) state it was not.

When the reasons why the course was not what they had expected were examined, a larger proportion of Hospitality Studies students indicated they were not expecting the amount of theory, the large work content and the time commitment expected (Figure 9).

Figure 8: Was the course what the student expected?



4.4.12 Student enjoyment of Hospitality

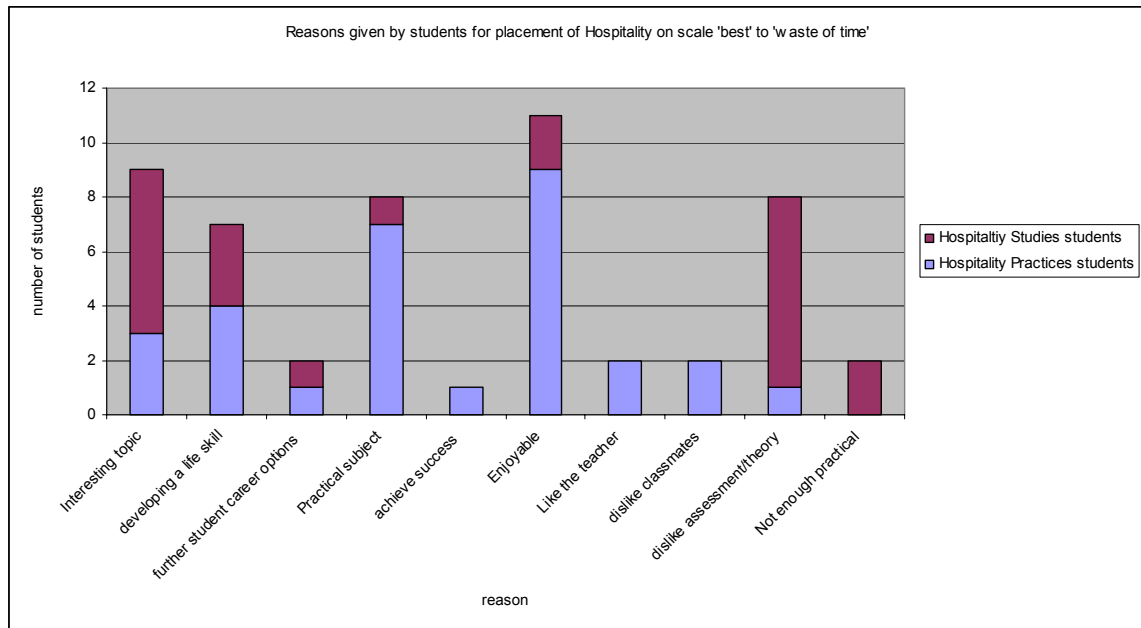
Question 9 of the student questionnaire required the student to rank their opinion of the Hospitality subject from 1 being “ One of the best subjects I am studying now” to 10 “ a waste of time”.

Table 7A: Number of student respondents who indicate at each stage of the scale

| Scale | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|
| Hospitality Practices student respondents | 6 | 5 | 6 | 3 | 3 | 2 | 0 | 1 | 0 | 0 |
| Hospitality Studies student respondents | 1 | 3 | 3 | 3 | 5 | 1 | 1 | 0 | 0 | 0 |

Results indicate 77% of student respondents studying Hospitality Practices enjoy the subject by ranking them between 1 to 4, whilst only 59% of Hospitality Studies respondents responded in this way. Why students placed their respective subjects in the particular categories was investigated in the second part of Question 9. The results of this question were placed in categories, and are presented in Figure 10.

Figure 10: Reasons given by students for the placement of Hospitality on the scale of 1 to 10 (1 indicating the best subject they were studying, 10 being a waste of their time).



4.4.13 What students like about Hospitality

Questions 10 and 11 of the student respondent questionnaire further explored the experiences students enjoyed or did not enjoy by asking them to describe their likes and dislikes. Themes were identified from the student responses, and students who responded similarly were placed into these categories. Occasionally students mentioned more than one aspect, each aspect was then included as a separate like or dislike. Results are presented in Figures 12, 13 and 14.

Figure 12: What students like about the subject

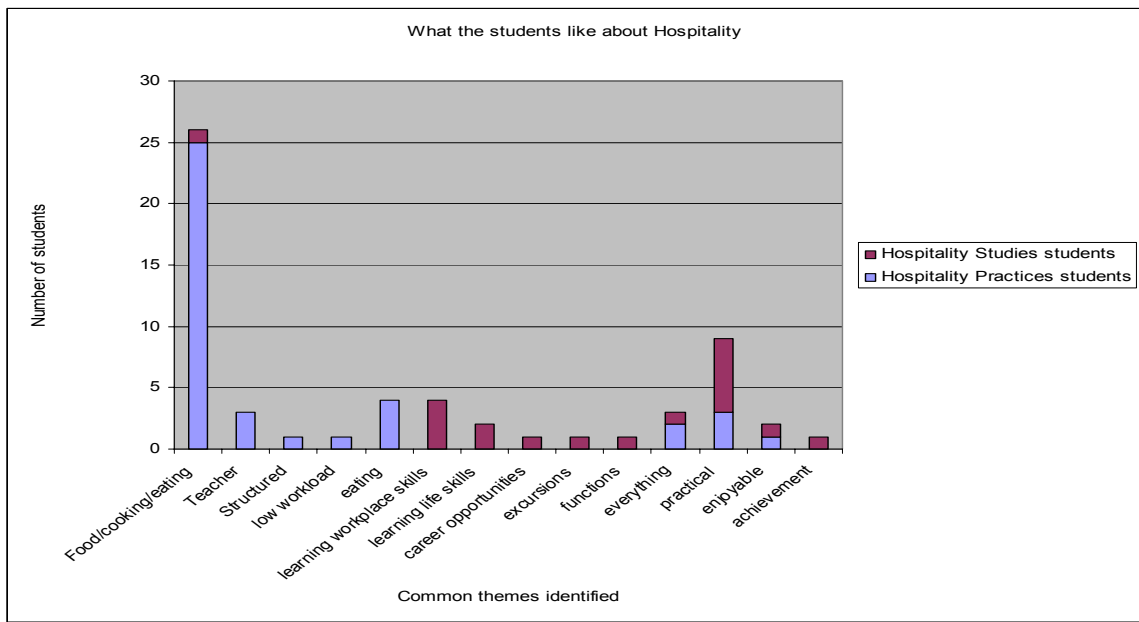


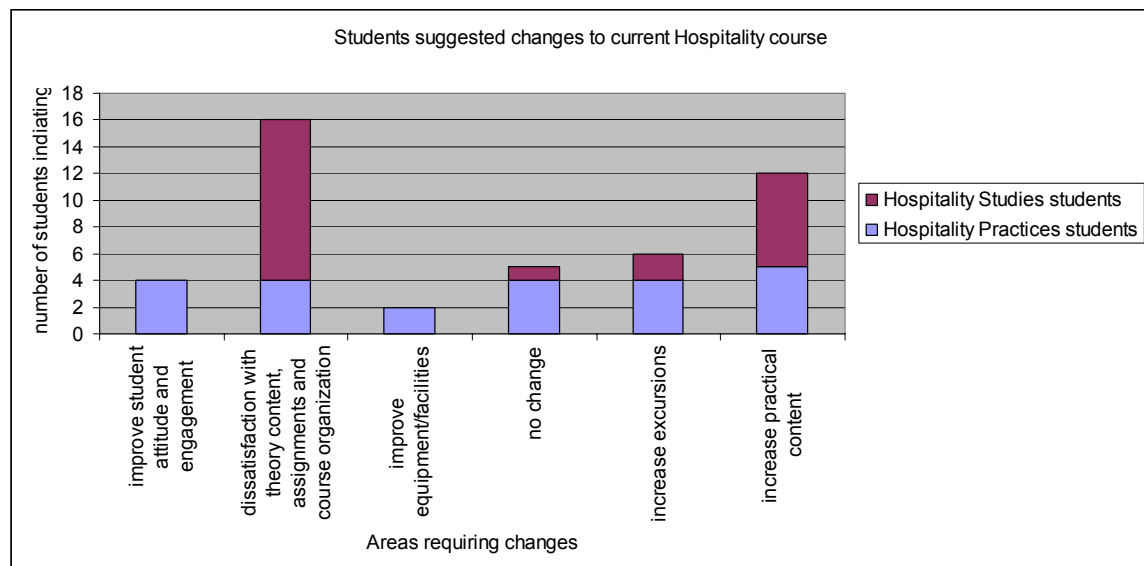
Figure 13: What were the student's best experiences in Hospitality



4.4.14 What students dislike about Hospitality

Question 12 of the student questionnaire asked respondents to identify if there was anything they could change about Hospitality, what would it be, and why. This information would provide some indication of the aspects of the courses that students did not like.

Figure 14: What students would change about Hospitality if they could?



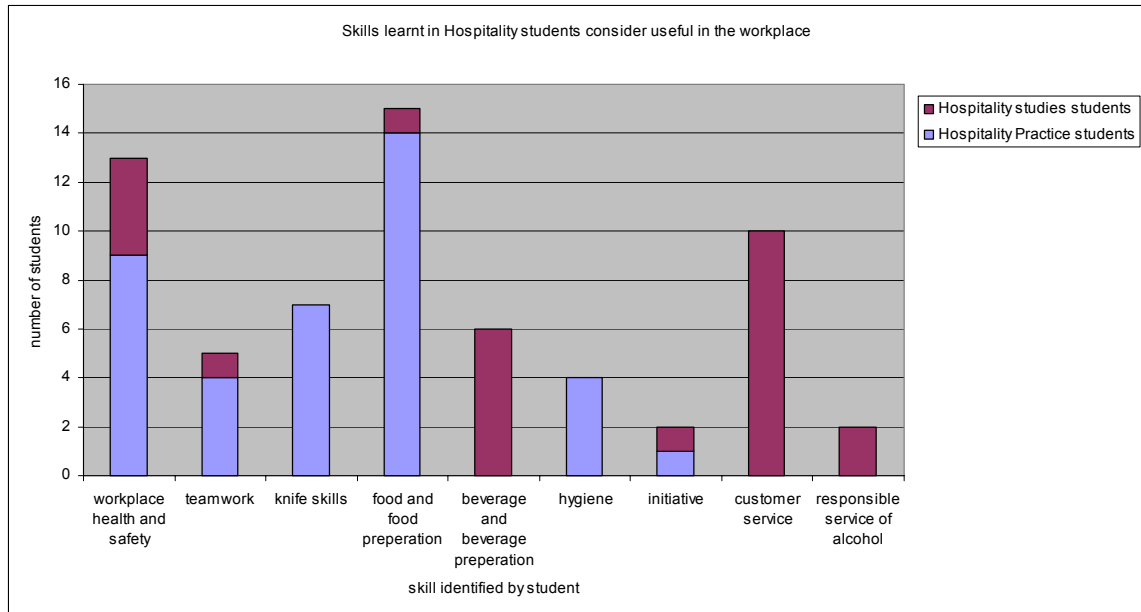
The aspects identified by the student respondents as needing change (Figure 14), were the type of theory work, the amount of theory work to be completed, the nature of the assignment work, and how the course is organised. There was also a desire to increase the practical component of the course. A number of student respondents suggested an increase in the frequency of excursions.

4.4.15 Currency and responsiveness

Questions Five, Six, Seven and Eight of the student questionnaire relate to identifying student understanding of Hospitality as a workplace occupation. The respondents' qualitative comments for all three questions were coded into categories. These categories were partly derived from the Mayer Generic Competencies, and the competencies identified in the QSA Hospitality Studies Area Specification.

Question Five asked the respondents to identify any skills they have learned in Hospitality at school that they considered useful in the workplace.

Figure15: Skills identified by students as being useful in the workplace



Student responses to Question Five reflected the specific competencies taught in the respective Hospitality classes. Table 7 provides an accurate translation of the AQTF Hospitality competencies compared with those identified by respondents in Figure 15.

Table 7B: Australian Quality Training Framework listed competencies compared with student listed transferable skills.

| Hospitality strand | Student identified competency | QSA listed required competency |
|-----------------------|--|---|
| Hospitality Practices | Teamwork (COR01B) | COR01B Work With colleagues and customers |
| | Workplace health and safety (COR03B) | COR02B – Work in a socially diverse environment |
| | Practical skills – knife work | COR03B – Follow health ,safety and security procedures |
| | Food and food preparation | GHS01B – Follow workplace hygiene procedures |
| | Food and kitchen hygiene (GHS01B) | CO01B – Develop and update hospitality industry knowledge |
| Hospitality Studies | Workplace health and safety (COR03B) | |
| | Teamwork (COR01B) | |
| | Practical skills – beverage production | |
| | Food and food preparation | |
| | Food and kitchen hygiene (GHS01B) | |

Question Six asked respondents to identify how the school Hospitality course had helped them understand what the Hospitality industry was like. All Hospitality Practices respondents believed it had, and all but one of the Hospitality Studies respondents believed it had.

Table 8: Hospitality Studies student responses to Question 6 of the student questionnaire (as written by respondents)

| |
|---|
| More what is needed to be done to achieve a high standard in your workplace |
| That it is a very organised business |
| You are required to use certain skills when working within this particular industry |
| It has shown me that it is a tough industry, but also a very helpful and interesting one |
| Target marketing |
| The rules and types of jobs |
| Because of the excursions we could see what it is really like |
| That it can be full on and you need to know the basic information about the course |
| How to deal with angry customers and how to work with a professional attitude – appearance and manner |
| That the hospitality industry is very busy/demanding but you get positive results |
| We have been on excursions and we have also done practical like the cafe |
| Because we have gone to resorts to see what the industry is really like |
| Because of all the excursions to all the appropriate places to see how things work both back and front of house |
| You need to alert and aware all of the time |
| How it works what are the qualities to run a hospitality industry |

Table 9: Hospitality Practices responses to Question 6 of the student questionnaire (as written by respondents)

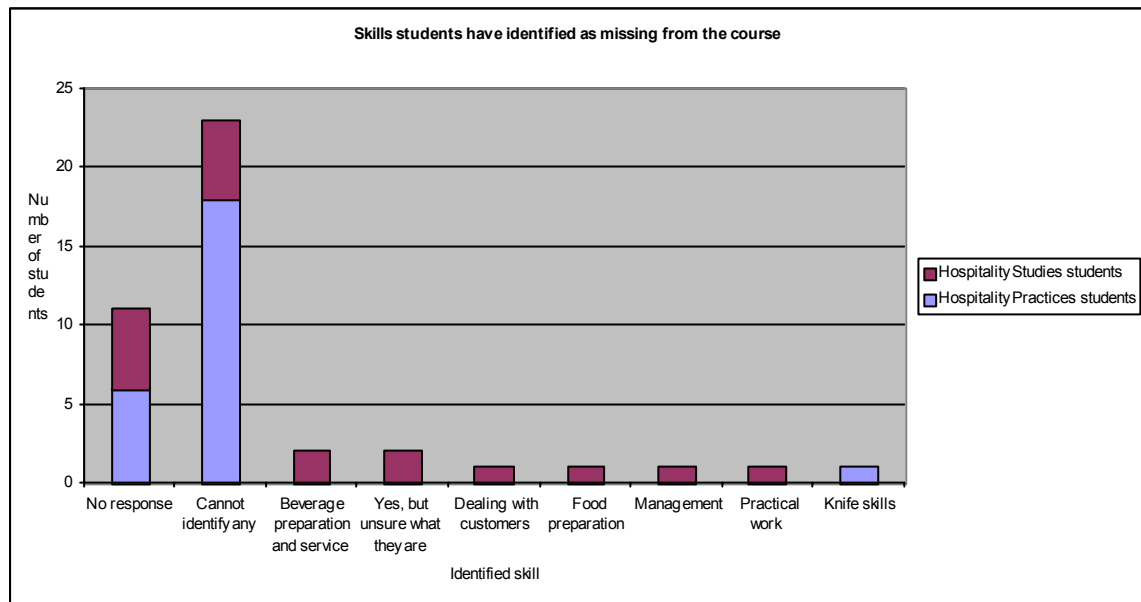
| |
|--|
| They teach you how the back and front house work by letting us work in a hotel or restaurant or take us on excursions. |
| If you work as a chef/waiter, have to be neat and tidy and there is a lot of work place health and safety |
| Its showing that the hospitality industry is very demanding |
| It is very demanding |
| Yes it has helped me so that when or if I get into the industry I know what to expect |
| Industry expectations, pathways |
| Everything has to be hospitality standards cooking |
| It is very demanding |
| Hospitality is hard work; you have to be determined |
| Just how it works and what you need to do to survive in the industry |
| Knife skills, workplace health and safety, and how to cook lots of stuff |
| That there is more to it than just cooking (like preparation) |
| How much harder it actually is |
| The people, the ins and the outs |
| It has shown how much you have to concentrate |
| It has shown how to use the equipment properly and safety requirements |
| What goes on throughout the whole building. (In-house and back-house) |
| Uniform |
| Like having to work on time etc |
| Health and safety, basic tools and knowledge |
| How to use all of the equipment properly all of the safety requirements |
| Hard work |
| How things are done |
| It has shown me team work and how to cook to certain standards |

The most common themes mentioned in Table Eight and Nine were:

- The recognition by students that they had a better understanding of industry requirements and expectations (11 respondents)
- It was a demanding industry (8 respondents)
- The need to develop skills (7 respondents)
- The need to maintain industry standards
- Pathway opportunities

Question Seven asked respondents to identify any skills they believed were missing from what they had been taught. This question provided little information

Figure 16: Are there any missing skills?



4.4.16 The teaching of Generic Key Competencies

Question 17 of the student questionnaire asked student respondents to indicate how important they believed a number of Generic Key Competencies and skills were, and how well they believed the school was teaching them. The purpose of this was to:

- Identify how important students consider the generic key competencies are
- Ascertain whether the students recognise these skills as being transferable to a workplace other than Hospitality
- Gain an indication of how well students think they have learned the skill

Table 10 identifies how important student respondents believe the Generic Key Competencies (described to students as employability skills), are for work in Hospitality, and how well respondents believe the school is teaching these skills. The centre column of the figure lists a number of skills that could be used in many workplaces, not only in Hospitality workplaces

Table 10: Student response to Generic Key Competencies

| The importance of these skills for industry for entry level hospitality employees | | | | | Employability skill | How well the schools are teaching these skills | | | | |
|---|----------------------|-----------|-----------------------|------------|---|--|------|---------|---------------|------------|
| Very important | Reasonably important | desirable | Occasionally required | Not needed | | Very well | well | average | Below average | Not at all |
| 31% | 21% | 26% | 22% | - | Communicating in writing (reading and writing) | 9% | 45% | 36% | 5% | 5% |
| 59% | 32% | - | 9% | - | Verbal (oral) communication (listening to others) | 19% | 62% | 9% | 10% | - |
| 57% | 28% | 10% | 5% | - | Planning and organizing your work | 26% | 44% | 30% | - | - |
| 87% | 13% | - | - | - | Working in teams | 52% | 39% | 5% | 4% | - |
| 45% | 45% | 5% | 5% | - | Using initiative | 13% | 52% | 17% | 8% | 10% |
| 55% | 27% | 18% | - | - | Solving problems relating to work | 13% | - | 30.60% | 8.60% | - |
| 72% | 23% | 5% | - | - | How to behave at work | 30% | 65% | 5% | - | - |
| 81% | 14% | 5% | - | - | Practical skills (e.g. knife skills) | 26% | 56% | 18% | - | - |
| 13% | 5% | 30% | 35% | 17% | Computer skills | 18% | 32% | 27% | 10% | 13% |

Respondent results indicate students perceive all Generic Key Competencies except for computer skills as ‘important’ to ‘very important’ for Hospitality. Respondent data for how well they perceived the schools were teaching these skills reflects similar results.

4.4.17 Student learning

Questions 13, 16, 20, 21, 22, and 23 of the student questionnaire were designed to ascertain how students are learning, and to evaluate whether the current course provides for their learning needs. The themes of the questions focused on the following:

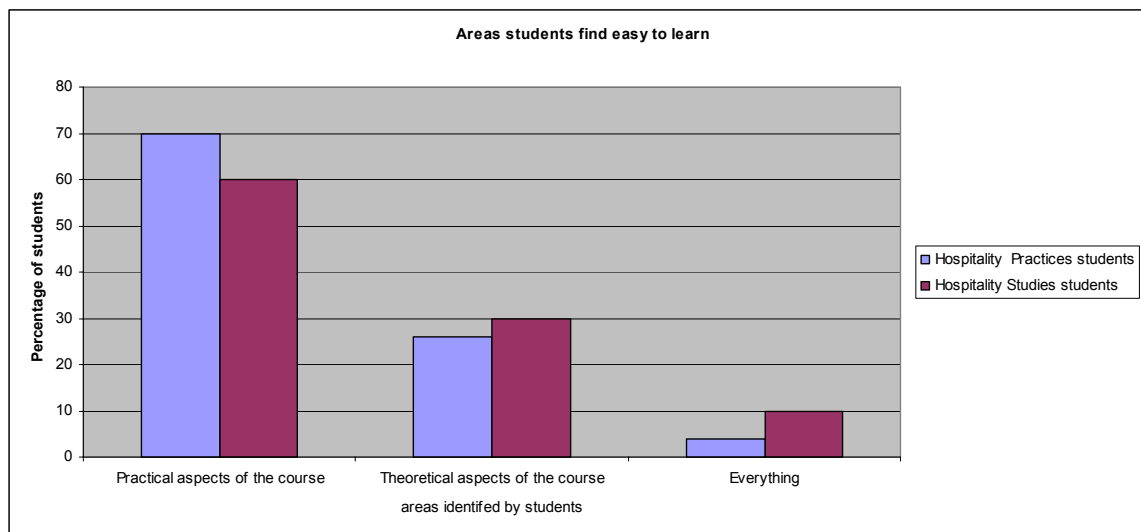
- What is easy and what is difficult to learn in Hospitality (Question 13)
- How well students understand what they have been shown in practical demonstrations (Question 16)
- The ways in which students learn (Questions 20 and 21)

- Analysis of current course materials, course organisations and assessment materials to observe if they provide for the ways that students learn (Questions 14, 22 and 23)

4.4.18 What students find easy to learn and difficult to learn in Hospitality

Hospitality students must learn to demonstrate practical skills and display knowledge. The areas students are experiencing difficulty with were identified by Question 13 of the student questionnaire, which asked respondents to identify which areas in Hospitality were difficult and easy to learn. Results are presented in Figure 17.

Figure 17: What students found easy and hard to learn in Hospitality



Half of the Hospitality Practices students find the practical aspects of the course difficult to learn, with fewer finding the theoretical aspects difficult. This was in direct contrast to the Hospitality Studies classes that indicated more students found the theoretical aspects difficult.

4.4.19 How well students understand what they have been shown in practical demonstrations

Question 16 of the student questionnaire required respondents to identify how well they understand the knowledge and skills demonstrated and discussed during teacher-demonstrated practical sessions.

Table 11: Student understanding of teacher demonstrated skills (number of respondents)

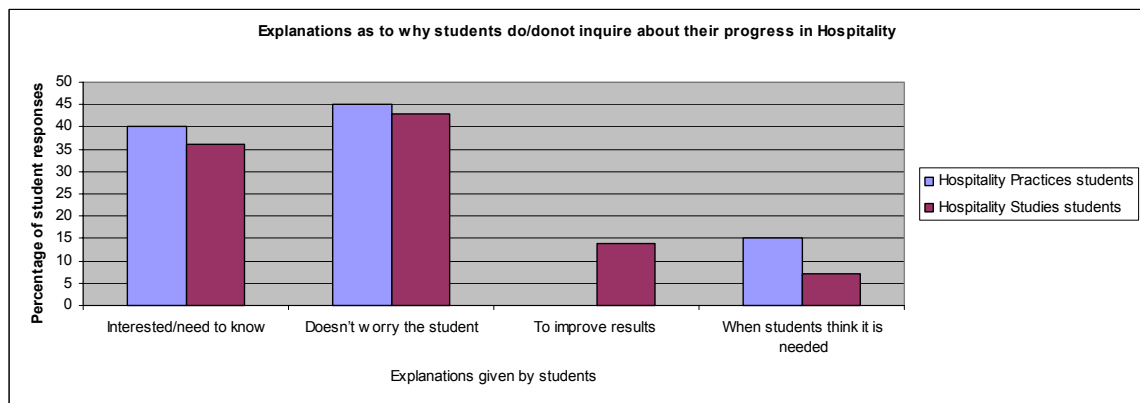
| | I always feel clear about how to carry out tasks after being shown. | Sometimes I am unclear about how to carry out tasks so ask the teacher for more instruction | Sometimes I am unclear about how to carry out the task so will ask another student who knows | I'm usually unclear about how to carry out the task but have a go anyway | Other: |
|-----------------------|---|---|--|--|--------|
| Hospitality Studies | 5 | 9 | 4 | | |
| Hospitality Practices | 10 | 10 | 7 | | |

Results from this question (Table 11) illustrate a heavy reliance on further teacher instruction after the initial demonstration. Significant number of Hospitality Practices students will consult classmates for further instruction.

4.4.20 Student ownership of their learning

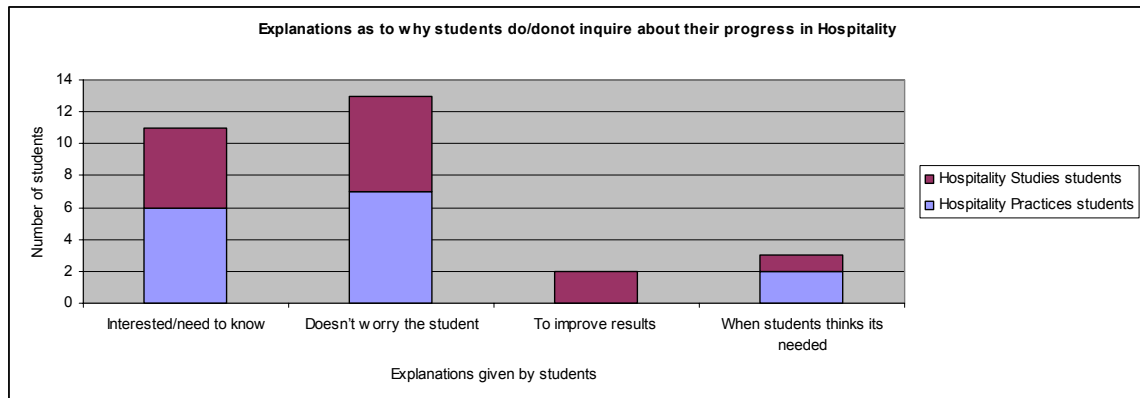
To gain an understanding of Hospitality students' degree of engagement in understanding that they are responsible for their own learning as demonstrated through actively seeking feedback and conformation of what they are doing and at what level, Question 15 asked respondents to identify how often and why they enquired about their progress in Hospitality.

Figure 18: How often students are inquiring about their progress



Results demonstrate little difference between the two (2) strands (Figure 18), with only 36% and 40% indicating they were interested or needed to know. This lack of interest in performance level is supported by the 43% - 45% of respondents who indicate they are not worried about their results. Fourteen percent of Hospitality Studies respondents made enquiries about their performance so they could improve their results.

Figure 19: Explanations as to why student's do/do-not make inquiries about their progress

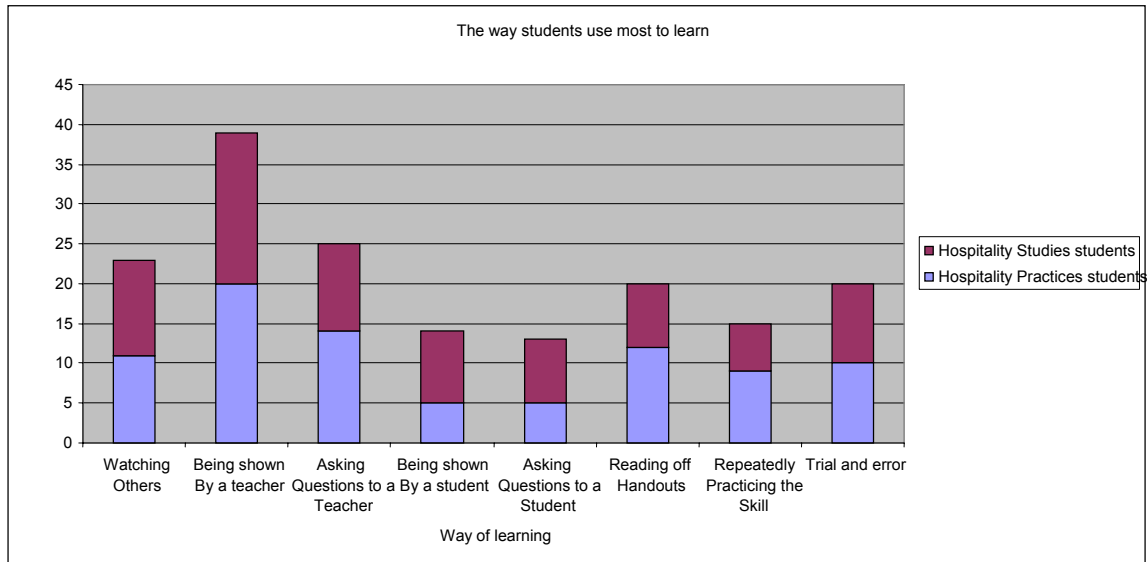


4.4.21 The ways in which students learn

To develop a clearer picture of how the majority of Hospitality students learn, question 20 and 21 of the questionnaire asked students to select from a range of multiple-choice

options which described the ways in which students learn Hospitality. Results are presented in Figure 20.

Figure 20: The ways students indicate they learn in Hospitality.



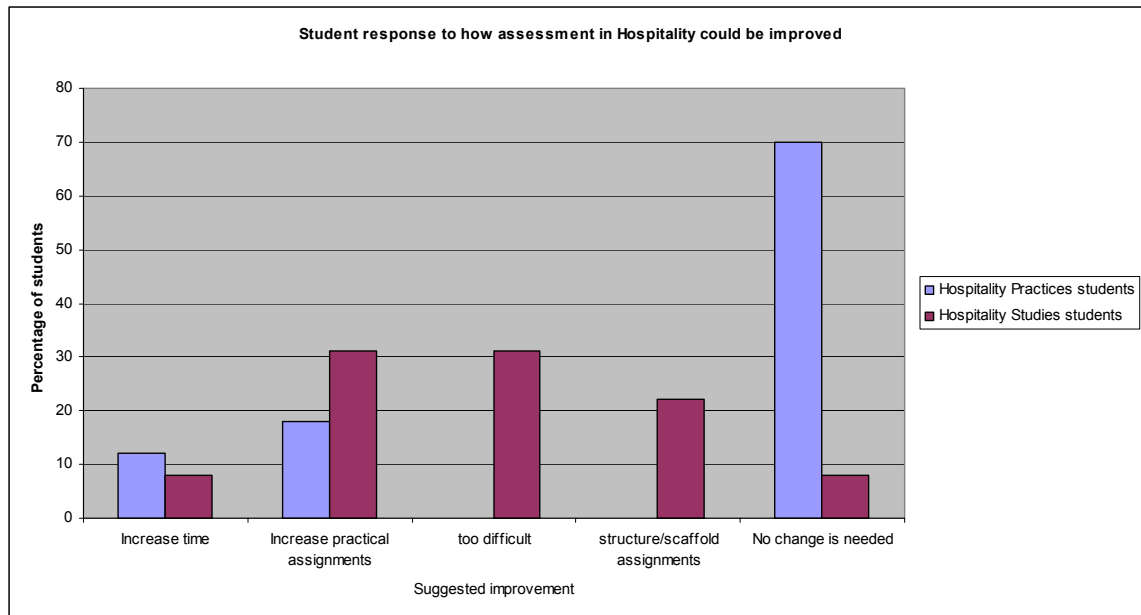
Forty eight percent of respondents indicated they learn by being shown by the teacher; 25 % of the respondents also indicated being shown by the teacher and watching others as ways they learn. Twenty students indicated reading from handouts, and trial and error as their source of learning.

4.4.22 Analysis of current course materials, course organisation and assessment materials to observe whether these provide for the ways that students learn

To ascertain student opinion of the of the current course materials, course organisations and assessment materials, Questions 14, 22 and 23 of the questionnaire asked a range of questions associated with these issues, which will now be discussed.

4.4.23 How to improve assessment in Hospitality

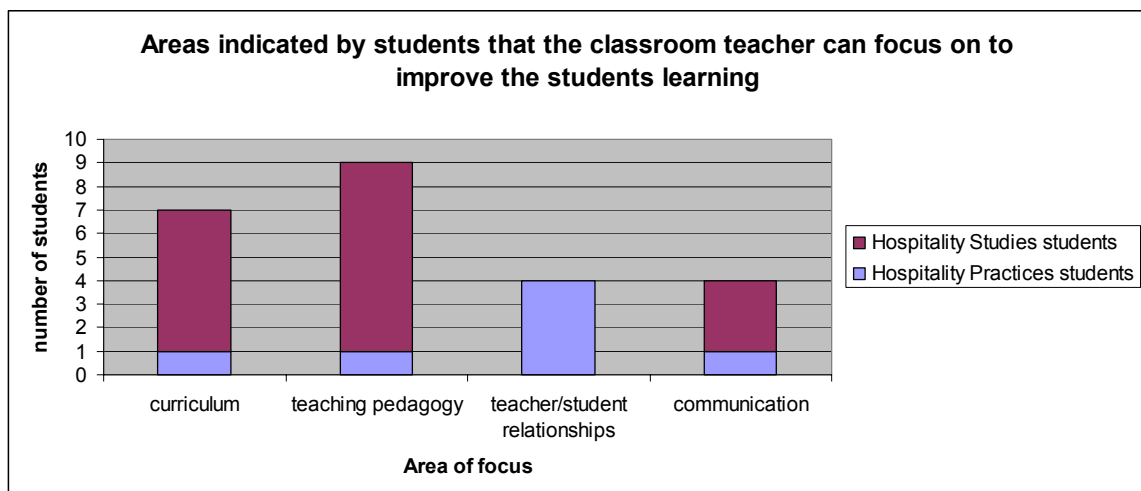
Figure 18: Students response to how assessment in Hospitality could be improved



Seventy percent of Hospitality Practices students believe the current assessment is adequate, whereas only 8% of Hospitality Studies students were of the same opinion.

4.4.24 Improving student learning

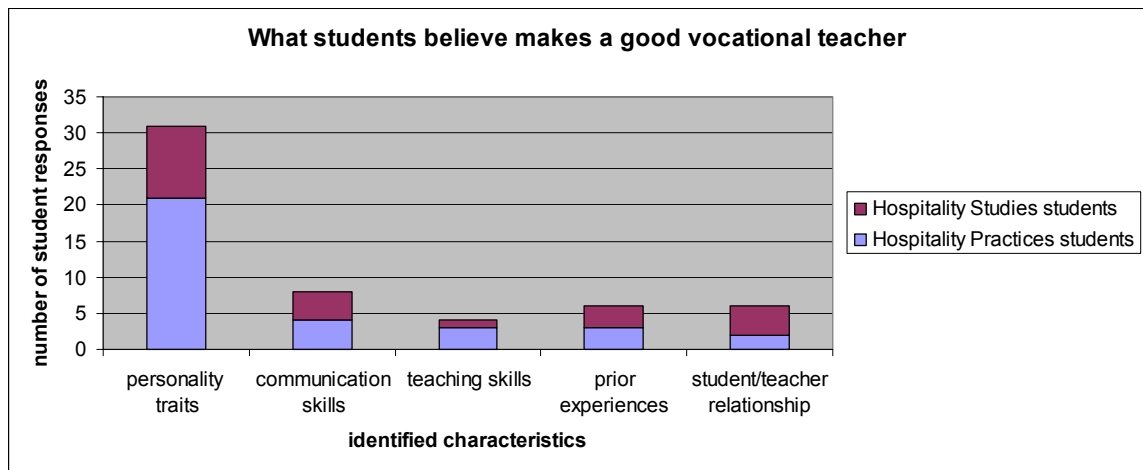
Figure 23: Areas indicated by students that the classroom teacher could focus on to improve student learning



Hospitality practices respondents indicated as being the most significant factor for improving student learning is the development of strong student/teacher relationships, whilst Hospitality Studies respondents indicated the methods used in the classroom (teaching pedagogy) as being the most significant. Both groups indicated that good communication skills and the curriculum content were also significant.

4.4.25 Student perception of what makes a good vocational teacher

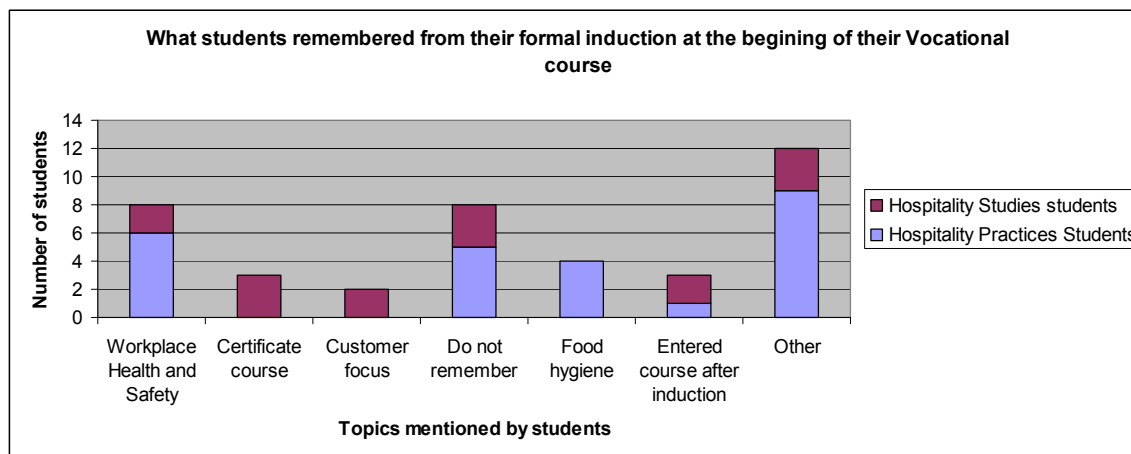
Figure 24: What students believe makes a good vocational teacher



Student respondents significantly highlighted the personality of the teacher as being the most significant factor in their being a good vocational teacher. Descriptors such as friendly, approachable, helpful and good-tempered were mentioned.

4.4.26 Induction program at the commencement of the course

Figure 25: What students remembered from their formal induction program at the beginning of their vocational course



Student respondents indicated they remembered from induction the workplace health and safety and food hygiene components. Approximately one quarter of the group did not remember anything, and one sixth came into the course after induction so therefore did not do any.

4.5 Student Interviews

Student respondents to be interviewed were identified by their Hospitality classroom teacher as most representative of a High-achieving student, a Mid-range achieving student and a Low-achieving student. The respondents were then asked to participate in an interview, and were given a copy of the possible interview questions. All three initial respondents agreed to be interviewed.

Student A: Indicative of a Low achieving student

Student B: Indicative of a Mid-range achieving student

Student C: Indicative of a High-achieving student

Full transcripts of the Student interviews are provided in Appendix 13

All respondents generally provided descriptions that indicated the practical nature of the Hospitality Course was the strength of the subject.

“It’s enjoying class work, not sitting down, getting to learn things you are interested about, things you can use when you get out of school such as waiter skills, gaming, other subjects don’t teach these things” (Student Respondent B).

Interview Student C provided in their rich data an explanation as to how they felt about the school environment and what Hospitality can provide.

“Taught, role play and spoken to not by the book, practical skills you need to do it, on the job, hate the school environment, I need a fast pace and crash course” (Interview Student C).

As stated by Interview Respondent C, students want “less theory and more practical” and:

“The best parts are the cooking and working at functions, wouldn’t change anything; introduce more practical work into studies. I like to get my hands on the stuff; being shown is good so you get a rough idea about what to do.”

4.5.1 Currency and responsiveness of current course

Student Interview Respondent B had completed a School-based traineeship in hospitality with a local resort. The issues raised by this student included the differences in time spent on practical activities. According to Student B, when completing the traineeship in industry, the student:

“spent time with each competency and had more role playing, more practical stuff because of the facilities.”

Also highlighted by Interview Respondent B were the limits with using simulated industry functions as the students' only exposure to the workplace. The customers attending the simulated industry functions are generally fellow students, parents or teachers. According to Respondent B, the school course needs to be:

“dealing with customers that are real, not teachers or parents, because they are lenient and you don't have to be professional.”

4.5.2 Teacher views – interview data

The teachers interviewed for collection of this data were all involved in the teaching or administration of Hospitality at Marymount College.

Teacher interview A: Classroom teacher and Head of Department - Hospitality

Teacher interview B: Vocational Education Co-ordinator - Hospitality

Teacher interview C: Head of Senior Schooling – Marymount College

Full transcripts of the Teacher interviews are provided in Appendix 14

4.5.2.1 Staffing and teacher qualifications to deliver Vocational Education and Training

A major issue highlighted by Teacher Respondents 1 and 3 relate to the problems associated with staffing the Hospitality programs in the high schools. The staffing issue relate to two concerns: the provision of industry qualified teachers, and the time demands of VET. Teacher Respondent 2 explains:

“Getting everyone with current industry knowledge (in response to what are the problems associated with the teaching of VET). You have to have a teaching background to be registered knowledge, but to have trade or industry qualifications is a whole different ball game. Teachers continually

do their best to update but I don't know if we ever get on top of what industry is doing. Myself I am a tradesman but I don't know if I'm ever current. I don't know if we are teaching kids the current but I don't know if we can overcome that" (Teacher Respondent 2).

In relation to the time demands of VET, Teacher respondent B commented:

"Time to deliver the courses properly – we do the best we can but it is not enough, small blocks are not enough. It needs to be over a longer time frame, maybe a whole day once a week or in a larger time frame so the students can get the knowledge and consolidate it, product the products and step on a little bit better. We loose too many days, it's a time tabling issue – but there are ways around it, but the kids need more real time"

According to Teacher Respondent 1:

"Time would be a major limitation. There is not enough of it. And the amount of it, when we do functions in out of school time, from a teaching point of view is very draining.... Time would be the major one and some times I feel like I don't cover with enough depth some of the subjects. We just skim the surface of them and in some case that's because that's what the employees want, other times it because there is not enough time in schools to cover it any more. You have just got to teach them those very basic things and you can't go into more depth, you need more time but you don't get it. I suppose because of the time tabling and things like that".

All respondents identified the rapid increase in student numbers as placing pressure on the school to create classes to meet these needs.

Providing qualified teaching staff in schools for the delivery of the vocational subjects was highlighted by Teacher Respondent 1. Current pre-teacher training, particularly for Home Economics teachers, was identified as being a particular problem.

“I have got core competencies and have been meaning to get my Certificate I in the last three years. But it has never seemed to come around. I have asked admin. Three times this year if I can do the course but because they knew I was not going to be here next year, they said no. I asked twice in my first year and twice in my second year but got the knock-back each time. So I think it will be a matter of me going to do it myself, which won't be a problem when I get back next year” (Teacher Respondent 1).

For this teacher respondent, who had only recently graduated from university, the need to up-skill at such an early stage of their career was a result of inadequate teacher training. The respondent was employed by Marymount College as a Hospitality teacher, yet had not received the required training during their university years. As indicated by Teacher Respondent 1, university preparation for teaching Hospitality within a school is not adequate for school needs:

“Because you go to uni. And you do your course and they don't teach you anything about competencies at uni. They just tell you can get your certificate if you teach hospitality but we only did a semester of Hospitality at University and it was more what we teach the kids, how you carry a tray, how you make a beverage, how do you garnish it. The hospitality course was in no way this is what you need. Paper work wise it was nothing to do from a teachers point of view, it was all about what we should be teaching the students which is good because that was the only

real training you got at uni for it, but then you come to school and you have done a Home Economics degree you get given a Hospitality Studies or Catering or Practices or whatever and you are just like – what have I got to do? You have no idea what Competencies are offered, no idea if I was qualified, what all the codes meant, nothing. And it was only through asking and on the spot learning that you learn straight away” (Teacher Respondent 1).

From the interview, it became apparent that this was a common occurrence for recent university graduates.

4.5.2.2 School administrative issues: Up-Skilling in planning and assessment for vocational education

Teacher Respondent 1 voiced the concern regarding Administration in school neither understanding nor acknowledging the quantity and intensity of teaching involved with the delivery of Hospitality.

“I really enjoy teaching it, but I wish admin understood how much work teachers have to do to make the functions run smoothly, which I certainly didn’t know in my first year. I feel sometimes they don’t understand the intensity of the subject at certain times. Sometimes they do. Some recognition would be nice. Other teachers don’t have to do many of the things that sometimes doesn’t get acknowledged at the level it should”(Teacher Respondent 1).

4.5.2.3 Consistency in teacher judgement

Consistency within and between teachers and schools in the assessment and record keeping was raised by two of the three teacher respondents as being of concern at Marymount College. When teachers were asked the question “What are the areas of concern you have with the teaching of Hospitality/VET at Marymount?”, Teacher Respondent 1 replied:

“Not having the certificate because I am not properly qualified. Making sure what I provide as a teacher and coordinator is to the standard that it needs to be so I can pass internal review. Not too easy so the students feel that’s not what they want, and not too hard so they don’t have too much on their plate. Finding the happy balance between so that what they learn is correct and is what industry expects. Excursions show a standard and I see that we aren’t doing the same. Usually feel that it’s ok. Industry needs to be bought in to the school. (There are services out there that can help), they can supply the expertise, and do all the paper work. If someone could sit down and show you what they do, and once again if you had time to sit down and create the matrixes and the tracking devices and to fill them in, which is what I don’t feel, I have. If we had industry coming in on a more regular basis it would make me a calmer teacher to the point I would know that what they are getting is real, that’s the part that worries me because I am not a chef, I am not a waitress, I am a teacher. I am just filling those shoes to the best of my ability” (Teacher Respondent 1).

This was supported by Teacher Respondent 2, who commented:

“The bench mark for competency is too blurry. What I deem as competent may not be the same as others. It’s up to individual

interpretation. There has got to be a range of results so that students can be ranked accordingly or marked. What I would like to drive at Marymount is to see a range of industry people come in and do the delivery of our courses. There are a lot of issues but if we could get people from the industry to deliver the courses and programs their results would be more meaning in outcomes for the students, the parents and the industry. Another employer should recognize industry assessment rather than teacher. Its not that easy to find people who are willing to donate their time and effort and to deal with kids as well in a classroom is difficult”(Teacher Respondent 2).

4.5.2.4 Time issues

Lack of time for both course delivery and simulated industry opportunities, as highlighted by Teacher Respondent 1, is an issue in the delivery of Hospitality. Particular concerns raised by the Teacher Interview respondents include lack of time to cover the topic in depth, resulting in superficial coverage of the topic. This does not engage the students, and is unsatisfactory for the teacher (Teacher Respondent 1). Time is not provided in the school timetable for evening work which is when the hospitality functions are required to run in real time. This result in teachers having to work a full day of teaching, then to spend an evening training students (Teacher Respondent 1). The lack of time was also highlighted by Teacher Respondent 2, who suggested a longer time frame, which will require a change in the school time-tabling hours, is required (Teacher Respondent 2).

4.6 Industry Results

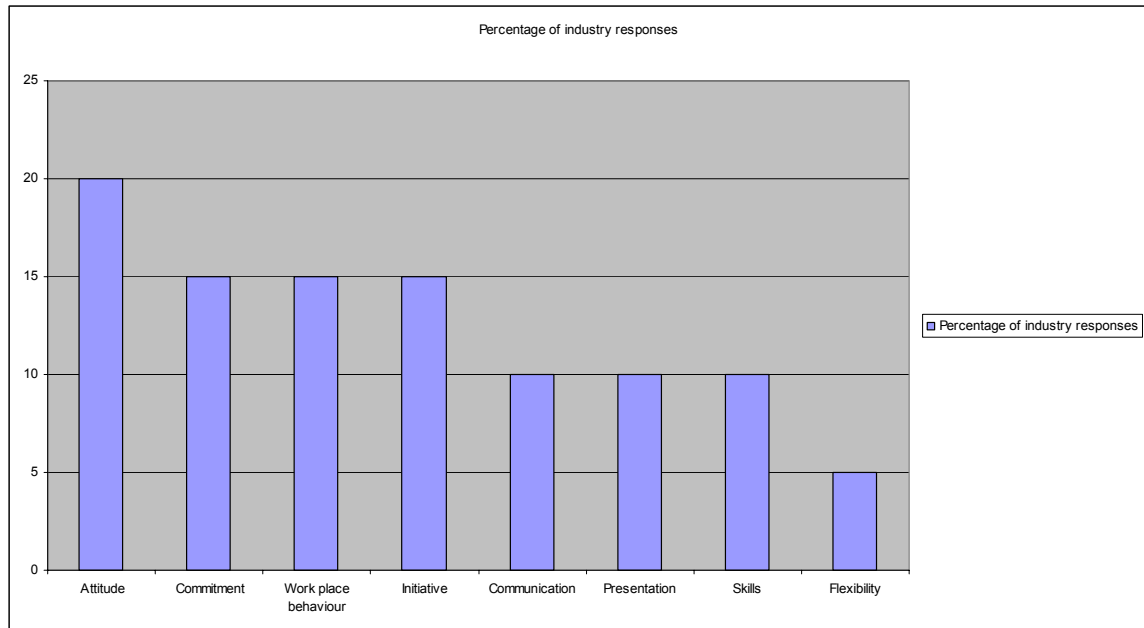
A total of 60 stamped, return addressed questionnaires were posted to the 60 Industry participants as identified from the Marymount College work experience data base (Appendix 6), during the data collection period of August to October 2004. The questionnaires sought information regarding industry views and experiences with high school Hospitality students.

Nine industry responses were returned completed. The nine establishments provided a range of organisations from the large resort operations – Royal Pines Resort, medium sized club operations – Burleigh Bears Football Club, to the small café establishments – Café Shabibi.

4.6.1 Skills and attributes considered essential by the hospitality workplace for trainees.

Questions Three and Four of the industry questionnaire asked respondents to identify all skills or attributes they considered essential for students who aspire to careers in hospitality, front of house (food and beverage) or back of house (kitchen).

Figure 26: Skills and attributes considered essential by the hospitality workplace for trainees at entry level (Certificate I in Kitchen)



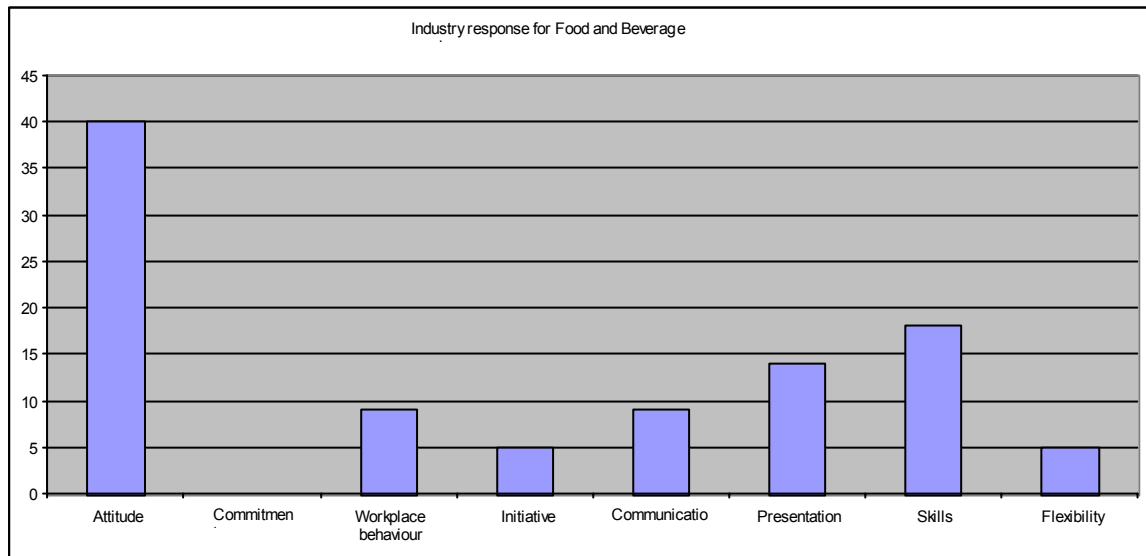
The attribute identified as being required in both identified working areas was the potential employee's attitude.

Certificate I in Kitchen was identified as requiring commitment, how to behave at work, and initiative (Figure 26).

To a lesser extent, industry identified the requirement for knowledge associated with core competencies such as personal presentation, correct hygiene procedures and communication. Practical skills such as knife handling, table service, and prior experience and flexibility were also mentioned.

For the Food and Beverage trainee, identified areas were skills, presentation, work ethos and open effective communication (Figure 27).

Figure 27: Skills and attributes considered essential by the hospitality workplace for trainees at entry level (Certificate I in Operations)



4.6.2 Acquisition stages of required skills

Question 8 of the industry questionnaire asked industry respondents to indicate at what Certificate level trainees should have acquired a number of identified job related skills.

The results of these questions are presented in Table 9 in percentage figures.

Table 12: The stage of training a trainee in kitchen should have acquired the identified specific skill.

| Skill | Not required at all. | Before certificate 1 | Completion of Certificate 1 level | Completion of Certificate 2 level | Completion of Certificate 3 level |
|--|----------------------|----------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Good communication skills | | | | | |
| - verbal | | | | | |
| - written | | 87.50% | | 12.50% | |
| - computer | | | | | |
| Knife skills – all cuts (burnouses, julienne, baton, mirepoix,) | | 12.50% | 50% | 25% | 12.50% |
| Work with others and in a Team | | 87.50% | 12.50% | | |
| Kitchen procedures | | | | | |
| - cleaning | | 75% | 25% | | |
| - food hygiene | | | | | |
| Cultural awareness | 12.50% | 50% | 25% | 12.50% | |
| Cooking of meats | | | | | |
| - red meat | | | 33.30% | 33.30% | 33.30% |
| - white meat | | | | | |
| - seafood | | | | | |
| Creativity or originality | | 20.90% | 12.50% | 33.30% | 33.30% |
| Collect, analysis and organize information | | | 25% | 50% | 25% |
| Plan and organize activities. | | | 28.50% | 28.50% | 42.80% |
| Manage learning | | | | | |
| Mise en place | | | 28.50% | 42.80% | 28.50% |
| Using initiative | | 75% | 12.50% | | 12.50% |
| Plating and Garnishing to enterprise standards | | 25% | 50% | 25% | |
| Occupational health and safety | | 62% | 25% | 13% | |
| Bakery skills | 12.50% | 12.50% | | 50% | 25% |

Results for Hospitality Practices (Certificate I: Kitchen) (Table 12) show industry expects students to have acquired a number of skills or attributes prior to commencing the Certificate. These were:

- Good communication skills (87.5%)
- Working with others and in a team (87.5%)

- Using initiative (75%)
- Cultural awareness (75.5%).
- Kitchen procedures (75%)
- Occupational health and safety (62%)

The skills identified as being required before commencing a Hospitality (Certificate I) included both the Generic Key Competencies and specific hospitality skills.

The skills and attributes identified as being required (in total) at the completion of Certificate I (Kitchen) included:

- Working with others and in a team (100%)
- Kitchen procedure (100%)
- Good communication skills (87.5%)
- Cultural awareness (87.5%)
- Using initiative (87.5%)
- Occupational health and safety (87.5%)
- Plating and garnishing (75%)
- Knife skills (62.5%)

The skills industry considered were not needed until Certificate II or higher were:

- Cooking of meats (71%)
- Creativity and originality (71%)
- Collect, analysis and organise information (71%)
- Plan and organize activities (manage learning) (71%)
- Mise en place (71%)
- Bakery skills (71%)

4.6.3 Industry-identified skills and attributes with Units of Competency for Hospitality Practices (Kitchen Operations)

Table 13 provides a comparison between industry identified skills and attributes obtained through industry responses to Questions 8 and 9 and the Units of Competency taught to students of Hospitality Practices (Kitchen) in 2000, as identified from the table top audit of the Marymount program and assessment items.

Table 13: Comparison of industry-identified skills and attributes with Units of Competency taught to students of Hospitality Practices (Kitchen) in 2000

| Skill or attribute identified by industry respondents at the end of Certificate 1 | Units of competency within the SAS |
|--|---|
| <ul style="list-style-type: none"> Working with others and in a team (100%) | THHCOR01B: Working with colleagues and customers |
| <ul style="list-style-type: none"> Kitchen procedure (100%) | THHBKA01B: Organise and prepare food THHBKA04B: Clean and maintain premises |
| <ul style="list-style-type: none"> Good communication skills (87.5%) | THHCOR01B: Working with colleagues and customers |
| <ul style="list-style-type: none"> Cultural awareness (87.5%) | THHCOR02B: Work in a socially diverse environment |
| <ul style="list-style-type: none"> Occupational health and safety (87.5%) | THHCOR3B: Follow health, safety and security procedures THHGHS01B: Follow workplace hygiene procedures |
| <ul style="list-style-type: none"> Plating and garnishing (75%) | THHBKA02B: Present food |
| <ul style="list-style-type: none"> Knife skills (62.5%) | THHBKA01B: Organise and prepare food |

Results indicate industry requirements vary, working in teams and kitchen procedures were considered by all industry respondents as being necessary, and this is being taught

in three of the competencies. Other skills identified by industry to a lesser degree, were also being delivered in other competencies being taught.

4.6.4 Industry-identified skills and attributes with Units of Competency for Hospitality Studies (Operations)

Question 9 of the industry questionnaire asked industry respondents to indicate at what Certificate level trainees should have acquired a number of identified job related skills.

The results of these questions are presented in Table 14 in percentage figures.

Table 14: The stage of training a trainee in Hospitality (Operations) should have acquired the identified specific skill.

| Skill | Not required at all | Before certificate 1 | Completion of Certificate 1 level | Completion of Certificate 2 level | Completion of Certificate 3 level |
|--|---------------------|----------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Good communication skills | | 100% | | | |
| Customer service skills – waiting on table correctly | | 13% | 50% | 38% | |
| Work with others and in a Team | | 75% | 13% | 13% | |
| Restaurant procedures | | 13% | 50% | 25% | 13% |
| Cultural awareness | 13% | 50% | 25% | 13% | |
| Correct beverage service | | 13% | 25% | 38% | 25% |
| Creativity or originality | 13% | | 50% | 13% | 25% |
| Collect, analysis and organise information | | 13% | 25% | 25% | 38% |
| Plan and organize activities | | 13% | 25% | 25% | 38% |
| Correct procedure for setting covers | | 13% | 50% | 25% | 13% |
| Showing initiative | | 75% | 25% | | |

| | | | |
|----------------------------------|-----|-----|-----|
| Dealing with difficult customers | 38% | 13% | 50% |
|----------------------------------|-----|-----|-----|

Results for Hospitality (Certificate I: Operations) show industry expects the students to have acquired a number of skills or attributes prior to commencing the Certificate. The identified skills were:

- Good communication skills (100%)
- Working with others and in a team (75%)
- Using initiative (75%)
- Cultural awareness (63%)

All of these attributes or skills have been identified in the Generic Key Competencies, and are identical to the requirements for Hospitality Practices.

The skills and attributes identified as being required (in total) at the completion of Certificate I (Operations) included:

- Good communication skills (100%)
- Using initiative (100%)
- Working with others and in a team (88%)
- Cultural awareness (87%)
- Skills: customer service (63%)
- Skills: restaurant procedures (63%)
- Skills: correct procedure for setting covers (63%)
- Creativity or originality (63%)

Most of the areas identified by industry as being essential for a student are being addressed in the current Hospitality course as part of competencies listed in the SAS.

4.6.5 Comparison of industry-identified skills and attributes with Units of Competency

Table 15 provides a comparison between industry-identified skills and attributes obtained through industry responses to Questions 9 and the Units of Competency taught to students of Hospitality Studies (Operations) in 2000, as identified from the table top audit of the Marymount program and assessment items.

Table 15: Comparison of industry identified skills and attributes with Units of Competency taught to students of Hospitality (Operations) in 2004

| Skill or attribute identified by industry | Units of competency within the SAS |
|--|--|
| <ul style="list-style-type: none"> • Good communication skills (100%) | THHCOR01B: Working with colleagues and customers |
| <ul style="list-style-type: none"> • Working with others and in a team (88%) | |
| <ul style="list-style-type: none"> • Cultural awareness (87%) | THHCOR02B: Work within a socially diverse environment |
| <ul style="list-style-type: none"> • Skills: customer service (63%) | THHBFB02/3B: Provide food and beverage service |
| <ul style="list-style-type: none"> • Skills: restaurant procedures (63%) | THHBFB02/3bB: Provide a link between kitchen and service areas |
| <ul style="list-style-type: none"> • Skills: correct procedure for setting covers (63%) | |

The attribute initiative was mentioned by 100% of industry respondents, but was not directly covered by a competency in the SAS. Creativity and originality also were identified, yet have no place in the current course.

The skills industry considered were not needed until Certificate II or higher were:

- Correct beverage service (63%)
- Collect, analysis and organise information (63%)
- Plan and organise activities (63%)
- Dealing with difficult customers (63%)

4.6.6 Industry response to Generic Key Competencies

Table 16: Industry response to Generic Key Competencies

| The importance of these skills for entry level hospitality employees | | | | | Employability skill | How well the schools are teaching these skills | | | | |
|--|----------------------|-----------|---------------|------------|-----------------------------------|--|------|---------|---------------|------|
| Very important | Reasonably important | desirable | Not important | Not needed | | Very well | well | average | Below average | poor |
| | | | | | Communicating in writing | | | | | |
| 40% | 60% | | | | (reading and writing) | 25% | 50% | 25% | | |
| | | | | | Verbal (oral) communication | | | | | |
| 80% | 20% | | | | (Listening to others) | 25% | 75% | | | |
| | | | | | Planning and organizing work | | | | | |
| 100% | | | | | | 25% | 25% | 50% | | |
| | | | | | Working in teams | | | | | |
| 100% | | | | | | 25% | 50% | 25% | | |
| | | | | | Using initiative | | | | | |
| 80% | 20% | | | | | | 50% | 50% | | |
| | | | | | Solving problems relating to work | | | | | |
| 40% | 60% | | | | | | 50% | 50% | | |
| | | | | | How to behave at work | | | | | |
| 100% | | | | | | | 50% | 50% | | |
| | | | | | Practical skills | | | | | |
| 40% | 20% | 40% | | | (e.g. knife skills) | 33% | 66% | | | |
| | | | | | Computer skills | | | | | |
| | 20% | 60% | | 20% | | 50% | 50% | | | |

Industry identified all but one of the Generic Key Competencies, as being reasonably to very important. Because of the 100% response by industry respondents, three Generic Key Competencies were identified as being of increased importance. These were:

- Planning and organising work,
- Working in teams, and
- How to behave at work

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 School and system - Results of desk-top audit of course plan and assessment items

This section presents the findings of the desk-top audit of the course plans and assessment items used in the Hospitality program at Marymount College.

The audit considered:

- The nature of the competency-based education delivered through the course
- Time allocation for competency learning and criterion learning
- Student results and assessment topics and procedures

Considering the premise of competency based education, when analysing the current Hospitality course at Marymount College, it was necessary to consider three focus areas:

- Analysis of class time allocation spent on each of the required criteria; comparison with the recommendation of the QSA; and the unrestricted requirement of competency-based education
- The opportunities for assessment provided to students
- Analysis of a sample of the assessment instruments used in 2004.

As mandated by QSA, the student learning context of Hospitality Practices is less complex than that of Hospitality Studies. This is demonstrated in the differing standards of assessment tasks expected to be completed by Hospitality students in their respective class.

- The degree of theoretical knowledge required in each subject is different. Hospitality Studies involved a complex demonstration of knowledge on a

range of hospitality topics, whereas Hospitality Practices requires tasks be completed to a Certificate 1 standard only.

- In order to meet the moderation requirements for Authority subjects, the assessment of Hospitality Studies requires students to demonstrate advanced reasoning and decision-making skills in a written format, whereas Hospitality Practices requires the demonstration of Certificate 1, which is entry level skills in hospitality.
- The assessment requirements to meet state wide standards in Hospitality Studies require six well-written assessment pieces a year on approved questions and topics. For Hospitality Practices, assessment is modified by the teacher to suit student interests and needs, without requiring external supervision.
- Hospitality Practices Certificate I (Kitchen) require a range of practical skills to be developed by the students, including knife skills and kitchen procedure. These practical skills are considered by students to be easier to learn than the theoretical work involved with Hospitality Studies (Certificate I - Operations) (Queensland Studies Authority, 2004, Years 11 & 12 Overview of information and resources).

5.1.1 Analysis of the class time allocation spent on each of the required criteria, and comparison with the recommendation of the Queensland Studies Authority, and the requirement of Competency-Based Education

Placing a time allocation on the delivery of a competency-based education program such as Hospitality, is not within the premise of competency-based education as presented by

Harris and colleagues (1995). Additionally, if the school has minimum QSA class time allocation, the students will have less opportunity to address the development of skills. For Hospitality Practices, the breakdown of the weekly allocation of different learning experiences is:

- One lesson each week is spent on Theory (Knowledge) and research work related (Criteria One and Two).
- One lesson each week is dedicated to the teacher demonstrating cooking skills or techniques and developing practical kitchen and food knowledge (Criteria One and Three).
- The remaining two lessons each week are used to provide the student with the opportunity to participate in food preparation (Criteria One and Three).

For Hospitality Studies, the course organisation each semester consists of:

- One lesson per week for six weeks for Research (Criterion Two).
- One lesson per week for six weeks for practical demonstration and practice (Criterion Three).
- Two lessons per week for six weeks prior to a function when the student practices and participates in practical work (Criterion Three).

The remainder of the time is spent with the teacher providing the information and directing student learning to cover the very expansive areas of theory (Criterion One).

Table 2A presents a comparison between the suggested classes allocation of time compared with the actual class allocation of time.

The criteria-based assessments in Hospitality Practices are Knowledge, Application and Practical Skills. For Hospitality Studies the criteria are Knowledge and Application,

Research, and Practical Performance. All criteria have equal weighting in the final allocation of a student's grade.

The results from Table 2A indicate that for Hospitality Practices, an adequate amount of students' class time is spent on the acquisition of knowledge. For Hospitality Studies twice the amount of time is spent on this criterion when compared with the weighting of assessment result for the student.

For Criterion Two, both Hospitality Practices and Hospitality Studies have allocated only 8% of class time, yet this criterion contributes 33% of the student's results. This result indicates an inequitable division of time in classroom activities, and does not reflect the assessment needs of the students.

Criterion Three tasks for Hospitality Practices are significantly different from those of Hospitality Studies. Hospitality Practices is skill-focused with an emphasis on student performance to industry standards within industry settings, with students being required to perform in a kitchen on a weekly basis. This performance is monitored regularly, although no progressive assessment is made.

In contrast, Hospitality Studies students are required to demonstrate evidence of student teamwork, decision-making and planning, generally in a written form. The required competency skills are developed through some practice sessions; these must then be demonstrated once a semester in a single practical performance, such as a simulated industry experience that resembles industry requirements as closely as possible. For Hospitality Studies, 8% less time is spent on Criterion 3 than is suggested by the allocation of time. This restriction in time allocation needs to be considered when assessing the degree to which students have achieved the required skill. In contrast, Hospitality Practices spend 23% more time on this criterion than the time allocation, which is possibly a reflection of students' need to repeat practical skills to ensure attainment of the required industry skill level.

5.1.2 The opportunities for assessment provided to students.

There are a number of assessment items, that provide for two criteria in Hospitality Practices - therefore, several opportunities are available for students to attempt a criterion during a semester. However, this is not the case for Hospitality Studies, where there is only one opportunity during each semester to visit each of the criteria. This places increased pressure on the Hospitality Studies students to perform well in the single attempt at the task. Providing limited opportunity for students to attempt the assessment tasks is in direct contrast to the principles of Competency-Based Education as presented by Harris and colleagues (1995).

5.1.3 Analysis of the range of competencies covered in the sample assessment instruments used in 2004

Results of this analysis indicate the Hospitality Practices assessment items addressed the competency - Work place hygiene (GHS01B) and Follow health and safety and security procedures (COR03B), more often than any other competency. Other frequently addressed competencies included Work place health and safety (COR03B), and Working with colleagues and customers (COR01B).

For the topic areas covered, Hospitality Studies addressed the topic Beverage production and service, which covers the competency Provide and serve non-alcohol beverages (BFB10B) in 80% of the assessment items.

Results indicate all competencies required by the QSA were covered at least once in the analysed samples, therefore meeting ATQF requirements. Supporting the Competency-Based principles of assessment, Hospitality Practices provided multiple opportunities to address each of the competencies, in comparison to Hospitality Studies that required them to be addressed only once.

It is evident that there is undue reliance on a small number of the required competencies in the assessment tasks, possibly to the detriment of the other required competencies. This concern will need reviewing in the existing programs.

5.1.4 Modes of expression

Hospitality Studies places a heavy emphasis on an assessable written component, with 100% of assessment items requiring some or all writing; Seventy five percent (75%) of the student's grades for Hospitality Studies are derived from written responses, with the remaining 25% require both written and practical performances. The written assessment tasks require students to frequently demonstrate and apply knowledge in theory. In contrast, Hospitality Practices has 40% of the required assessment items based on practical performance only. Fifty percent of these items required both written and practical, and only 30% depended totally on either a written or oral response for the students.

5.1.5 Modelling and scaffolding for student responses

The majority of Hospitality Studies assessment items (66%) provided detailed scaffolding, written support and descriptive behaviours required by students to develop the products or demonstrate the behaviour. However, there was no allowance for student variations. Criterion One required demonstration of knowledge in a structured written exam without any modelled responses, so was not included in these well-structured assessment items.

In contrast, 60% of the Hospitality Practices assessment items did not provide precise explanations for high quality; 50% did not provide steps and behaviours for students to develop the product; only 40% were well described, with an additional 30 % requiring

additional explanations. Fifty percent (50%) did not provide scaffolding, and 40 % did not provide for any student variations.

Hospitality Practices assessment instruments will need to be reviewed to provide scaffolding and precise explanations for students

5.1.6 Resourcing requirements: Human resources

According to the Queensland Studies Specification for Hospitality, the teachers responsible for the presentation and assessment of learning in the school are required to meet minimum human resource requirements (Appendix 3).

In 2004, the Hospitality teachers at Marymount College varied in their relevant industry skills. According to the data available from the 2004 internal audit (Appendix 2), staff Member A had the required human resources (Appendix 5) as identified by the Hospitality Study Area Specification to deliver the Certificate I Hospitality courses. Staff Member B did not meet minimum requirements (Appendix 5) for industry experience or qualifications for the Certificate level, but did for the delivery of the Core Competencies.

Documentary evidence was available for the up-skilling of both teaching staff; however, there was a lack of documented evidence for the one hundred and twenty hours of industry placement.

The issue of relevant recent industry experience and competency for the high school teaching staff was highlighted in the Teacher interview B (Appendix 13). Additionally, the Learning to Work Report (2004) identified the same issue as a pressing concern for schools. The VET classroom teacher must have current industry skills to ensure the nominated industry skills are taught to students at the required industry level. Staffing VET with unqualified teachers places the school at risk of losing AQTF accreditation, industry acceptance and credibility with students. The provision of qualified Hospitality

staff is one that Marymount College will need to look toward to attempt to establish a sustainable subject.

5.1.7 Physical resources

The physical resource list for each of the certificate levels is quite extensive. The results from auditing the school resources (Appendix 3) showed the school to be compliant for Certificate I in Hospitality (Kitchen Operations). This indicates the school has allocated a substantial financial outlay to ensure AQTF compliance.

For Certificate I in Hospitality (Operations), the current equipment provided by the school does not meet all the physical resource requirements for two of the required competencies. A partnership arrangement with industry has been used in the past to deliver these competencies, but they are not taught in the current courses. Additionally, for the module: THHBFB02/3bB Provide a link between kitchen and service area, the Hospitality department does not have the credit card and EFTPOS facilities required for this competency. This can be addressed by using such facilities found elsewhere in the school.

5.2. Discussion of student results

5.2.1 Student Profile

To develop an understanding of the student vocational trends that have been developing in the school, student respondents were asked to identify which other VET subjects they were currently completing (Figure 1).

Of the questionnaires that responded correctly, the highest combined participation rate was:

- Hospitality and Tourism

- Hospitality and Business Communication and Technology

Significantly for school timetabling, it would be necessary for these subjects to be placed on the time table so as to enable students to select all three. Additionally, some consideration would also need to be given to the placement of Early Childhood Practices subject on the timetable grid, for a reasonable proportion of students indicated they were also completing this VET subject.

A clearer vocational trend did not emerge because this question resulted in a large number of blank responses. This was possibly because the students did not understand the question or were not completing any other vocational subject, so chose not to answer. It is also possible they may not have recognized which subjects were vocational and which were not.

5.2.2 Students' reasons for enrolling in Hospitality

The motivation for a student participating in a particular course has a profound effect on student satisfaction and perceptions of the subject chosen. Harris and colleagues (1995:142) mentions a number of sources that describe the most important single factor in learning motivation. Motivation can be enhanced:

“ If the apparent relevance of the program to an individuals' short or longer term goals is made clearly manifest” (Harris et al, 1995).

For this reason it is important to identify why the student has chosen to learn Hospitality, and what they expect to achieve from the course. Once this has been clarified, the course can be planned to fulfil student requirements. In other words, the course will be responsive to student needs.

Results from this question (Figure 2) suggest that 24% of a Hospitality Practices class (or in real terms, 4 to 5 students in each class) were there because the school curriculum did

not meet their needs. This figure is significant enough to cause difficulty for a classroom teacher. With 17% of the students indicating there was no other subject they were interested in, Hospitality Studies has proportionality fewer students reluctantly engaged in the subject. The range of explanations stated in 'other reasons' related to the concept that the subject would teach them to cook, which is a life skill. With the largest portion choosing Hospitality because they were interested in the subject, lack of motivation should not be considered to be a problem with the majority of the cohort. However, for the 24% of students in Hospitality Practices, and the 17% of students in Hospitality Studies that were not interested in the subject, it is of concern. If, as Harris and colleagues (1995) state, motivation is the single most important factor in learning, and then the issues raised here, such as lack of interesting options, need further consideration.

To clarify the aspect of subject selection and clarity of student information, students were asked questions regarding the career and subject selection process they participated in prior to selecting their Year 11 subjects for their (Figure 3). There was a substantial proportion of non-respondents to this question, which resulted in difficulty ascertaining any significant trend.

From the little information provided, of particular concern is that a reasonable proportion of students believed they were given little or no guidance in the career or subject choice. This would need further exploration.

Interestingly, a small number of students sought information from students in the senior years and, as indicated by their responses, considered this a good source of information.

Suggested improvements for career and subject choice as indicated in Figure 4 again contained a large proportion of blank responses, hindering an accurate analysis.

Hospitality Studies students provided a greater range of suggestions. Trends that did emerge from the small pool of data were suggestions such as:

- Providing samples of past assessment items
- Increasing student options in subject choice
- Possible ‘tasters’ of the courses at an earlier stage than Year 11
- Showing students video footage of past practical performances
- Using older grades as sources of information
- Providing more relevant information in the subject selection handbook

5.2.3 Career choices made by Hospitality students

Question 23 of the student respondent questionnaire posed the question: “Has doing the Hospitality subject helped you in your choice of career?” Results indicate there are currently a significant number of student respondents (across the two subjects - 49.5%) who are undecided as to whether they will choose the Hospitality industry as a possible career pathway. This leads to a dilemma for the classroom teacher. The outcomes desired by student respondents focused on a career in the area are quite different from those who are undecided or not interested in a career, there are differences in the engagement level and desired learning experiences of the participants.

Results indicate the course should not be delivered as totally industry-focused, nor should it deprive students of achieving industry-recognised qualifications. What needs to be provided is a balanced curriculum that delivers areas of interests or needs for all participants in the course.

5.2.4 The number of students studying Hospitality at school who have part-time jobs

To establish student engagement within the workplace, it was necessary to identify what percentage of students at Marymount College participated in the paid workforce on a

casual or part-time basis during 2004. Results indicated (Figure 5) that 77% of respondents were engaging in paid work, a significantly higher rate than the average identified by Smith and Wilson (2002) of 60%. Additionally, when the two strand results were compared, the students completing the difficult and academically demanding course of Hospitality Studies represented a greater number of employed than the vocational oriented course of Hospitality Practices. This is reverse of what the researcher would have predicted. Further investigation as to why this anomaly has occurred would be of interest.

5.2.5 The occupation areas in which Hospitality student respondents were engaging within the paid workforce

The work areas the respondents were engaging in part-time or casual work were focused in retail (Table 4). As retail makes up the largest employment group in the local area (25%), it is understandable that this is where respondents will be working (Gold Coast City Council, Survey of Gold Coast Pacific Innovation Corridor – by region, 2002). Smith and Wilson (2002) recorded similar results to the Marymount College results, with two thirds of their respondents employed in the retail or fast food employment areas. Hospitality is a vocational subject, and as such it could have been expected that a higher proportion of respondents would be engaged in the workforce in a part-time capacity, or on traineeships within the Hospitality sector. This was not the case, although a fair percentage was involved with food retail.

5.2.6 Student respondents who are completing traineeships

Smith and Wilson (2002) found in their study that only 11% of the student population were engaged in a traineeship or apprenticeship. Of the respondents at Marymount

College, this average is significantly higher, with 23% of the respondent cohort engaged in this form of industry training. The figures for Hospitality Studies are more reflective of the results found by Smith and Wilson (2002). Of the traineeships being completed, all were involved in the hospitality industry in some way, including the Certificates in Retail with take-away food organisations.

5.2.7 Perceived value of Hospitality as a school offering

The transfer of knowledge from workplace to school environment was also seen by respondents as limited. Like Smith and Wilson (2002), respondents identified Generic Key Competencies such as how to behave at work, and general workplace knowledge as the main skills they had learned from work that they were able to utilise in school. The specific skills identified by respondents include dealing with customers, and practical skills such as coffee making.

To further inquire about the perceived value of Hospitality as a school offering, respondents were asked whether the Hospitality course they were studying would help them in their future study or employment. One hundred percent (100%) of the Hospitality Studies respondents indicated it would. Reasons given included an increase in knowledge of the industry, the development of customer service skills and communications skills; workplace skills were seen as valuable, and for 18% it was to be a career path for them. On the other hand, only 53% of Hospitality Practices respondents indicated they believed what they were learning would help them in their future study or career.

The anomaly here could be caused by the different types of students completing each course; Hospitality Practices students may not see themselves going on to further study, while the more career-oriented students in Hospitality Studies may. This could be

extrapolated given the Hospitality Studies course is an authority subject used to gain an Over-all Position for entry into Higher education.

5.2.8 Student Perceptions - Realistic perception by students of their grading in Hospitality

To ascertain whether the Hospitality students have a realistic perception of their current performance in the respective Hospitality strands, student participants were asked to identify what grade or outcome they wanted at the end of the course (Figure 8). This was then compared with the percentages of actual results obtained by the cohort at the end of the 2004 school year (Figure 7).

The actual cohort results represent a range of marks from Very High Achievement through to Low Achievement. The number of students who achieved at each end of the results range was proportionately lower than the numbers in the High Achievement and Sound Achievement level. This range of marks would be considered a normal distribution, displaying a full range of skill and knowledge levels achieved by students. Hospitality Studies is academically a more challenging subject, which helps explain why a proportionately larger number of students in Hospitality Studies did not achieve as well in their results as the Hospitality Practices students.

The different results in these comparisons may have been caused by a design problem with the questionnaire, which may have contributed to participants misinterpreting the question. The vagueness of the wording of the question with 'want' being interpreted as "I wish I could get" rather than 'I will be getting'. The wording in the question should be changed to 'anticipated' or 'likely' to give an accurate response of what students are expecting. For clarification on the issue of realistic expectations, this would require further investigation.

Interestingly, what did show was the difference between the Hospitality strands, with a much higher number of Hospitality Practices students responding positively. More than 72% indicated they would like a High Achievement or better, whilst only 52% of Hospitality Studies students indicated they would like to get a High Achievement or better.

5.2.9 Student expectation of Hospitality

Figure 9 presents the results of student expectations of the Hospitality course. When the breakdown between the different Hospitality strands was considered, a larger proportion of Hospitality Studies students indicated they were not expecting the amount of theory, the large work content and the time commitment expected of this subject. How this relates to student satisfaction and performance can be seen in the overall results obtained by the cohort. Significantly, more Hospitality Practices students achieved higher results in the High and Sound criteria assessment range than did their counterparts in Hospitality Studies. From the results of these questions and the questions relating to career selection and subject advice, it could be extrapolated that not enough information has been given to potential Hospitality Studies students regarding workload, and the difficulty of the mandatory assessment tasks.

5.2.10 What students enjoyed about Hospitality

Question Nine of the student questionnaire required student respondents to rank their opinion of the Hospitality subject from One (1) being “ One of the best subjects I am studying now”, to ten (10) “ a waste of time”. Results of this (Table 7) indicate 77% of the student respondents studying Hospitality Practices enjoy the subjects by ranking them between one (1) to four (4), compared with only 59% of Hospitality Studies respondents. Further information as to why students placed the subjects into these groups was investigated by further questionnaire and interview questions. Question

Nine of the student questionnaire asked respondents to explain why they placed Hospitality in the category they did (Figure 10). Results from these questions were very diverse, though a number of common themes emerged. A large proportion of the Hospitality Practices respondents indicated the subject was enjoyable, mentioning features such as it is a practical subject and it develops a life skill. Some respondents indicated the Hospitality Studies subject was enjoyable, however more recognised it as an interesting topic. Of interest to syllabus planning is the indication by Hospitality Studies students that there is not enough practical work in this syllabus. There was also a strong indication by Hospitality Studies students that they disliked the assessment and/or theory associated with the subject.

When students were asked to extrapolate on what they liked about the Hospitality courses (Figures 12 & 13), the themes identified by students leaned strongly toward the practical aspects of the courses. A significant number of responses from both Hospitality strands indicated that the food, cooking and/or eating features were the most desirable aspects. Additional factors identified were learning workplace skills and life skills. Other features mentioned were quite diverse, and covered many of the different features of the course.

5.2.11 What students disliked about Hospitality

Aspects identified by student respondents as needing change (Figure 14) include the type of theory work, the amount of theory work to be completed, the nature of the assignment work, and how the course is organised.

There were significantly more students dissatisfied with Hospitality Studies than with Hospitality Practices. Student Respondent 35 provides a good summary of the general feeling presented by the Hospitality Studies respondents.

“The work load (requires changing), because we do so much” (Respondent 35).

Similar numbers of students from both strands of Hospitality indicated a desire to increase the practical component of the course. This was understandable, as this aspect of the course was seen by students as the strength of the course (Figure 12).

A number of student respondents suggested an increase in the frequency of excursions, as for students, excursions provide the link between school studies and real life. All school subjects are timetabled for the minimum time allowance (Table 2), which does not include regular compulsory disruptions to a school curriculum such as sports days, Queensland Core Skills preparation and exam, and other regular school-organised disruptions. To impact further on designated class time would be to the detriment of the student. Alternative methods of allowing students industry exposure and experience such as those provided by excursions requires investigation.

An interesting response from a few Hospitality Practices respondents was a desire to see an improvement in the attitude and engagement of the other students in their class. This aspect requires further study, for it is fundamental to the success of vocational education in schools that the vocational subjects delivered in schools are not seen or used as the last resort for badly behaving students. Disruptive or uninterested students have substantial impact on the functioning of all classrooms, but particularly practical classrooms where students require a degree of autonomy, motivation and self-discipline to participate in the practical activity. These three requirements are often the characteristics that are lacking in the disruptive or unmotivated student.

5.2.12 The currency and responsiveness of Hospitality course

Student perceptions of the place Hospitality has in their current and future working life have a strong influence on the students' attitudes toward the subject. A clear objective of teaching Hospitality is to present the course as a workplace subject based in the real

world. Nearly all student respondents indicated the Hospitality course they were participating in had helped them to understand what the hospitality industry is like (Tables 8 and 9). The identified themes include understanding how demanding the industry is, developing skills as a requirement, meeting industry standards, pathways in hospitality and the value of real life experiences, not just school learning.

The skills mentioned by questionnaire respondents reflected topic areas linked to each Hospitality strand being completed by the respondents. The common area identified by all Hospitality students as being the skills learned at school that had most relevance to them in the workplace was food hygiene.

Students participating in Hospitality Practices identified the areas of food preparation skills and occupational health and safety as being useful while Hospitality Studies students identified customer skills, retail skills and food and beverage service as being the most relevant to them.

There is a concern with assuming respondents have listed all the skills they have transferred from Hospitality to the workplace. Such an assumption does not distinguish between the Generic Key Competencies and technical skills that have not been taught at all, or not taught well enough to transfer into the workplace; nor does it distinguish between competencies not identified by students as being related to this area, and those the respondent simply 'forgot' to mention. For accuracy, further investigation would be required on this aspect before reliable comment could be made. Respondent confusion was again reflected in Figure 16, with very few respondents being able to identify any skills they believe were lacking in their training.

5.2.13 The teaching of Generic Key Competencies

Recognising what the Generic Key Competencies are and how well they are being delivered in the Hospitality vocational courses is an essential part of the full evaluation of the current Hospitality course. Respondent results (Table 10) indicate students perceive all Generic Key Competencies except for computer skills, as important to very important for Hospitality. Of the generic competencies identified as being very important, 87% of respondents nominated Working in Teams, whilst 81% nominated Practical skills. Respondent data for how well they perceived the schools were teaching these skills reflects similar results.

The significance of the data obtained from student respondents is not fully understood in isolation; it is when this data is compared with the industry response to the same question that the full understanding of the disparity between industry and students becomes apparent.

5.3 Student learning

An important consideration for teachers is how humans learn to think, how teachers can influence the development of thinking, and how they can match instruction to the students developmental level (Joyce & Weil, 1980). Any subject taught by a high school teacher, whether it is vocational skills and competencies or the traditional educational curriculum, require the same recognition of student diversity and developmental levels. Vocational subjects require the students learn to demonstrate practical skills and display knowledge. Identifying where the students are experiencing difficulty, and focusing differentiated learning techniques in these areas will improve student outcomes.

5.3.1 What students find easy and difficult to learn in Hospitality

Half of the Hospitality Practices students find the practical aspects of the course difficult to learn, with fewer finding the theoretical aspects difficult (figure 17). This was in direct

contrast to the Hospitality Studies classes, that indicated more students found the theoretical aspects difficult.

5.3.2 How well students understand what they have been shown in teacher practical demonstrations

Question 16 of the student questionnaire required respondents to identify how well they understand the knowledge and skills demonstrated and discussed in the teacher demonstrated practical sessions. This is the most common method of teaching the required skills for both skill and knowledge, particularly for Hospitality Practices. Student responses to this (Table 11) indicate a significant proportion (more than half) require further demonstration or instruction. Fifty percent of Hospitality Studies respondents, and 38% of Hospitality Practices respondents, indicated they do not understand the initial concept, skill or learning material at the first introduction, so will then rely on the classroom teacher for further explanation. However a significant number will ask their fellow class members for assistance.

This data is significant, for not only is the first explanation or introduction of a topic or skill successful for only 28% to 36% of the respondents (which is a very low response), but respondents are relying on the teacher to re-teach the work, which would add significantly to time demands on the teacher.

A large proportion of time allocation in classroom instruction is spent in demonstrating the skills students are expected to master. Hospitality Practices allocates 25% of weekly class time to teacher demonstration, while Hospitality Studies allocates significantly less (approximately four hours of the term allocation of time). With only 35% of Hospitality Practices students and 28% of Hospitality Studies students indicating they are clear in their understanding of the skill or knowledge after the teacher has demonstrated using this mode of teaching, there is sufficient concern that this is not an effective method of

teaching. Students have indicated a willingness to ask the teacher to repeat their instruction, which is a positive in the learning process; however, 20 to 25 % of students are relying on fellow students for direction.

5.3.3 Student ownership of their learning

As well as teacher awareness of diverse student learning needs, student ownership of their learning is an extremely desirable and essential feature of any Competency Based Education and Training program (Harris et al, 1995). Respondents were asked to indicate how often they made enquiries into their progress in the vocational subject Hospitality. In the responses regarding student ownership of their progress, little difference between the two strands (Figure 18) was evident. With only 36 and 40% indicating they were interested or needed to know how they were going, this is of concern; if the student is not interested in improving their performance in the subjects, then the students' motives for participating in the subject may well become an issue. This lack of interest in performance level is supported by the 43 - 45% of respondents who indicate they are not worried about their results. Further questioning on this issue may clarify why they are not worried.

Interestingly, 14% of Hospitality Studies respondents made enquiries about their performance in order to improve their results. The Hospitality Practices respondents did not indicate this as a reason, which may well reflect the fact that Hospitality Studies is an authority subject that attracts students who are more focused on academic performance.

5.3.4 Identifying the ways in which students learn

The trend for learning styles indicated in Figure 20 shows a high dependence on the classroom teacher for student learning. For Competency-Based Education to work well, the learners need to take responsibility for their own learning (Harris et al, 1995). With a

heavy reliance on the teacher as indicated by these results, this may indicate a problem with the development of student independent learning skills, either in Hospitality or school wide.

To further investigate this issue, students were asked to rank the methods they used to learn workplace skills, from 1 - used the most, to 3 - used the third most often (Figure 22). These results again show a heavy reliance on teacher instruction. Hospitality Practices students rely heavily on teacher or trainer showing the students (59%); the second most popular method indicated was asking questions of a supervisor (26%); with the third being watching others (26%). On the other hand, Hospitality Studies students indicated only 31% rely on teacher/trainer demonstration, while 25% watch others to learn their skills. Sixty two percent indicated teacher demonstration was their second choice, and 50% use trial and error as their third method of learning workplace skills.

5.3.5 Analysis of current course materials, course organisations and assessment materials to observe whether they provide for the ways in which students learn

Concern with the current assessment for both strands of Hospitality surfaced to varying degrees in the respondent replies. Seventy percent of Hospitality Practices students believe the current assessment is adequate, whereas only 8% of Hospitality Studies students were of the same opinion.

Supporting the Hospitality Studies students' responses, 22% of respondents indicated the course materials and assessment items needed some form of scaffolding or structuring, with responses by students such as "could be done and set out in so many ways make it more understanding on how it has to be set out" (Student questionnaire 46). Included in this concern for the assessment in Hospitality Studies is the claim by 31% of respondents that the assessment is too difficult, and the knowledge content is "very detailed and

seems very pointless in some areas” (Student questionnaire 40). When this belief is related to Harris and colleagues’ contention that motivation can be enhanced if the apparent relevance of the program to an individual’s short- or longer-term goals is made clearly manifest, it is evident that the knowledge component of the course is not being related to the practical application.

In contrast, the recommendations by Hospitality Practices respondents comprised suggestions to increase time allocation (12%) and increase the practical component (18%). Significantly, 70% of Hospitality Practices respondents indicated they believed no changes were needed to the assessment for that subject (Figure 18), whereas only 8% of the Hospitality Studies respondents indicated this. The nature of the differing assessments was addressed earlier; therefore, addressing this student concern will require careful consideration of both the Queensland Studies Authority and the AQTF requirements.

5.3.6 Improving student learning

From the few responses from the Hospitality Practices student respondents, a focus on the student/teacher relationship was evident. Comments such as “to be co-operative” (Student Respondent 3) and “Offer all the help” (Student Respondent 17) were typical of the responses from this group. However, the Hospitality Studies students’ focused more on the teaching pedagogy and curriculum issues. Respondents indicated that focus on increasing practical work, which would then: “Make learning fun, so we stay interested” (Student Respondent 35). Another issue raised by this group was the need for the teacher to know the content they are teaching. Responses such as: “One who knows exactly what

they are talking about” (Student Respondent 35); and “Someone who knows and has experienced the subject” (Student Respondent 33).

5.3.7 Student perception of what makes a good vocational teacher

Student respondents provided the following insights into good vocational teachers:

“Their enthusiasm for the subjects, their ability to teach and help and having respect for your students and treating them as equal”, (Hospitality Studies, Student Respondent 31)

“Someone who has passion for the subject” (Hospitality Studies Student Respondent 42),

“Friendly willing to help with no fuss and treat you as a friend not as a student”

(Hospitality Practices Student Respondent 12).

5.3.8 Induction program at the commencement of the course

To meet ATQF requirements a number of procedures and policies must be followed during the delivery of the vocational program either in schools or in industry. The information provided at the beginning of the courses to students and their parents must contain the following details:

- Description of the Certificate course the student will be completing
- Description and statement of the competencies contained in the course
- Explanation of what competency means
- The Recognition for Prior Learning (RPL) procedure and sample documents
- The Registered Training Organisations (RTO) Grievance procedure

For the Marymount College program, this information should be delivered during the first lesson of the course. Responses to this question (Figure 25) suggest respondents in both Hospitality strands interpreted “Formal Induction” to mean delivery of the actual competencies such as Workplace health and safety. Only three Hospitality Studies

respondents identified that the description of a certificate course was part of the induction process.

Significantly, a number of respondents commenced the course after the initial lessons, and would not have been present for the formal induction. This issue needs to be addressed to ensure future late starter participants have the necessary information before commencing, regardless of when they commence.

5.4 Discussion of the results of the student interviews

5.4.1 Student perception of Hospitality

Although the embedding of competencies into Authority subjects has encouraged more students to participate in vocational education, all three Student Respondents raised the concern that the change in assessment to meet this requirement has necessitated a change in the nature of the course. Hospitality Studies has been forced to become academic to meet the QSA requirements; however, this is not what students are looking for. The practical nature of the courses are their attraction; to complicate this by adding a stringent and restrictive assessment requirement as for Hospitality Studies is counter productive.

Student Interview Respondent B had completed a school-based traineeship in hospitality with a local resort. This rich data provided an interesting perspective on the difference between competencies delivered in the workplace and those delivered in the school courses. The issues raised by this student included the differences in time spent on practical activities.

5.4.2 The difficulties of teaching workplace competencies within a school environment

This is a particular concern, for there is a need to create a realistic work environment within a school environment to provide the necessary opportunities for students to develop and display workplace competencies. Yet by its very nature, the school will always be a school, and teachers and parents will be patronising and tolerant of behaviour that would not be acceptable in the workplace. This conundrum has yet to be resolved.

The running of these functions at school is particularly difficult because student skills vary greatly, with little professional support to rely on.

“School functions are about communication. At Sea World all other staff is already competent, but at school functions it is harder and communication is not so effective. Management skills at school are not so good” (Student B Respondent).

To overcome this concern, the required tasks for students need to be simplified, and the required competencies taught thoroughly before the function. The inclusion of industry personnel in the planning and running of functions would also be beneficial, for this would provide students with opportunities to see professional workers perform the task at the required standard.

The restaurant used by the school is a classroom that requires setting up every time the students need to practice or run a function. This requires extra time and energy, which the class does not often have:

“Because we don’t have a restaurant set-up and we are using a classroom, and we tried to make it as best we could we still couldn’t get it as professional as a real restaurant” (Student B Respondent).

To overcome this, the Home Economics facilities currently used, as a common classroom by a variety of different classes, needs to be dedicated to being used as a restaurant for function work and training. The room requires a permanent restaurant set-

up, including Bar and EFTPOS. This is essential for meeting the AQTF requirements. It would also encourage students to consider themselves in the workplace, and enable efficient use of class time.

5.5 Discussion of results of the Teacher interviews

Teachers are the link, the interpreter, demonstrators and the assessors of the skills industry requires and expects. If the teacher does not understand or deliver the industry requirements at the appropriate level, or if the delivery of these skills is not at a level of student understanding, then the advantages of having VET in a school curriculum will be lost. According to Harris and colleagues (1995) and supported by The House of Representatives Standing Committee on Education and Training (2004), the 'linchpin' to the success of vocational education is the practitioner operating the program. Within the school environment this is the classroom teacher.

5.5.1 Staffing and teacher qualifications to deliver Vocational Education and Training

It is the staffing of the vocational classrooms that has become a difficulty for schools. It is difficult for current teaching staff to meet the necessary human resource requirements. This lack of industry qualified teaching staff is being compounded by a lack of student teacher training in the required vocational skills at universities. The staffing of Hospitality at Marymount College has been achieved by using a combination of the retraining of existing staff and the hiring of new staff that possess the required qualifications where possible. The retraining of existing staff requires a full-time working teacher to spend time both in and out of school hours training in industry to meet ATQF requirements. The teachers also need to complete required qualifications as documented proof of the required competency level. This retraining of staff comes with a substantial commitment

of time by the teacher and money by the school. Such commitment of school funding to individuals can at times be risky, particularly as there is no guarantee the staff members will remain following the training. It is for this reason that decisions regarding the up-skilling and retraining of staff are made based on priorities other than ATQF requirements. These are not new issues. The House of Representatives Standing Committee on Education and Training, (2004), highlights this concern, with a number of recommendations attempting to address the issues. Such a significant shift requires planning and preparation.

Teacher training for hospitality appears to be lacking particularly with the reality of what the teachers will find in schools. The Home Economics University courses that are preparing Hospitality teachers deliver some of the technical skills required, but do not prepare student teachers for the reality of the classroom and the school requirements. Knowledge of core competencies, interpreting curriculum, assessment and recording of competencies and combining criteria and competency assessment are all under developed areas. According to Teacher interview Respondent:

“Schools expect you to have all your competencies and certificates because you are a Home Economics teacher but there is nothing offered and you have to do that yourself. And you are not told at University that’s what schools are expecting” (Teacher 1: transcript, Appendix 13).

This particular issue was also addressed by the Careers and Vocational Education Coordinator, who expressed concern that the teachers involved in Vocational Education and Training (including himself) were required to do the job without any form of formal training or guidance.

According to House of Representatives Standing Committee on Education and Training report (2004) insufficient training and skill development for practicing teachers has and will continue to lead to ‘burn-out’ among VET teachers. With little or no training taking

place at teacher training level, this is an issue that needs to be addressed for the sustainability of VET in Schools.

5.5.2 School and administrative issues: Up-Skilling in planning and assessment for vocational education

The difficulty of meeting the Human Resource requirements for vocational education is but one part of a larger concern for teachers brought on by the rapid increase of Vocational Education and Training in schools in Queensland. Vocational education has impacted on most aspects of school life. There have been changes on a large scale within schools in areas such as structural and administrative changes to school programming, timetabling and staffing. All teachers are experiencing work intensification as never before. For vocational teachers this work intensification is multiplied because of the increased paperwork, dual assessment, and additional time requirements and industry training practice.

5.5.3 Consistency in teacher judgement

There is little consistency within and between schools for the assessment and record keeping of vocational education in schools. The ATQF Standards Eight and Nine require that assessments and assessment strategies be validated. Validation is the review, comparison and evaluation of the assessment processes, tools and evidence provided by students, all of which lead to judgments being made by a range of assessors. Teachers need to be provided with the skills to develop a variety of assessment methods required by an endorsed national training package, and to validate this assessment effectively.

5.5.4 Time issues

Opportunities to develop such skills in teachers are provided by a number of organisations in the form of one- or two-day workshops; these are expensive for schools, require time away from the classroom, and often provide limited

information. This issue needs further investigation to enable continued success of VET in Schools.

Competency-Based Education as described by Harris and colleagues (1995) has no time restrictions. The acquisition of industry skills are dependent on the mastery of the skill, not a nominated time spent on studying the skill.

5.6 Discussion of Industry Response

This chapter explains government and industry perspectives and initiatives, as well as presenting the findings of data collected from the hospitality industry on the Gold Coast, Australia.

For vocational education in schools to achieve the goal of improving the industry skill base of our youth as stated by Steven Balzary (Director of Employment and Training, Australian Chamber of Commerce and Industry, 2004), the competencies delivered to students in the schools need to be relevant and recognised by industry. While industry bodies may have initially set the skill standards required in the Training Packages, with little compulsory input into the current school courses, the credibility of the courses may be in question. Therefore, it is important that current industry spokespersons be given the opportunity to express their opinion as to how the delivery of skills in Hospitality to high school students is progressing

5.6.1 Skills and attributes considered essential by the hospitality workplace for trainees

The hospitality industry (both kitchen and front of house) considers a student's attitude as the most important attribute for a potential employee. However, the descriptor of an attribute or personal characteristic is not part of either the Generic Key Competency

workplace skills or the specific task skills identified for the industry. Phrases such as “willing to learn”, “passionate”, “willing to listen”, “service attitude”, “keen to follow direction”, “keen to please and achieve results”, “confident”, “pleasant”, and “personable” were all mentioned as being desirable qualities.

5.6.2 Skills and attributes considered essential by the hospitality kitchen for trainees

Whilst attitude was the common attribute identified in both hospitality areas, a number of skills and attributes were identified as being job specific. Certificate I in Kitchen was identified as requiring:

- Commitment - which was described as a work ethic or interest in the job, and dedication.
- How to behave at work - described as the potential employee having common sense and general knowledge.
- Initiative - described as an ability to ‘think on their feet’.

To a lesser extent, industry personal presentation, correct hygiene procedures and communication. Practical skills such as knife handling, table service, and prior experience and flexibility were also mentioned (Figure 26).

Other areas identified for the Food and Beverage trainee were:

- Skills - this included descriptors such as knowledge, sequence of service, setting of a table, and carrying three plates, and efficiency.
- Presentation was also identified as being of slightly more importance than the other attributes and skills.
- Work ethos - such as wanting to serve people and provide customer service.
- Open effective communication, being willing to listen (Figure 27).

What was not mentioned for the food and beverage trainee was commitment.

5.6.3 Acquisition stages of required skill

Industry respondents indicated Certificate level trainees should have acquired a number of identified job related skills. Results for Hospitality Practices (Certificate I: Kitchen) (Table 9) show industry expects students to have acquired good communication skills (87.5%), working with others and in a team (87.5%), are able to use their initiative (75%) and be culturally aware (75.5%).

All of these attributes or skills have been identified in the Generic Key Competencies.

Identified skills that were not part of the Generic Key Competencies were kitchen procedures (75%) and occupational health and safety (62%). The difficulty for schools is how students can develop the skills to be safe in a kitchen, and understand how a kitchen operates, if they have never been in one before they commence the course. These two requirements by industry may be unrealistic in the current school structure.

The skills and attributes identified as being required (in total) at the completion of Certificate I (Kitchen) included working with others and in a team (100%), kitchen procedure (100%); good communication skills (87.5%); cultural awareness (87.5%); using initiative (87.5%); occupational health and safety (87.5%); plating and garnishing (75%); and knife skills (62.5%).

The skills industry considered were not needed until Certificate II or higher were:

- Cooking of meats (71%)
- Creativity and originality (71%)
- Collection, analysis and organisation of information (71%)
- Plan and organise activities (manage learning) (71%)
- Mise en place (71%)
- Bakery skills (71%)

These six areas are incorporated within the other competencies and topics taught as part of the Certificate I Hospitality courses at Marymount College.

5.6.4 Skills and attributes considered essential by hospitality for front of house trainees

Most of the areas identified by industry as being essential for a student are addressed in the current Hospitality course as part of competencies listed in the Study Area Specification. The attribute mentioned by industry as a Generic Key Competency, but not directly covered by a competency in the Study Area Specification (Table 10) was initiative.

The skills industry considered were not needed until Certificate II or higher were:

- Correct beverage service (63%)
- Collection, analysis and organisation of information (63%)
- Planning and organisation of activities (63%)
- Dealing with difficult customers (63%)

This information is particularly relevant for the current Hospitality Studies course. It is in this course that the food and beverage unit is delivered. The current course focuses on beverage service, research skills and planning and organising skills. According to industry, these skills are not required at Certificate I level. This inclusion of materials that are not relevant to competencies being delivered is an issue that needs further investigation.

5.6.5 Industry satisfaction with current levels of achievements and skills

Industry bodies have stated that:

“The quality of the training being provided in schools by school teachers who are generally seen to lack any real industry experience and other training facilities and equipment inferior to that which would be available

in TAFE (House of Representatives Standing Committee on Education and Training, (2004:170).

While this is not a major problem at Certificate I level, it questions and challenges the capacity of schools to deliver the higher qualifications (House of Representatives Standing Committee on Education and Training, (2004,)). Other studies including the NCVER, National Report on Employer Views on Vocational Education and Training (2001) have shown that employers of vocational graduates varied in their opinions of how successful the vocational training programs have been. This study focused on all levels of graduates including tertiary level, but the results can also apply to the high school Certificate graduate students.

To investigate this issue, the questionnaire asked respondents to identify whether students who have completed a Hospitality course at High School are more employable than those who have not. The NCVER study (2001) found 69% of employers believed the VET system were providing graduates with skills appropriate to employers' needs. (NCVER, 2001, Statistics 2001 Survey of Employer Views on Vocational Education and Training, At a Glance).

The survey results of Gold Coast employers were not as high. Industry was evenly divided in their response to a similar question; only fifty percent (50%) believed students with prior school experience in Hospitality offered more to a potential employer because:

- “Hospitality students have an understanding, and industry will only recruit the people who know what they want to do and have a career plan” (Industry Respondent 8).
- “Hospitality students are more experienced, have a proven interest in Hospitality, and show that they are committed” (Industry Respondent 7).

- “Hospitality students have a better understanding of the job, job requirements and tasks”(Industry Respondent 5).
- “Hospitality students already know half the job and are inspired to work in a kitchen”(Industry Respondent 4).

The fifty percent (50%) of respondents who indicated prior school experience was of no advantage to the workplace expressed concern for the following:

- “Course trained students often don’t think the same as untrained people you can train yourself” (Industry Respondent 9).
- “Until students experience a true working environment, their capabilities are not really known” (Industry Respondent 6).
- “Industry needs to get the job done quickly and efficiently, with a pleasant disposition and friendly smile, they are the people who get the jobs”(Industry Respondent 3).
- “Depends on the student, their attitude, and it mostly depends on the teacher who taught the students. What are the teacher’s skill level, attitude and expectations? The teacher must have real knowledge of the industry and know what the expectations of the industry are”(Industry Respondent 2).

Discrepancy could be related to a number of factors. For the purposes of the NCVER report, a range of opinions was sought across a number of States. The Queensland VET-in-Schools system has substantial differences to other States because of the reasons presented earlier; therefore, the local employers will have a different experience of vocational education. Included in this would be the industry confusion of the VET-in-Schools program as identified by the QSA (Queensland Studies Authority, (2004), Education and Training Reforms for the future VET in Schools Project, page 11), which would undoubtedly influence

industry perceptions of what school vocational graduates should be able to do on the completion of the different certificate levels.

5.6.6 Developing Generic Key Competencies

Recognising what the Generic Key Competencies are, and how well they are being delivered in the Hospitality vocational courses, is an essential part of this full evaluation.

The hospitality industry indicated practical skills were considered to be of less importance than a number of Generic Key Competencies, although they were considered desirable. This was reinforced with industry responses to Question 3, where one respondent states: “everyone can be taught the procedures” (Industry Respondent 3).

Computer skills were considered to be of least importance.

Industry indicates the effectiveness of the teaching of six (6) of the eight (8) Generic Key Competencies at school to be below average for 25 to 50% of the respondents. Fifty percent (50%) of respondents stated student performance was below average in the following areas:

- Planning and organising work
- Using initiative
- Solving problems relating to work
- How to behave at work

Two areas had a 25% response as being at a below average level. For most students these were communicating in writing, and working in teams.

Respondents did consider schools were teaching computers skills to an average or competent standard, through they did not consider such skills important in this industry.

5.6.7 The importance of specific skills – comparison of industry and student results

When the student and industry responses were compared it was observed that students at this stage do not consider their literary skills as important to them in Hospitality as industry does. Forty eight percent of students considered it only occasionally important to desirable. This figure is too high and needs to be addressed.

Verbal (oral) communication (listening to others); for industry for entry level hospitality employees:

Industry (100%) identified the skill of planning and organizing work as very important, whereas 45% of student respondents indicated they considered it was not that important. This difference needs attention, as students require an understanding of how essential initiative and planning are to the organising of their own work.

There is parity between the industry and student respondents in their understanding of how important teamwork is for entry-level hospitality employees. This message is being successfully taught at the school level.

Using initiative provided the biggest disparity between industry and student understanding of how important this skill is; eighty percent (80%) of industry respondents consider this essential, whereas only 45% of students considered it very important. This disparity may be the result of the student not understanding the word, or what demonstrating initiative in the workplace is.

There is reasonable parity between student and industry respondents when considering the Generic skill - solving problems relating to work. This indicates students recognise the importance of this skill in the workplace.

Student respondents consider how to behave at work and practical skills as significantly more important than does industry. Industry respondents believe this skill is desirable, although not essential.

Overall, there was a great deal of parity between industry respondents and student respondents. In most cases, both consider similar skills essential to success in the hospitality industry.

Student respondents indicated they believed the technical skills associated with the job, and how to behave at work, of higher desirability than does industry. The data provided by industry responses indicate industry considers these two skills as being able to be taught once the student is in the workplace.

In the school situation, removing the technical skills from the program would remove much of the student interest and engagement. Student engagement needs to be maintained. Alternatively, placing less emphasis on assessment, and increased emphasis on the delivery and assessment of the other more industry-desirable skills such as teamwork, attitude, and initiative would provide for an improved industry-focused course.

5.6.8 Identifying how well students have learned these tasks in Hospitality

How well industry considers the Generic Key Competencies and Technical Skills for hospitality are taught in schools will provide significant information for teachers in schools. From this information current courses can be modified to meet industry requirements.

Industry respondents consider students have learned both written and verbal communication skills at an average to well standard. However, Student respondents indicated they perceive this skill as on the whole, well to very well learned. It can be seen from these results that industry respondents have a significantly less optimistic view of how well students communicate verbally than do student respondents. Although industry considers verbal communication is taught at an average standard, there is much room for improvement.

When comparisons are made between student and industry respondents regarding how well students have learned to plan and organise themselves, and to work in teams, the perception of learned skills by student respondents is much higher than those of industry respondents. Significantly for high school hospitality teachers, this phenomenon requires addressing. The planning and teamwork activities conducted in class and upon which the student respondents have based their assumptions, are not reflecting what industry respondents consider to be planning and working in teams. With 50% of industry respondents indicating students skills to plan and organise their work, and 25% indicating the ability to work in teams as being taught at a below average level, significant improvement is required in the teaching of these competencies.

A larger discrepancy occurs when industry respondent results in using initiative in the workplace, solving problems in the workplace, and how to behave at work are addressed (Figures 41, 42 & 43). This indicates a significant number of Generic Key Competencies that are not delivered to industry standards

5.6.9 School requirements from industry to improve current courses

Industry respondents have indicated there is a need for schools to improve the teaching of Generic Key Competencies. However, the question needs to be asked: how much of a focus should this be in the schools, and what detriment will too much focus have on student's cognitive development? What has been identified is the need for a "mix of job-specific, generic and underpinning employment related skills" (House of Representatives Standing Committee on Education and Training, 2004:169).

Kitchen is seen as a career choice requiring a commitment and focus; Food and Beverage service may not have that same focus, therefore commitment would not be seen as a requirement.

What is apparent from the data provided by both industry and student a respondent is a mismatch between expectations.

With hindsight, the research parameters should have been expanded to include Hospitality teachers from other schools. Teachers are the interpreters of the SAS courses, and the link for students to the workplace. If their expectations and opinions differ from those of industry, this could explain the students having such a mismatch.

CHAPTER SIX: SUMMARY

The dilemma for vocational educators in schools is the need to provide a well-rounded education that meets all of the students needs, and teaches the knowledge and skills industry has deemed required for their employees. Educators are currently required to balance the learning needs of the student and the training needs of industry. This can only be successful if the educator has a full understanding of both education and industry specific knowledge, and has the confidence of school administration, students, parents and industry. The integrity and value of vocational education in schools will be questioned if it is delivered inadequately.

The in-depth inquiry into Marymount College Hospitality courses has provided significant indicators as to how the current courses are meeting student, school, industry and QSA needs, and provides recommendations for improvement.

- A strength of the Marymount College Hospitality course lies in the practical nature of the work. Balancing the premise of multiple assessment opportunities and the QSA need for minimal assessment is a challenge. Data indicates this has been achieved with good student satisfaction, while meeting QSA and industry requirements.
- Hospitality Studies assessment instruments demonstrate all of the steps and behaviours required by students to develop the products; provided samples or described the final product; provided scaffolding and support; and allowed for student variations. These items require accountability by teachers to the QSA panel process attempting to ensure assessment consistency and judgments.
- Hospitality Practices assessment items did not provide precise explanations for high quality, nor did they provide steps and behaviours for students to develop the product. Lack of external monitoring may well provide some explanation for this.
- Responses indicate student satisfaction with Hospitality Studies assessment items provided less student satisfaction than did Hospitality Practices. In this respect, a more innovative and creative approach to assessment, that will challenge and interest the students but still meet the QSA requirements, needs to be sought.
- Assessment relies heavily on the well-informed professional judgments of the individual assessors. Teacher judgment of assessment for Hospitality at Marymount College is based on holistic judgments by teachers; student's portfolios; assessment based on work-experience, and assessment using purpose-developed instruments. For assessing Generic Key Competencies, clear specifications that are understood are needed.

The premise of vocational education is for the learner to be able to demonstrate the required industry skills at the identified standard, not a test of written communication skills. For industry, the observable practical performance of the student rather than the student's written response would give greater credibility to student assessment. Industry survey responses reiterated this point. The heavy emphasis on written responses in Hospitality Studies provides documented evidence of techniques for the teacher, however, it does not reflect the industry need for a practical and workplace-based learning environment, that teaches industry skills. The current assessment process does not reflect industry needs or wants, it is a reflection of the teacher's and QSA's preferred methods of assessment. What is needed is a teacher with knowledge of current industry skills, who can make well-informed professional judgments of the student's performance, independent of QSA mandate.

- To address the industry currency for teachers, schools are required to meet the Human Resource requirements for Hospitality teachers in schools. Both industry and teacher respondents have indicated there are problems in a number of areas.
 - The initial teacher training at university;
 - The retraining of current teachers; and
 - The methods of incorporating industry into a school curriculum
- Retraining and up-skilling of current teachers is currently the most common method utilised by Marymount College to provide the Human Resource requirements for Hospitality. Nonetheless, there is no co-ordinated program that provides the resources for this to happen. Additionally, for the school to invest heavily in the up-skilling of staff, with no guarantee those staff will remain, is

concerning for all stakeholders. An alternative would be for schools to creatively incorporate industry personal into existing staff roles.

- The analysis of the content (both knowledge and skills) covered in the approved Hospitality courses at Marymount College indicate all technical and generic skills identified in the Study Area Specifications are delivered in both Hospitality strands. However, the management of allocated school time on the three required Hospitality criteria for student grading was inequitable. Equal class time will need to be spent on each criterion to ensure optimum student achievement.
- Marymount College meets all the physical resource requirements for Hospitality as stated by the QSA documents, however, the dining room for hospitality functions is a classroom, and students indicated this is difficult to overcome in their training. There needs to be dedicated dining room used as a restaurant for function work and training. The classroom requires a permanent restaurant set-up, including Bar and EFTPOS, which would encourage students to simulate the workplace to a far greater degree, and enable efficient use of class time.
- Significant numbers of student respondents indicated they combined the subjects Tourism, Business Communications and Technology and (less often) Early Childhood Practices, with Hospitality. Provision for this subject combination for Year 11 needs to be made in the placing of subjects for Year 11.
- Student respondents indicated there was a lack of accurate and relevant information during subject selection in Year 10, for Year 11. This led to misunderstandings in content, workload expectations and assessment requirements, particularly for Hospitality Studies.
- The Marymount College Hospitality Practices course provides for the diverse needs of respondents demonstrated through high student satisfaction. However, Hospitality Studies indicates student respondents are having problems with

assessment. The strengths of Hospitality are in its practical nature; student respondents indicated they considered it interesting and relevant to life. Respondents indicated they believed there was only limited transfer of knowledge from the workplace to the school environment, but they did believe the courses reflected the real requirements of the industry, and improved respondent' understanding of the Hospitality workplace.

Student learning styles

- Learning in Hospitality demonstrates a heavy reliance on repeated teacher instruction.
- Respondents learning styles indicate the current methods used are not effectively or efficiently teaching the majority of the class.
- Generally, student respondents did not take a progressive interest in their own achievements, which indicates a problem with the development of student independent learning skills. Methods of encouraging student ownership of learning will need to be implemented.
- For Hospitality Practices, suggested improvement by student respondents focused on the need for good student/teacher relationships, whereas the Hospitality Studies students focused on teacher knowledge, teaching pedagogy and curriculum issues. The significant difference in student needs as identified, will require reflecting in course work and planning.
- The Induction program for Hospitality requires organising to enable it to be delivered anytime throughout the year, regardless of when the student starts, with minimum teacher involvement. Such a program needs to deliver the necessary knowledge and information as required by the AQTF.

Industry Response

- The hospitality industry indicated a student's attitude is the most important attribute for a potential employee. Other skills such as: how to behave at work; being able to using initiative in the workplace; good communication skills; working with others and in a team; being cultural aware; Kitchen procedures; and occupational health and safety were also considered to be desirable characteristics.
- The teaching of Kitchen procedures and occupational health and safety knowledge before a student commences Certificate I (prior to the student commencing in Year 11) is unrealistic.
- A number of skills, such as the cooking of meats and bakery skills, were identified by industry as not being required at Certificate II level; however, students find these practical skills interesting and engaging, so should remain in the course.
- Industry indicated they were dissatisfied with how well schools were teaching some of the Generic Key Competency skills, particularly in the students' ability to plan and organise their work, use their initiative, solving problems relating to work, and how to behave at work. Written communication and working in teams were also considered as needing 'improvement'.
- Respondents did consider schools were teaching computers skills to an average or well standard, through they did not consider such skills important to the hospitality industry. There is a need for a "mix of job specific, generic and underpinning employment related skills".

In conclusion, it is apparent from the data provided that industry has an expectation of student's skills when they join the hospitality industry at entry level, which cannot be met

by current school practices. To provide students with an understanding of workplace procedures and related skills prior to entry level would require students in Year 10 being taught Hospitality. This proposal needs to be investigated by Marymount College.

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APPENDIX INDEX

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Recommendations and justification

Appendix 1

Vocational Education School Awards 2001 – 2003

| Year | Name/title of award |
|------|---|
| 2001 | <ul style="list-style-type: none">• Five student finalists – Gold Coast School Based Trainee of the Year• State Finalist – course Design an program recognition of tourism Training awards – 1998,1999, 2000, 2001• Runner-up in vocational program in Tourism 1998, 1999, 2000.• Six student finalists – Gold Coast School Based Vocational Student of the Year• Gold Coast Tourism student of the year <p>(reference: Marymount College, Year Book, 2001)</p> |
| 2002 | <ul style="list-style-type: none">• Five student finalists – Gold Coast School Based Trainee of the Year• State Finalist – course Design an program recognition of tourism Training awards – 1998,1999, 2000, 2001• Runner-up in vocational program in Tourism 1998, 1999, 2000.• Six student finalists – Gold Coast School Based Vocational Student of the Year <p>(reference: Marymount College, Year Book, 2002)</p> |
| 2003 | House of Representatives –Inquiry participant. <ul style="list-style-type: none">• Four student finalists – Gold Coast School Based Trainee of the Year• One student finalist – State School Based Trainee of the Year• State Finalist – Vocational Education and Training in Schools Excellence award. <p>(reference: Marymount College, Year Book, 2003)</p> |

Appendix 2

I N T E R N A L R E V I E W M E E T I N G
N O T E S

HOSPITALITY STUDIES & HOSPITALITY PRACTICES

Date: Tuesday 9/11/04

Time: 8.45am

Present:

| | |
|----------------------------------|------------------------------------|
| Vocational Education Coordinator | Jason Sessarago |
| Subject Coordinator | Rachel Noyes |
| Subject Teacher | Gayle Jenkins |
| Industry Representative | Harry Hardman (Mackintosh College) |
| Community Representative | Elizabeth Pahoff |
| Student Representative | Whitney Scott & Nathan Vincent |
| Vocational Education Officer | Hayley Martin |

Audit

Explanation of Internal and External audit and reason for review. All auditing requirements were met.

Handbook

The need for a handbook to be in a student and parent friendly language was discussed, and therefore handbook needed to be updated.

There will also be a teacher handbook.

The last page of the handbook will be an acknowledgement page to ensure that students and parents will read it.

- Rachel & Gayle gave overview of course content and delivery method. Discussed taking out the clubs and gaming component of the course next year and try and keep it interesting for those students wanting to pursue career in hospitality.
- Discussed embedded VET subject, assessment items are specified, and changes must be approved by QSA.
- Discussion of theory component of course being a heavy work load.
- Discussion about the importance of explaining to students on the first day of the course the training plan for the subject, and what they will get from it.
- Discussion about the difference between Hospitality Practices and Hospitality Studies.
- Students are required to dress in Chef uniform as they would if they were working, and can hire uniforms, which got positive feedback from Industry and Community Reps.

- Cooking materials covered by school budget except meat etc
- Tasks multi-layered to meet all 3 criteria at once. Eg, knowledge, planning and practical – students had to open a restaurant, like “my restaurant rules”
- Hospitality Practices and Catering run in same class.
- Discussion about sliding scale of results for year 11 and positive feedback about it, recognition for work put in.

Feedback Forms

Discussed inadequacies of pink forms currently used for feedback and look at sample new form. Positive response to new form, all agreed that it was 100% better than old one.

Recommendations

A dedicated room for hospitality students, set up like a restaurant. At the moment the room used is a normal classroom, and a lot of time is spent setting up fo

Appendix 3

Table: Minimum human resource requirements for Hospitality teachers.

| Competency | Qualification requirements | Assessment Competency | Industry relationship |
|--|---|---|---|
| Common core competency | One or a combination of: -employment history -training & educational history -qualifications -RPL | One or a combination of: - workplace assessor - Registered teacher - Recognised instructional skills course - Evidence of workplace trainer competencies - RPL | Work history Release to industry Attendance at seminars, workshops with hospitality focus. |
| Certificate I Hospitality (Operations) | I in One of a combination of: -qualifications | One or a combination of: - ACCESS workplace assessor | Minimum of three years recent relevant industry experience in the competencies sought |
| Certificate I Hospitality (Kitchen Operations) | I in -industry experience then qualified by an approved program & history of teaching in subject. -RPL | - Registered teacher - Recognised instructional skills course - Evidence of workplace trainer competencies RPL | competencies sought for registration. Or Minimum of 120 hours of industry placement of work history and a recognized short course |

Appendix 4

Comparison of the human resource requirement with Marymount College teaching staff qualifications.

| | Hospitality teacher A | Hospitality teacher B |
|---|---|--|
| Common core competency: One or a combination of: -employment history -training & educational history -qualifications -RPL | Number of Certificate I modules required for the current course (Gold Coast TAFE) | Number of Certificate I modules required for the current course (South Bank Institute of TAFE) |
| Common core competency: One or a combination of: - ACCESS workplace assessor - Registered teacher - Recognised instructional skills course - Evidence of workplace trainer competencies - RPL | Registered teacher | Registered teacher |
| Common core competency: Work history Release to industry Attendance at seminars, workshops with hospitality focus. | Regular attendance at seminars, culinary challenges etc. | Regular attendance at seminars, culinary challenges etc. |
| Certificate I in Hospitality One of a combination of: -qualifications -industry experience then qualified by an approved program & history of teaching in subject. -RPL | Qualifications – Gold Coast Institute of TAFE | Part qualifications – South Bank Institute of TAFE |
| Certificate I in Hospitality One or a combination of: - ACCESS workplace assessor - Registered teacher - Recognized instructional skills course - Evidence of workplace trainer competencies | Registered teacher | Registered teacher |
| RPL Certificate I in Hospitality Minimum of three years recent relevant industry experience in the competencies sought for | Difficult to verify – some of the 120 hours are described | Difficult to verify – some of the 120 hours are described |

registration.

Or

Minimum of 120 hours of
industry placement of work

history and a

recognized short course

(Queensland Studies Authority: Studies Area Specifications)

Appendix 5

Six criteria for determining the extent to which Hospitality at Marymount College are competency-based.

| Criterion for determining the extent to which courses are competency-based | Description of criterion | Hospitality Practices | Hospitality Studies |
|--|---|-----------------------|---------------------|
| Outcome Criterion: | Recognized to meet national competency standards that have been endorsed by the National Training Board | | |
| Curricular Criterion | The curriculum gives learners a clear indication of what is expected of them in terms of performance, conditions and standards. Workplace and off the job training and assessment responsibilities are identified | | |
| Delivery Criterion | Delivery is flexible and the learners can exercise initiative in the learning process Learning materials used indicate the degree to which the program delivery is learner centered | | |
| Assessment Criterion | Assessment measures the performance demonstrated against specific competency standards Assessment is available for competencies gained outside the course Assessment include workplace or off-the-job components if appropriate | | |
| Reporting/recording criterion | Reports of competencies gained should be provided to learners. This reporting may be in terms of completed modules provided that the relationship between competencies and modules is understood | | |
| Certification criterion | Persons obtaining all prescribed competencies in an accredited course or training program should obtain a credential or statement of attainment which is recognized within the national framework | | |

(Reference: Adapted from Harris, Guthrie, Hobart & Lindburg (1995:26))

Appendix 6

Names and addresses of the Hospitality businesses that were sent industry surveys

| Large Hospitality organizations (over 100 employees – part time, casual and full time) | Medium Hospitality organizations (between 20 – 100 employees – (part time, casual and full time) | Small hospitality organizations (less than 20 employees – (part time, casual and full time) |
|---|--|---|
| 1. Sea world Nara Resort -address - person interviewed plus their position in the organization | 21. Gold coast City Arts Centre | 41. Bernadettes café 116 Scarborough St Southport, 4215 -Bernadette Little |
| 2. Currumbin RSL -address - person interviewed plus their position in the organization | 22. Bond University conference centre University Drive Robina, 4226 - Sue Dixon | 42. Burleigh Bluff Café Old Burleigh Theatre Arcade 66 Goodwin Tce Burleigh Heads, 4220 - Michelle Bramwell |
| 3. Conrad Jupiter's Broadbeach Island Broadbeach, 4217 - Lynda Gard | 23. Burleigh Bears Rugby League Club Pizzy Park complex, Pacific Avenue Miami,4220 - Ian Pemberton | 42. Burleigh Palms Golf Course 214 Tallebudgera Creek Rd. Tallebudgers, 4228 -Graham Wilson |
| 4. Grand Mercure | 24. Dracula's Theatre restaurant | 43. Erof café G79 oasis Shopping centre Broadbeach, 4217 - Jim Vivlios |
| 5. Legends Hotel | 25. McDonalds – tree Tops | 44. Sea change café 275 Boundary Rd Coolangatta, 4225 - Marilyn Robards |
| 6. Marriott's Surfers Paradise Resort 158 Ferny Avenue Surfers paradise, 4217 - Kim Parsons | 26. Southern cross events Level 2/3 Short Street Southport, 4215 - Anne Nalder | 45. Spotless catering Coolangatta Airport Coolangatta, 4227 - Andrew Charleton |
| 7. Parkroyal Surfers Paradise PO Box 730 Surfers paradise, 4217 -Anita Russell | 27. Tugan Bowls Club PO Box 17 Tugan, 4224 - Graham Cooper | 46. My gallery |
| 8. Radisson Resort PO Box 728 Robina, 4226 - Fran Ward | 28. Tugan Tavern Cnr Golden Four Drive & Taloona St. 4224 | 47. Blue Orange Catering Company |
| 9. Ramada | 29. Turtle beach resort 2346 Gold coast highway, mermaid Beach, 4218 -Joanne Atkins | 48. Montezuma's |
| 10. Sheraton Mirage Gold Coast Seaworld Drive Main beach, 4217 - Maya Mirkovic | 30. Ruby's Restaurant Cnr. Bermuda & Christine Ave, Burleigh Waters, 4220 - | 49. Relish |
| 11. Royal Pines Resort | 31. Mario's | 51. |

| | | |
|------------------------------|---|--|
| Ross Street | | |
| Ashmore, 4214 | | |
| - Elise Hughes | | |
| 12. Movieworld | 32. Oscars | 52. Blue heaven café |
| 13. Novatel | 33. Burleigh heads hotel | 53. Muffin break – Burleigh west |
| 14. Dreamworld | 34. Tree Tops Tavern | 54. Currumbin creek tavern Cnr. Currumbin crk Rd & Traders Way Currumbin, 4223 - Greg Bidgood |
| | | 55 |
| 15. Twin towns | 35. | 56 |
| 16. ANA Hotel | 36 | 57. |
| 17. Watermark hotel | 37 | 58. Caffè senza Nome Shop24/26 Tedder Ave. Main Beach, 4217 - Antonella Cercone |
| 18. Crown plaza | 38. Concord Hotel | 59. |
| | | 60. Chef Talk Catering Kurrawa SLSC Old Burleigh Road Broadbeach, 4218 - Garartin |
| 19. Grand Mercure Broadbeach | 39. | |
| 20. Gold coast international | 40. Currumbin Sanctuary 29 Tomewin Street Currumbin, 4223 - Yvonne Vorih | |

Appendix 7

STUDENT SURVEY

MASTERS OF EDUCATION (RESEARCH) PROJECT

Vocational competency teaching practices for Hospitality

Research project RO 354

Conducted by: Gayle Jenkins

Questionnaire for students

Dear parent/guardian

My name is Gayle Jenkins and I am a Hospitality teacher at Marymount College currently undertaking a Masters in Education (Research) at Bond University.

As part of my studies I am conducting a research project investigating the Hospitality program delivered at Marymount College

The aim of this research is:

1. to identify and analyse what attributes the Hospitality industry requires of employees of high school exit age;
2. to determine the extent to which Hospitality courses meet industry and Queensland Studies Authority (QSA) requirements;
3. to examine the match between student expectations/experience of Hospitality with industry and QSA requirements;
4. To review current Hospitality, including curriculum, pedagogy and assessment practices, to ensure currency and responsiveness to student, system and industry needs and expectations.

With this information the current Hospitality courses will be reviewed to ensure they are relevant to both the students and industry, they are enjoyable, and they provide effective learning experiences for the students.

I am asking for students who are currently completing Hospitality Practices or Hospitality Studies at Marymount College to complete the attached questionnaire and post or return to the school and hand in to Student Administration office (SAO) by 23rd August. The questionnaire should take approximately 40 minutes to complete. Your help and/or input would be gratefully received.

The questionnaire will then be coded and your child cannot be identified. The information provided will only be available to me or my supervisor, and confidentiality will be maintained. No findings which could identify any individual participant will be published. All data will be securely stored in the relevant academic unit at Bond University for 5 years and subsequently disposed of securely. Your child may also choose not to answer some of the questions.

The survey is being conducted in:
Marymount College
Burleigh Connection Road
Burleigh Heads

Should you have any complaint concerning the manner in which this research, number RO354 is conducted, please do not hesitate to contact Bond University Research Ethics Committee at the following address:

The Secretary
Bond University Research Ethics Committee (BUHREC)
Bond University Research Institute
Ground Floor
Commercial Centre
Bond University Qld 4229
Phone: 55954194
Fax: 559551153
E-Mail: mignon.kendall@bond.edu.au

Thank you for your cooperation

Supervisors Name: Dr. Peter Taylor

Phone: 55951150
E-mail address: ptaylor@staff.bond.edu.au
Student researcher: Mrs. Gayle Jenkins

MASTERS OF EDUCATION (RESEARCH) PROJECT

Vocational competency teaching practices for Hospitality

Research project RO354
Conducted by: Gayle Jenkins

1. What is the name of the Hospitality Course/subject you are currently completing?

2. What result do you want at the end of the course? _____

3. Can you tell me why you are doing this vocational course or subject? (You may have more than one reason, if so please select the major reason/s and number them from 1 as most important.

You choose the course/subject because you were interested in Hospitality?

You were placed in the course by someone else because there was nothing else you could do at that time?

You chose the course because there was nothing else interesting on the line

You chose the course because it looked like it had the least work?

Other reason: _____

4. Is the course what you expected when you started,

Yes

No

Why?

5. Are you learning any skills in Hospitality at school that you would consider useful in the workplace?

Yes

No

If you answered YES, what are they?

6. Has the school Hospitality course helped you understand what the Hospitality industry is like?

Yes

No

If you answered YES, can you tell me what it has shown or explained to you about the Hospitality industry?

If you have answered NO, can you tell me what you think you should have been shown or explained?

7. Are there any skills that you felt could have been learnt in the Hospitality course at school but were/is not taught?

8. Has Hospitality helped you understand any tasks you have done in any Job that you have had in work experience or part-time /casual work?

Yes
No

If you have answered YES, can you explain what job it was and what task/s?

9. Overall, on the following line, indicate how much you like Hospitality

One of the best subjects

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

 a waste of
I'm studying now time

Why?

10. What do you like about the subject?

11. What has been your best experience in this subject?

12. If you could change anything in this subject, what would it be, and why?

13. What parts of the subject have you found to be hard to learn and what parts have you found easy to learn?

Hard to learn?

Easy to learn?

14. Tell me about the assessment for the course. How could it be made better?

15. How often do you inquire about your progress in this subject with your teacher?

- Often
- Sometimes
- Never
- When you get your report

Why?

16. After you have been shown to do the required tasks in practical class such as serve a table or make a food, how well do you understand what the teacher has taught?

- a. I always feel clear about how to carry out tasks after being shown.
- b. Sometimes I am unclear about how to carry out tasks so ask the teacher for more instruction.
- c. Sometimes I am unclear about how to carry out the task so will ask another student who knows.
- d. I'm usually unclear about how to carry out the task but have a go anyway.

e. Other: _____

17. The centre column lists a number of skills which could be used in a lot of workplaces, not just in Hospitality.
 The left column asks you to rate how important you think this particular skill is for Hospitality.
 The right column asks you to identify if you have learnt this skill in Hospitality.

| The importance of these skills for industry for entry level hospitality employees | | | | | Employability skill | How well you have learnt this skill | | | | |
|---|----------------------|-----------|-----------------------|------------|---|-------------------------------------|------|---------|---------------|------------|
| Very important | Reasonably important | Desirable | Occasionally required | Not needed | | Very well | well | average | Below average | Not at all |
| | | | | | Communicating in writing (reading and writing) | | | | | |
| | | | | | Verbal (oral) communication (listening to others) | | | | | |
| | | | | | Planning and organizing your work | | | | | |
| | | | | | Working in teams | | | | | |
| | | | | | Using initiative | | | | | |
| | | | | | Solving problems relating to work | | | | | |
| | | | | | How to behave at work | | | | | |
| | | | | | Practical skills (e.g. knife skills) | | | | | |
| | | | | | Computer skills | | | | | |

18. If you were to identify from the skills listed above, one skill that someone would need in order to do well in Hospitality, which one would it be and why?

19. Please list the job skills you have learnt in this subject. (These are the skills that are practical skills such as correct serving of food)

20. How have you learnt what to do in a simulated work place. A simulated work place would be a function such as the coffee shop.
 This question asks you to think about some ways people learn at work and then choose the 3 ways which you use the most.

Read the ways in which people learn skills at work and tick the ones that apply to you.

- a. watching others
- b. being shown by a trainer or teacher
- c. being shown by fellow worker(s)
- d. reading off handouts and notes
- e. repeatedly practicing the skills in practical classes
- f. asking questions of a supervisor
- g. asking questions of a fellow worker
- h. trial and error (having a go)
- i. other: _____

21. Now choose the three from the above list that work best for you when learning a new skill, and number them in order of importance.

- Most important:
- Second most important:
- Third most important:

22. Have the handouts/worksheets that have been given to you during the course:

- a. Helped you to learn.
- b. Not help you to learn
- c. Occasionally helped
- d. They did not help

If the hand outs or study notes were to be improved, what do you suggest this improvement should be?

23. Has doing the hospitality subject helped you in your choice of career?

- a. Yes, I have decided I want to pursue a career in this area.
- b. Yes, I have decided I don't want a career in this area
- c. No, I am still undecided
- d. No, it wasn't meant to be a career choice anyway
- e. Other: _____

24. At the beginning of the course you would have had a formal induction. This is where someone tells you about the subject, workplace and the way it operates, and the rules you have to follow.

What were the main points you remember from this?

25. Are you completing any other Vocational course at school, if so what ones?

26. What are the similarities between the other Vocational subjects and Hospitality?

27. What do you think makes a good vocational teacher?

28. What can the teacher do to make learning easier or better for you? Give examples

29. Do you think that the equipment used in this course/subject is sufficient for the course you are studying?

- Yes
- No
- Partly

If no or partly, what else do you think is needed?

30. Are there any services you believe should be provided to help you learn? If yes, what are they?

- a. Help with study skills
- b. Help with language skills
- c. Help with research skills
- d. Help with motivation
- e. More individual attention
- f. other: _____

31. Before you enrolled in this vocational course/subject there was a range of information or advice you could have accessed about subject and career choices. What information was the most helpful and why?

32. Is there anything you can suggest that could improve the career or subject selection process?

33. Do you think that the Hospitality course will help you in further study or employment?

Yes
No

Why? _____

34. Are you currently in paid employment?

Yes
No

If YES, what work are you doing? _____

35. Have you completed or are completing a traineeship with another Registered Training Organization or work place.

Yes
No

36. What is the level of your certificate, and what is its title. (Eg. Certificate 11 in retail), please include where you are completing the traineeship
Certificate _____ in _____ at

37. Has what you have learnt in your traineeship helped you in your Hospitality course at school? If so, how?

Thank you for your assistance

Supervisors Name: Dr. Peter Taylor

Phone: 55951150

E-mail address: ptaylor@staff.bond.edu.au

Appendix 8

Hospitality Industry Survey

MASTERS OF EDUCATION (RESEARCH) PROJECT

Vocational competency teaching practices for Hospitality

Research project RO 354
Conducted by: Gayle Jenkins

Survey for industry

I am a Hospitality teacher at Marymount College currently undertaking Masters in Education (Research) at Bond University.

The aim of this research is to identify what attributes the Hospitality industry is looking for when they employ new trainees/apprentices/staff of high school exit age. This information will be used to review the current course in Hospitality delivered at Marymount College to ensure currency and responsiveness to industry needs and expectations.

I am asking if you would please complete the survey and return it in the stamped self addressed envelope provided.

The survey should take approximately 30 minutes to complete.

The survey is being conducted in a variety of Hospitality establishments across the Gold Coast, Queensland. Because your work place is considered to be a possible employer or work placement provider of Marymount College students, your assistance would be greatly appreciated and valued.

The information which you provide in completing this survey will be STRICTLY CONFIDENTIAL. You will not be required to provide a name if anonymity is required.

No findings which could identify any individual participant will be published. The survey can remain unnamed and unidentifiable.

If you wish to read the complete research, please leave a forwarding address or email in the space provided.

Should you have any complaint concerning the manner in which this research Number RO354 is conducted, please do not hesitate to contact Bond University Research Ethics Committee at the following address:

The Secretary
Bond university Research Ethics Committee (BUHREC)
Bond University Research Institute
Ground Floor
Commercial Centre
Bond University Qld 4229
Phone: 55954194
Fax: 559551153
E-Mail: mignon kendall@bond.edu.au

Thank you

Supervisors Name: Dr. Peter Taylor

Phone: 55951150
E-mail address: ptaylor@staff.bond.edu.au
Student researcher: Mrs. Gayle Jenkins

MASTERS OF EDUCATION (RESEARCH) PROJECT

Vocational competency teaching practices for Hospitality

Research project RO 354
Conducted by: Gayle Jenkins

INSTRUCTIONS

Place a tick in the appropriate box

E.g.

Or

Please write comments in the space provided.

Organization name (optional):

Respondents Name (optional):

Respondents Position in the organization:

Approximately how many employees are there in your organization (including fulltime, part time, casual and trainees)?

1. Is your organization a Registered Training Organization (RTO)?

Yes

No

Unsure

If Yes, what training is delivered by your organization:

2. Does your organization employ full time and/or part time trainees/apprentices?

Yes

No

If Yes, if your organization is not an RTO, who provides the off the job training for your trainees/apprentices?

3. When employing trainees/apprentices at entry level (Certificate 1 in Kitchen), what skills/attributes would you consider essential?

4. When employing trainees at entry level (Certificate 1 in Food and Beverage), what skills/attributes would you consider essential?

5. a. Are the students who have completed a Hospitality course at High School more employable than those who have not?

Yes
No

Why:

- b. What do you consider could be implemented in the school program that will enhance the employability of high school students in Hospitality?

6. In the table provided is a list of employability skills that are considered to be transferable between jobs in the work force. Please indicate in the table how important you consider these skills are for a entry level hospitality employee, and if the schools are teaching these skills..

| The importance of these skills for entry level hospitality employees | | | | | Employability skill | How well the schools are teaching these skills | | | | |
|--|----------------------|-----------|---------------|------------|---|--|------|---------|---------------|------|
| Very important | Reasonably important | Desirable | Not important | Not needed | | Very well | well | average | Below average | poor |
| | | | | | Communicating in writing (reading and writing) | | | | | |
| | | | | | Verbal (oral) communication (listening to others) | | | | | |
| | | | | | Planning and organizing work | | | | | |
| | | | | | Working in teams | | | | | |
| | | | | | Using initiative | | | | | |
| | | | | | Solving problems relating to work | | | | | |
| | | | | | How to behave at work | | | | | |
| | | | | | Practical skills (e.g. knife skills) | | | | | |
| | | | | | Computer skills | | | | | |

7. If you were to identify from the skills listed above, one skill that a student would need in order for them to do well in the Hospitality industry, which one would it be and why?

8. Is there is a skill/attribute that is missing from the list (Question 6) that you think should be included? If so what is it and why should it be included?

9. Please indicate at what stage of training a trainee in **kitchen** should have acquired the specific skill identified.

| Skill | Not required at all | Before certificate 1 | Completion of Certificate 1 level | Completion of Certificate 2 level | Completion of Certificate 3 level |
|---|---------------------|----------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Good communication skills - verbal - written - computer | | | | | |
| Knife skills – all cuts (broinoise, julienne, baton, mirepoix,) | | | | | |
| Work with others and in a Team | | | | | |
| Kitchen procedures - cleaning - food hygiene | | | | | |
| Cultural awareness | | | | | |
| Cooking of meats - red meat - white meat - seafood | | | | | |
| Creativity or originality | | | | | |
| Collect, analysis and organize information | | | | | |
| Plan and organize activities. Manage learning | | | | | |
| Mise en place | | | | | |
| Using initiative | | | | | |
| Plating and Garnishing to enterprise standards | | | | | |
| Occupational health and safety | | | | | |
| Bakery skills | | | | | |

Other skills not mentioned:

10. Please indicate at what stage of training a trainee in **food and beverage** should have acquired the specific skill identified.

| Skill | Not required at all | Before certificate 1 | Completion of Certificate 1 level | Completion of Certificate 2 level | Completion of Certificate 3 level |
|--|---------------------|----------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| Good communication skills - verbal - written - computer | | | | | |
| Customer service skills – waiting on table correctly | | | | | |
| Work with others and in a Team | | | | | |
| Restaurant procedures | | | | | |
| Cultural awareness | | | | | |
| Correct beverage service | | | | | |
| Creativity or originality | | | | | |
| Collect, analysis and organize information | | | | | |
| Plan and organize activities. Manage learning | | | | | |
| Correct procedure for setting covers | | | | | |
| Showing initiative | | | | | |
| Dealing with difficult customers | | | | | |
| Cultural awareness | | | | | |

Other skills not mentioned;

Thank you for your assistance

Supervisors Name: Dr. Peter Taylor

Phone: 55951151

E-mail address: ptaylor@staff.bond.edu.au

Student researcher: Mrs Gayle Jenkins

Appendix 9

TEACHER INTERVIEW QUESTIONS

MASTERS OF EDUCATION (RESEARCH) PROJECT

Vocational competency teaching practices for Hospitality

Research project RO 354
Conducted by: Gayle Jenkins

Interview questions for teachers

I am a Hospitality teacher at Marymount College currently undertaking a Masters in Education (Research) at Bond University.

The aim of my research is to

5. to identify and analyse what attributes the Hospitality industry requires of employees of high school exit age;
6. to determine the extent to which Hospitality courses meet industry and Queensland Studies Authority (QSA) requirements;
7. to examine the match between student expectations/experience of Hospitality with industry and QSA requirements;
8. to review current Hospitality, including curriculum, pedagogy and assessment practices, to ensure currency and responsiveness to student, system and industry needs and expectations.

With this information the current Hospitality courses at Marymount College will be reviewed to ensure they are relevant to both the students and industry, they are enjoyable, and provide effective learning experiences for the students.

As a practicing Hospitality teacher or significant person in VET at Marymount College, you have been chosen to be interviewed to provide valuable insight into the current Hospitality courses delivered at Marymount College. The interview will take place in the school interview room at a nominated time. The interview will be recorded on audio tape and transcribed.

All data will then be coded so that you cannot be identified and information provided will only be available to myself or my supervisor, and confidentiality will be maintained. No findings which could identify any individual participant will be published. All data will be securely stored in the relevant academic unit at Bond University for 5 years and subsequently disposed of securely.

You may choose not to answer some of the questions.

The interview will be conducted in:
Interview Room

Marymount College
Burleigh Connection Road
Burleigh Heads

Should you have any complaint concerning the manner in which this research number RO354 is conducted, please do not hesitate to contact Bond University Research Ethics Committee at the following address:

The Secretary
Bond University Research Ethics Committee (BUHREC)
Bond University Research Institute
Ground Floor
Commercial Centre
Bond University Qld 4229
Phone: 55954194
Fax: 559551153
E-Mail: mignon_kendall@bond.edu.au

Thank you for your cooperation

Supervisors Name: Dr. Peter Taylor

Phone: 55951150

E-mail address: ptaylor@staff.bond.edu.au

Student researcher: Mrs. Gayle Jenkins

MASTERS OF EDUCATION (RESEARCH) PROJECT

Vocational competency teaching practices for Hospitality

Project Number RO354
Conducted by: Gayle Jenkins

Interview consent form for teachers

I have read the interview questions and agree to take part in the interview being conducted by Mrs. Gayle Jenkins.

I understand that any information provided is confidential and that no information that could lead to the identification of any individual will be collected or disclosed on the project or to another party.

I understand that participation is voluntary, and I can choose not to participate in part of the interview. I can also withdraw freely at any stage.

Signature: _____ Date: _____

MASTERS OF EDUCATION (RESEARCH) PROJECT

| |
|--|
| Vocational competency teaching practices for Hospitality |
|--|

Project number RO354
Conducted by: Gayle Jenkins

Interview questions for teachers

Your position at Marymount College:

1. Describe your role?
2. How long have you been teaching?
3. How long have you been teaching VET?
4. What do you believe are the strengths of teaching VET such as Hospitality to high school students?
5. Are there any limitations on the teaching of VET in high schools, and if so what are they?
6. What background have you had that has assisted or prepared you for teaching VET/Hospitality?
7. What is the human resource requirement for your Hospitality/VET and how have you achieved this?
8. What are the areas of concern you have with the teaching of Hospitality/VET at Marymount?
9. What is your understanding of Competency Based Education and Training.
10. Are provisions made for multiple opportunities for assessment, and if so how is this achieved.
11. What is the take-up rate of students to the opportunity for multiple attempts at achieving competency, and how successful are they?
12. Is there anything else you would like to comment on regarding the Hospitality course at Marymount College.

Appendix 10

STUDENT INTERVIEW QUESTIONS

MASTERS OF EDUCATION (RESEARCH) PROJECT

Vocational competency teaching practices for Hospitality

Research project RO 354
Conducted by: Gayle Jenkins

Interview questions for students

Dear parent/guardian

I am an Hospitality teacher at Marymount College currently undertaking a Masters in Education (Research) at Bond University.

The aim of my research is to

9. to identify and analyze what attributes the Hospitality industry requires of employees of high school exit age;
10. to determine the extent to which Hospitality courses meet industry and Queensland Studies Authority (QSA) requirements;
11. to examine the match between student expectations/experience of Hospitality with industry and QSA requirements;
12. to review current Hospitality, including curriculum, pedagogy and assessment and industry needs and expectations.

With this information the current Hospitality courses at Marymount College will be reviewed to ensure they are relevant to both the students and industry, they are enjoyable, and provide effective learning experiences for the students.

Your child has been chosen to be interviewed to elaborate on information obtained from the student questionnaires. The interviews will take place in the school interview room at a nominated time. The interview will be recorded on audio tape and transcribed. Interview data will then be coded so that your child cannot be identified and information provided will only be available to me and my supervisor, and confidentiality will be maintained. No findings which could identify any individual participant will be published. All data will be securely stored in the relevant academic unit at Bond University for 5 years and subsequently disposed of securely. Your child may also choose not to answer some of the questions.

The interviews are being conducted in:

Marymount College
Burleigh Connection Road
Burleigh Heads

Should you have any complaint concerning the manner in which this research number RO354 is conducted, please do not hesitate to contact Bond University research ethics Committee at the following address:

The Secretary
Bond university Research Ethics Committee (BUHREC)
Bond University Research Institute
Ground Floor
Commercial Centre
Bond University Qld 4229
Phone: 55954194
Fax: 559551153
E-Mail: mignon_kendall@bond.edu.au

Thank you for your cooperation

Supervisors Name: Dr. Peter Taylor

Phone: 55951150

E-mail address: ptaylor@staff.bond.edu.au

Student researcher: Mrs. Gayle Jenkins

MASTERS OF EDUCATION (RESEARCH) PROJECT

Vocational competency teaching practices for Hospitality

Research project RO 354
Conducted by: Gayle Jenkins

Interview consent form

I have read the interview questions and agree to allow my child to take part in the interview being conducted by Mrs. Gayle Jenkins at Marymount College. I understand that any information provided is confidential and that no information that could lead to the identification of any individual will be collected or disclosed on the project or to another party.

I understand that participation is voluntary, and my child can choose not to participate in part of the interview. My child can also withdraw freely at any stage.

Signature: _____ Date: _____

MASTERS OF EDUCATION (RESEARCH) PROJECT

Vocational competency teaching practices for Hospitality

Research project RO 354
Conducted by: Gayle Jenkins

Interview questions for students

Male Female

1. What is the name of the Hospitality Course/subject you are currently completing?

2. What result do you want at the end of the course? _____
Do you think you will get this result?
Yes:
No: why?

3. Can you tell me why you are doing this vocational subject?
PROBE: Did **you** choose the subject and if you did, why did you choose this subject?
If you were placed in the course, why?

4. In your opinion, in what ways are the vocational subjects such as Hospitality different to the other subjects taught at school?

5. The subject you are completing has a number of compulsory competencies embedded into the course.
What competencies are you required to learn to achieve your industry certificate?
PROBE: What skills or tasks do you have to learn?

6. What sorts of activities were most effective for you to learn these competencies?

The next few questions ask about what you like and dislike about the vocational course.

8. If you could change anything in the Hospitality course, what would you change and why?

9. To provide the opportunity for industry experience you are required to participate in simulated work experience. These include coffee shops, organized school functions and planned luncheons.
What did you learn from participating in these functions?

10. What were the negative points of participating in the simulated functions?

The following questions relate to learning and teaching

11. Tell me about the assessment for the course. What parts do you find easy, and what parts are hard, and why?

12. Do you think the equipment (tools and machinery) used in this subject is sufficient for the course you are studying?

15. How do you like to learn? (Remember this applies to anything including sport)

PROBE: Do you like to be shown by an adult or student what to do, and then copy,

First have a go yourself, and then get someone to check you

Read about what to do and then do it

Other?

16. Are you given the opportunity to learn this way in hospitality very often?

17. What feedback about you skills and competencies have you received from your teacher?

PROBE: Do you know what you must do to achieve competency, and how regularly do you get this information?

18. If you were able to do year 11/12 over again knowing what you know now about Hospitality. Would you still choose it? Why?

19. If you were writing an advertisement for this subject for the Year 10's, what would it say and why?

20. Assuming you will successfully finish this course, is it going to be useful to you in the future?

Why and How?

Appendix 11

DESK TOP AUDIT PROFORMA – MARYMOUNT COLLEGE

CHECK LIST FOR EFFECTIVE ASSIGNMENTS

TASK NAME: _____

TASK LEVEL: _____

KEY UNDERSTANDING REQUIRED BY STUDENT:

KEY SKILL REQUIRED TO BE LEARNT BY STUDENT:

| Assessment feature required | Where this can be identified in task |
|--|--------------------------------------|
| 1. Clearly identified what students should be able to show what they understand and can do as a result of the study: (They will need to) | |
| - demonstrate | |
| - transfer | |
| - apply | |
| 2. Provide one or more modes of expression | |
| 3. Lay out contains precise expectations for high quality content. | |
| - information | |
| - ideas | |
| - concepts | |
| - research sources | |
| 4. Steps and behaviors for developing the product . | |
| - planning | |
| - effective use of time | |
| - goal setting | |
| - originality | |
| - insight | |
| - editing | |
| 5. Nature of the product. | |
| - size | |
| - audience | |
| - construction | |

- durability
 - format
 - delivery
 - mechanical accuracy
6. Provide support and scaffolding for high quality student success: (provide opportunities for one or more of the following).
- brain storming
 - delineate rubrics
 - establish time lines
 - inclass workshops on the use of research materials
 - peer critiques and peer editing
7. Provide for variations in student:
- readiness
 - interest
 - learning profile

Appendix 12

LETTER TO PRINCIPAL SEEKING PERMISSION TO CONDUCT RESEARCH

MASTERS OF EDUCATION (RESEARCH) PROJECT

A critical analysis of the vocational competency teaching practices for Hospitality in a (Research) at Bond University. The focus of my study is on the role of Vocational Education and Training in schools.

Major growth has occurred in student participation in Vocational Education, and in the number of High schools that offer the Vocational education subjects. This increase is predicted to continue as the VET qualifications and the process of accreditation is improved and made user friendly (Polesel, 2003). High school students are engaging in increasing numbers in vocational training whilst at school.

Marymount College has on offer for its students a wide range of VET subjects attempting to deliver Industry standard student friendly courses. As a practicing teacher in Hospitality at Marymount I believe it necessary to complete a *critical analysis of the vocational competency teaching practices for hospitality at Marymount*.

Specifically the aim of this Action Research Project is:

1. To identify what attributes the Hospitality industry is looking for when they employ new trainees/apprentices/staff of high school exit age.
2. to identify students' needs as Hospitality workers and their expectations of current Hospitality courses available at Marymount;
3. to conduct a critical analysis of current Hospitality syllabus documents
In use at Marymount
4. to review current courses in Hospitality, in light of the findings to 1,2 and 3, to ensure currency and responsiveness to industry and students' needs and expectations

In order to carry out this research, I am seeking permission to:

1. Access the Marymount College Workplace Data Base.
This information will be used to identify potential employers of Marymount students. These employers will be surveyed and interviewed regarding preferred skills for entry level employees.
2. Conduct a survey of the current Year 11 and 12 hospitality students at Marymount College. The data from this will provide valuable insight into how successful the Hospitality courses are according to the student clientele and highlight the strengths and weaknesses of the existing courses.
3. Access to the current programs and assessment items used in Hospitality Practices and Studies for analysis and comparison with QSA and ATQF standards.
4. Interview 6 students

5. Interview teachers involved with the organization and delivery of Hospitality, specifically a class room teacher, the Vocational Education and Training coordinator and the Head of Senior Schooling.

It is anticipated that the surveys will be distributed on 26th July 2004 for collection between the 2nd and 7th August. Interviews will take place at an organized time a short time after the collection of surveys and

Please find attached copies of the student surveys and interview questions, and the teacher interview questions.

Your assistance with this research project would be greatly appreciated.

Should you have any complaint concerning the manner in which this research RO354 is conducted, please do not hesitate to contact Bond University research ethics Committee at the following address:

The Secretary
Bond university Research Ethics Committee (BUHREC)
Bond University Research Institute
Ground Floor
Commercial Centre
Bond University Qld 4229
Phone: 55954194
Fax: 559551153
E-Mail: mignon kendall@bond.edu.au

Thank you

Supervisors Name: Dr. Peter Taylor

Phone: 55951150

E-mail address: ptaylor@staff.bond.edu.au

Student researcher: Mrs. Gayle Jenkins

MASTERS OF EDUCATION (RESEARCH) PROJECT

A critical analysis of the vocational competency teaching practices for hospitality in a Queensland Gold Coast school.

Bond University

Supervisors Name: Dr. Peter Taylor

Phone: 55951150

E-mail address: ptaylor@staff.bond.edu.au

Student researcher: Mrs. Gayle Jenkins

Principal consent form

I agree to allow the year 11 and 12 Hospitality students to take part in the above Bond University research project number RO354. I have read the above explanatory Statement.

I am willing to allow the questionnaires to be distributed in the Hospitality class rooms, and the completed questionnaires to be returned to Mrs. Gayle Jenkins at Marymount College. Furthermore, I agree to allow the student and teacher interviews to take place.

I understand that any information provided is confidential and that no information that could lead to the identification of any individual will be collected or disclosed on the project or to another party.

I understand that the student and teacher participation is voluntary, and they can choose not to participate in part of the entire project. They can also withdraw freely at any stage.

I also agree to allow a desk top audit of the course material and assessment instruments used in the Hospitality Program, and these results to be used in research documents.

Signature: _____ Date: _____

Appendix 13

Interview transcript for students

Student A

Student name: Kristen

Date: 4th November 2004

Male Female

1. What is the name of the Hospitality Course/subject you are currently completing?

Hospitality Practices/Hospitality Studies

2. What result do you want at the end of the course? C

Do you think you will get this result? *Yes, in practices, but not in Studies*

Yes:

No: why?

3. Can you tell me why you are doing this vocational subject?

PROBE: Did **you** choose the subject and if you did, why did you choose this subject?

Choose practices because I like cooking, chose studies because I was interested in cooking and stuff. It is a lot of work for me to do.

If you were placed in the course, why?

4. In your opinion, in what ways are the vocational subjects such as Hospitality different to the other subjects taught at school?

No, (pause)

5. The subject you are completing has a number of compulsory competencies embedded into the course.

What competencies are you required to learn to achieve your industry certificate?

PROBE: What skills or tasks do you have to learn?

All the beverages and how to make them, customers service, cultural differences, practical skills.

6. What sorts of activities were most effective for you to learn these competencies?

Cooking and working at functions

The next few questions ask about what you like and dislike about the vocational course.

8. If you could change anything in the Hospitality course, what would you change and why?

Wouldn't change anything; introduce more practical work into studies.

9. To provide the opportunity for industry experience you are required to participate in simulated work experience. These include coffee shops, organized school functions and planned luncheons.

What did you learn from participating in these functions?

Customer service and standards

10. What were the negative points of participating in the simulated functions?

No, (pause)

The following questions relate to learning and teaching

11. Tell me about the assessment for the course. What parts do you find easy, and what parts are hard, and why?

Yes, theory was hard to keep up to, practical I can do easy

12. Do you think the equipment (tools and machinery) used in this subject is sufficient for the course you are studying?

Yes they were fine

15. How do you like to learn? (Remember this applies to anything including sport)

PROBE: Do you like to be shown by an adult or student what to do, and then copy,

First have a go yourself, and then get someone to check you

Read about what to do and then do it

Other?

I like to get my hands on the stuff; being shown is good so you get a rough idea about what to do.

16. Are you given the opportunity to learn this way in hospitality very often?

Practices yes, studies not so much

17. What feedback about your skills and competencies have you received from your teacher?

PROBE: Do you know what you must do to achieve competency, and how regularly do you get this information?

That I can do the work if I want to

18. If you were able to do year 11/12 over again knowing what you know now about Hospitality. Would you still choose it? Why?

Yes, because I like that subject

19. If you were writing an advertisement for this subject for the Year 10's, what would it say and why?

STUDIES: There is a lot of theory but it is also practical as well

PRACTICES (cannot clearly hear response)

20. Assuming you will successfully finish this course, is it going to be useful to you in the future?

Why and How?

Yes, (mumbles).

Student B
Student name: Hayley
Date: 4th November 2004

Male

Female Queensland Gold Coast school.

1. What is the name of the Hospitality Course/subject you are currently completing?

Hospitality Studies

2. What result do you want at the end of the course? *VHA*

Do you think you will get this result? *NO, because I haven't made the effort I should have because of external influences.*

Yes:

No: why?

3. Can you tell me why you are doing this vocational subject?

PROBE: Did **you** choose the subject and if you did, why did you choose this subject?

I enjoy working with people; hospitality industry is a growing industry, good for employment opportunities, can work your way up without going to university.

If you were placed in the course, why?

4. In your opinion, in what ways are the vocational subjects such as Hospitality different to the other subjects taught at school?

Its enjoying class work, not sitting down, getting to learn things you are interested about, things you can use when you get out of school such as waiter skills, gaming, other subjects don't teach these things.

5. The subject you are completing has a number of compulsory competencies embedded into the course.

What competencies are you required learning to achieve your industry certificate?

PROBE: What skills or tasks do you have to learn?

At schools had to learn to carry three plates, at sea world spent time with each competency and had more role playing, more practical stuff because of the facilities. At school these were done in the school functions. / We had all the theory at school but not the practical. Such as working in a socially diverse environment.

6. What sorts of activities were most effective for you to learn these competencies?

Role playing, practicing skills like carrying three plates (pause), didn't do much role-playing with other practical, and role playing is easier to do it than thinking about it

The next few questions ask about what you like and dislike about the vocational course.

8. If you could change anything in the Hospitality course, what would you change and why?

More role playing, dealing with customers that are real not teachers or parents, because they are lenient and you don't have to be professional.

9. To provide the opportunity for industry experience you are required to participate in simulated work experience. These include coffee shops, organized school functions and planned luncheons.

What did you learn from participating in these functions?

Yes, school functions are about communication. At sea world all other staff is already competent, but at school functions it is harder and communication is not so effective. Management skills at school are not so good

10. What were the negative points of participating in the simulated functions?

(Pause) because we don't have a restaurant setup and we are using a classroom, and we tried to make it as best we could we still couldn't get it as professional as a real restaurant.

The following questions relate to learning and teaching

11. Tell me about the assessment for the course. What parts do you find easy, and what parts are hard, and why?

Exams were easy; assignments are hard because learning how to plan a function is difficult because there are so many things to remember

12. Do you think the equipment (tools and machinery) used in this subject is sufficient for the course you are studying?

No because we were trying to make a classroom a restaurant. Gaming was difficult, easier for students to learn practically rather than learn off paper, more practical utensils for students to use

15. How do you like to learn? (Remember this applies to anything including sport)

PROBE: Do you like to be shown by an adult or student what to do, and then copy,

First have a go yourself, and then get someone to check you

Read about what to do and then do it

Other?

Not asked

16. Are you given the opportunity to learn this way in hospitality very often?

Not asked

17. What feedback about your skills and competencies have you received from your teacher?

PROBE: Do you know what you must do to achieve competency, and how regularly do you get this information?

Not asked

18. If you were able to do year 11/12 over again knowing what you know now about Hospitality. Would you still choose it? Why?

Yes, learnt a lot, about gaming and there areas. It is good assessment but some of it is hard and difficult to understand.

19. If you were writing an advertisement for this subject for the Year 10's, what would it say and why?

You get to experience things, go to Versace, learn about gaming, make drinks and get to learner so many things and interacting and communication with others and class mates and make good friends.

20. Assuming you will successfully finish this course, is it going to be useful to you in the future?

Why and How?

Yes when I turn 18 I can gamble

Student C
Student name: Luke
Date: 4th November 2004

Male Female

1. What is the name of the Hospitality Course/subject you are currently completing?
Hospitality Practices

2. What result do you want at the end of the course? *Pass/ VHA*
Do you think you will get this result? *No, not because of last year*
Yes:
No: why?

3. Can you tell me why you are doing this vocational subject?
PROBE: Did **you** choose the subject and if you did, why did you choose this subject?
Because I love to cook
If you were placed in the course, why?

4. In your opinion, in what ways are the vocational subjects such as Hospitality different to the other subjects taught at school?
No, it got better

5. The subject you are completing has a number of compulsory competencies embedded into the course.

What competencies are you required to learn to achieve your industry certificate?
PROBE: What skills or tasks do you have to learn?

Health and safety, hygiene, haven't really looked at it

6. What sorts of activities were most effective for you to learn these competencies?
Taught, role play and spoken to not by the book, Practical skills you need to do it, on the job, hate the school environment to need fast pace and crash course

The next few questions ask about what you like and dislike about the vocational course.

8. If you could change anything in the Hospitality course, what would you change and why?

Less theory and more practical

9. To provide the opportunity for industry experience you are required to participate in simulated work experience. These include coffee shops, organized school functions and planned luncheons.

What did you learn from participating in these functions?

They are fine as they are

10. What were the negative points of participating in the simulated functions?

No they were experience)

The following questions relate to learning and teaching

11. Tell me about the assessment for the course. What parts do you find easy, and what parts are hard, and why?

Practical was easiest and theory and remembering it all, tests harder

12. Do you think the equipment (tools and machinery) used in this subject is sufficient for the course you are studying?

Yes

15. How do you like to learn? (Remember this applies to anything including sport)

PROBE: Do you like to be shown by an adult or student what to do, and then copy,

First have a go yourself, and then get someone to check you

Read about what to do and then do it

Other?

I like to get my hands on the stuff

16. Are you given the opportunity to learn this way in hospitality very often?

Practices yes,

17. What feedback about your skills and competencies have you received from your teacher?

PROBE: Do you know what you must do to achieve competency, and how regularly do you get this information?

Cannot remember

18. If you were able to do year 11/12 over again knowing what you know now about Hospitality. Would you still choose it? Why?

Yes

19. If you were writing an advertisement for this subject for the Year 10's, what would it say and why?

It's good to have the experience

20. Assuming you will successfully finish this course, is it going to be useful to you in the future?

Why and How?

Definitely because it is basic knowledge, its first year stuff, it is the start.

Appendix 14

Transcript of teacher responses to interview questions

MASTERS OF EDUCATION (RESEARCH) PROJECT

Vocational competency teaching practices for Hospitality

Project number RO354

Conducted by: Gayle Jenkins

Interview questions for teachers

Respondent one

Date of interview: Friday 17th September 2004

Time: 9.35 am

Your position at Marymount College: Head of department – Hospitality/Home Economics/Early Childhood Studies/Tourism

13. Describe your role?

I would describe my role as to teach both academic and competency based so you have to kind of try to integrate the two of them so the kids don't get too confused as to ...just... you don't have straight academic and then just competencies sometimes you try and merge them together so its just done as one particular thing so for example your exams have both the competency as well as the academic standard but then you also try to explain to them what competencies they are getting and when they are getting them so that they understand that not only will it get them a mark for later on it will be get them competencies that will get be completed in a two year course so when we go out on excursions they fill them in as thoroughly as possible etc and a competency list on the back and to try and explain to them that the subject they are doing is an academic based as well as and vet base so they can take their skills out into the workforce so that they can actually use what they have learnt in school straight away or while they are still at school.

PROMPT: *So that is your role as a teacher of Hospitality embedded subject, what about your role as a co-coordinator.*

I try to have an overall view of when competencies will be attempted to make sure that they are attempted and revisited to make sure the students have enough of a chance to visit that competency and to make sure it is as real as possible. To make sure the teachers under me as such, know what is going on, they understand that what they are delivering is an embedded course and that the competencies need to be carried out.

PROMPT: *Also in your role as administrator – record keeping?*

Time consuming, not just ticking or flicking, but keeping real records of what they have actually done and tracking it is probably the hardest part to make sure that you haven't visited a competency six times when you only need to visit it a few. That has probably been my steepest learning curve, as to learn to how make each competency equal when we seem to visit a couple more strongly throughout the entire two years like beverage production and food and beverage service more so, like we do that so

continually throughout the two years and then we seem to focus a lot more in like terms and semesters on particular ones to keep them all together. I found that quite daunting at the start of the year to try and understand how to do both, because as a teacher I just kind of went with it, what ever was there but as academic coordinator your in charge of making sure that they happen so as a coordinator it is a much larger task than probably first thought of.

14. How long have you been teaching?

Three years, this is my third year.

15. How long have you been teaching VET?

Three years as well, because I came in and started teaching Studies in my first year.

PROMPT: How did you find that?

Mind-boggling – because you go to uni. and you do your course and they don't teach you anything about competencies at uni. they just tell you can get your certificate if you teach hospitality but we only did a semester of Hospitality at University and it was more what we teach the kids, how you carry a tray, how you make a beverage, how do you garnish it. The hospitality course was in no way this is what you need. Paper work wise it was nothing to do from a teachers point of view it was all about what we should be teaching the students which is good because that was the only real training you got at uni for it but then you come to school and you have done a home economics degree you get given a hospitality studies or catering or practices or whatever and you are just like – what have I got to do? You have no idea what competencies are offered, no idea if I was qualified, what all the codes meant, nothing. And it was only through asking and on the spot learning that you learn straight away.

PROBE: Do you think that is a weakness in the teacher training?

Very much so, I learnt more in my first six months of teaching than I did in the four years at uni. Home economics wise you know the curriculum back the front, you know everything you need to know, but for Hospitality, whether it Studies or Practices you go in blind folded. There is no real training for it. Yet schools expect you to have all your competencies and certificates because you are a Home Ec teacher but there is nothing offered and you have to do that yourself. And you are not told at uni that's what schools are expecting. So it is a major deficit in what uni is offering and I know that other girls that did Home Ec at uni were given jobs because they knew Home Ec and just expected to do Hospitality and it was like jump into the deep end and we will see how it goes.

16. What do you believe are the strengths of teaching VET such as Hospitality to high school students?

Major strength is being able to tell the students that what they learn are real life skills and once you have got them, you have got them; it's a skill that you learn like riding a bike and knows how to ride a bike you will never fall off it. We try to teach them these basic skills so that if they want to get a job now, if they want to get a job at uni. If they want to fall back on it they have this basic training that they can either take further....but have also found that not many are looking at it career wise for long term, more short term. But they find that what you are teaching them is real, that you

are not just there going this is the formula for whatever, say you are costing the food, you need to know this if you are ever going to do this, this and this, and you can teach them to cost their meals when they are at uni, so its real life learning so they can take these skills and use them now and use them 5 years into the future. And the students I teach seem to really grab a hold of those.

17. Are there any limitations on the teaching of VET in high schools, and if so what are they?

Time would be a major limitation. There is not enough of it. And the amount of it, when we do functions in out of school time, from a teaching point of view is very draining. From a students point of view I am sure it's not their favorite part of it, if they could do it in as much of school time as possible they would like it, but they seem to get a good buzz from it. Time would be the major one and some times I feel like I don't cover with enough depth some of the subjects. We just skim the surface of them and in some case that's because that's what the employees want, other times it because there is not enough time in schools to cover it any more. You have just got to teach them those very basic things and you can't go into more depth, you need more time but you don't get it. I suppose because of the time tabling and things like that. I feel sometimes that they don't get enough practical experience, not as much as we had planned one event and then they do that event and that it, and we do that twice a year and I just feel like that if some of them don't acquire the skill like they cannot carry three plates, they cannot carry a tray with glasses, they feel that the next time they can do it is at the next function so some times I feel like we need to, which we probably could do but there is so much theory involved as well we could get them practicing in the class time as well. And they just don't seem to have the smaller things they could do at a more regular basis would be better, probably leading up to a function or something like that. As much as we do it there is lack of time to be able to spend a double with them would be a perfect opportunity time wise to be able to set up and everything, but them you are only left with 2 lessons to teach them the theory content of the subject so it's a matter of organizing the time for what the class actually needs.

PROBE: If we were to say time wise how much you spend on the competency part of it which is the practical skills compared to the embedded part which is the panel requirements what that be?

I would like to say 50/50, but it's more. I would spend probably 70% of my time on theory, QSA stuff. I suppose that changes a little bit say a week before a function or any practical activity and I think I have increased the competency part more this year because I have found the students really learn a lot quicker if they are doing things themselves, so you do a demonstration and then you go right now its your turn and what they come up with is great, but then you go, then they all stress about the exams and say have you got a revision sheet, what are we doing. I don't want to be making a mocktail in the last week of school while I could be studying for my exams. A lot of students believe that they are worried about their mark because they just believe they will get their certificate at the end, which may not happen, so that's kind of why you would go with what the class wants, where as with my grade 12's I spend more time on the competencies because they are not as competent as they should be I don't feel, like they are good but they could be better, so I try to spend more time with them.

Where my grade 11's are very academic and seem to pick up on things a lot quicker so I spend more time on theory with them so it's a matter of each class.

18. What background have you had assisted or prepared you for teaching VET/Hospitality?

Not a lot, there was no formal training at uni, just learning it once I got here. Relying on you to show me what's required, going to careers to see Tony and Jason and saying what is VET and saying have you got anything. I had not even heard of it until I got here, and just reading up on it. That's pretty much all I have had. And then learning as you go.

PROBE: In terms of the competencies, practical skills?

I have got core competencies and have been meaning to get my certificate one in the last three years

19. What is the human resource requirement for your Hospitality/VET and how have you achieved this?
20. What are the areas of concern you have with the teaching of Hospitality/VET at Marymount?
21. What is your understanding of Competency Based Education and Training.
22. Are provisions made for multiple opportunities for assessment, and if so how is this achieved.
23. What is the take-up rate of students to the opportunity for multiple attempts at achieving competency, and how successful are they?
24. Is there anything else you would like to comment on regarding the Hospitality course at Marymount College?

RESPONDENT 3

OCTOBER 1ST

Location: Marymount College – APA Office

1: Describe your role?

My current role is in charge of senior curriculum which includes the courses in year 11 and 12. That looks at year 11 and 12 with leads from year 10 and in particular VET as it is presented in the senior school.

PROBE: How long have you been in this role?

This is my 4th year in this roll, and previous role was as the Vet coordinator and careers advisor which I did for 4 years as well.

2: How long have you been teaching?

I have been teaching probably of a period over 30 years. In that time I have had substantial time lengths in private industries.

3: How long have you been teaching VET or training?

Since 1988, spent time in the territory, first experiences with indigenous training area where I did a lot specifically oriented toward apprenticeships and health worker training.

4: *What do you believe are the strengths of teaching VET such as Hospitality to high school students?*

The strength is in the outcomes approach in terms of competency because it is pushing together the actual learning component theory with the learning practical and blending those two together. So there is greater understanding by the students.

5: *Are there any limitations on the teaching of VET in high schools, and if so what are they?*

The movement that occurred in the 1990's. Prior to that there were tentative steps into VET. With that movement that has created a culture change in the schools but has also created the need for higher amount of teacher training in terms of matching the VET qualifications with being able to deliver in a VET classroom.

PROBE: have you seen that culture change happen at Marymount College

Definitely. Under my philosophy it's a blending of the two, you don't sacrifice the Vet and you don't sacrifice the academic and the other big thing I have pushed here is to give the focus to be for students to have a user friendly career office that allows for the facilitation of the student. The two parts of the culture change is the student successes and the teacher orientation, teacher training actual resources put into prioritization of those resources which was a conscious decision of the schools leadership.

PROBE: Has it been difficult

Initially it was. Prior to my taking up of the position there had been a culture of Vet in the schools and significant number of students were obtaining certificates, so it wasn't an environment where they hadn't experienced VET, there had been some very good work done. I also had come at a time when school based apprenticeships and traineeships were introduced, plus the fact there was a cluster arrangement set up which was SCISCO, so I was able to ride on the umbrella of those, and take it in directions where my experience had been.

PROBE: Specific experiences in your past that helped you in this advancement?

Because I had worked in such a range of environment where you are always trying to blend enhance the approach in work place and training. Particularly in the Northern Territory where you had seen great growth in Health worker training and health worker schemes where you had an idea of the potential of creating outcomes. In Kakadu National park I set up a TAFE center for the town which not only involved students in high schools, but many adults in the mining sector and migrants sector as well as the indigenous sector. So having that breadth of experience, so to be able to link what happens after school and within school together. I also worked in the Gold Coast TAFE, prior to coming to Marymount as well, so within those courses I was doing training, social skills and actual competency based training in the health area that helped to greatly enhance my skills and direction and vision.

8: *What are the areas of concern you have with the teaching of hospitality/VET at Marymount?*

There were a lot initially. Firstly a lot of teachers saw the increase in VET in the schools through school based trainee ships and workplace programs were taking students out of the class room for perhaps a period of time. With those programs there were a lot of people feeling a bit threatened because this hadn't happened before and that meant weren't always certain kids on seats in front of them. So we had to negotiation around that to try and create the best possible outcomes in terms of having

flexible framework to give to the students. So that involved some personal resistance and active resistance. It is my belief that you work with the people that were on your side so, I was very fortunate to be surrounded by some very strong and committed people in the area who had also had taken up and could see the benefits of VET so being able to encourage those people and nurture their successes meant that the parents and kids soon really strongly stood with us because it got some many good outcomes because of career paths through TAFE, university through Programs through completing traineeships, apprenticeships, and overall increasing their self esteem so that their belief in what they could achieve extended from what they originally thought.

PROBE: Have you seen a change in clientele that you deal with in VET from the less able students to more academic students?

There has been a shift but this has occurred because of the introduction of what is seen as academic authority subjects with the embedded VET so that has been 50% doing those sort of courses and these have traditionally been seen as academic students. So that has affected that shift. Again this is achieving good outcomes because one of our schools based trainee finalist for Queensland was students was one of those students. We have also seen it through introducing initiatives in school practice through our very active careers center by making it student friendly, and actually doing mandatory work placement for every student in year 11 and 12. To do this we do. So it is at a number of levels that we really push the combining of the two. I say to the kids its like a degree you get a university which is vocational anyway, its giving it the McDonalds edge, its a degree you get with a serving of chips and fry's will actually gain those outcomes much more strongly than one that has a pure degree, so whatever goal is at the end, whatever outcomes at the end that vocational education only enhances them.

10: Are provisions made for multiple opportunities for assessment, and if so how is this achieved?

Provisions within the schools include range of things, including contact with industry. Encourage so if the assessment we encourage a partnership approach, for example in the child care arrangement we use the preschool attached to the primary school, in tourism and hospitality we have a number of strong partnerships with industry and we must go to them. If we consider that's needed, my position obviously is one that can influence and facilitate assessment context and assessment requirements and that has been always been supported by authority for transparency of our credibility in assessment.

11: What is the take-up rate of students to the opportunity for multiple attempts at achieving competency, and how successful are they?

They do, probably in some of our courses how we have got around that is by revisiting the competencies, so by revisiting you are actually facilitating and not having to set up

Extra events so running a spiraling program that revisits in different contexts means that skills transfer from one course to another. The advantage of that is that we don't just assess once in a certain area we do it a number of times so that when the teacher feels a student is competent your range of evidence is varied and its full and in terms of deciding if the student is competent then there is substantial evidence. So by writing the program smartly in the first place you have given them that opportunity.

12: Is there anything else you would like to comment on regarding hospitality course at Marymount College.

In the hospitality area its been an advantage to have the authority or academic subject introduced, so we have hospitality studies and hospitality practices and the students being able to do both means they enhances their skill levels. It also provides them with a very strong career path for the students and with the linking into our tourism area as well and our business area we have seen some tremendous outcomes this is evidenced by our high rate of direct entry into Griffith university and into Gold Coast TAFE where they have a good combined program with Griffith uni where they can do a diploma of Hospitality management and the Bachelors Degree. So we have seen students are progress through that by starting off with a diploma and going to bachelors and many of them are in high places in the tourism industry. Our strength has been in the major delivery but within that we had very strong teaching staff who have gone out of their way to obtain the qualifications beyond what is needed, but also done many live-in programs within institutions on the gold coast such as hotels etc and training centers, also some of them have worked in industry as well as teaching at school. So with that range of commitment and experience we feel very assured that what we are doing is matching industry level. By having a number of functions which our students are involved with we are able to see that achieved.

PROBE: Is it difficult for a school to match the requirements for ATQF?

It varies from area to area. It hasn't been difficult for us because we have made it a priority. It could be difficult if the administration in the school wasn't prepared to invest in the resources and give it a priority. The overall imputes within the system, The Catholic sector in Queensland has lead the way. But also the state has led the way. If you look at the comparison between the states, in school based traineeships across Australia Queensland leads the way. I happen to be on an advisory committee to the department of employment and training which a ministerial advisory committee is and that is the feeling all the time when looking at the stats compared to other states and looking at which areas we have been so successful. Certainly within Qld, Gold coast is strong, within the school sector the catholic sector is strong and so is Queensland

The future of vet – it is here to stay, and I think what they will do is refining the areas that worked the best. Partnerships with industry are very healthy and will only be enhanced because for those students most at risk I think it is quite evident if we don't have those partnerships between school and industry they will just fall out of one institution and not take up anything. For that reason at that end it's important we have strength there. In overall educational outcomes it is certainly the countries that have the highest economic productivity, the gross GDP are those where they have tracked having the highest skills. That pathway of the country and society doing well is so strongly connected with VET, and I really can't see that it's not going to expand.

Recommendations and justification

Localised Issues

- Recommendation 1: Hospitality assessment requires reviewing to meet industry requirements, student needs and competency education principles to ensuring industry relevancy and currency.

Hospitality Studies requires multiple assessment opportunities with the required assessment tasks and methods of recording results for the assessment of the generic and technical competencies to be developed and implemented. These opportunities must occur over a range of school, industry and industry simulated work tasks. Students will need to be provided with regular feedback as to their performance, and encouraged to take responsibility for their own learning by identifying the areas they need to individually develop. To assist this, individual student learning agendas would be developed by the students (with teacher assistance) at the commencement of the course, where students identify the skills to be learnt, consider where and when they will learn this, and when and where they can demonstrate the skill to a workplace assessor (teacher). This individual learning agenda would need to be revised frequently, maximum time lapse would be at the end of each term. This could all be done using an on-line computer program such as 'Task-It' which the school currently licenses for but under utilizes. Such a practice would be of benefit to the Hospitality Practices students, and provide for an improved opportunity to recognise student learning across different subjects.

Industry requirements for Technical skills before commencing Certificate I (Hospitality).

Technical skills relating to the hospitality industry can vary widely depending upon which area of the industry the student is working. This variance is reflected in the expectation

of industry for the requirement for entry-level students. The two technical competency skills identified by industry as being required before students begin the Certificate I (Kitchen) were Following Kitchen Procedure and Occupational Health and Safety. The reality in schools, is that students can and do commence Certificate I (Kitchen) and traineeships within the industry without any kitchen experience, including domestic kitchen experience. Ways to overcome this will be difficult. Many students have limited opportunity to work in a commercial kitchen other than the school-catering kitchen or through organized work experience. To circumvent this issue, the beginning Hospitality students need a comprehensive induction program that includes familiarizing students with industry expectations, standards of work and attributes. Included in the induction program should be a thorough Kitchen Procedures instruction, which would be delivered before the students commence the Certificate, preferably in year 10.

The required technical skill components for a practical prevocational course for kitchen will require further clarification to ascertain what industry expects. Consideration also needs to be given as to whether this expectation by industry is a reasonable one.

Occupational Health and Safety can be covered in a general way if students are taught basic workplace skills before they commence work experience placement. For schools and industry trainers who run the Certificate I (Kitchen) it would be advantageous to include a job specific occupational health and safety unit in the induction program for all new students. This would then provide the necessary skills before commencing.

- **Recommendation 2: A thorough introduction to kitchen procedure and occupational health and safety should be included in an Induction program prior to students commencing work in Certificate I Hospitality.**

By using the existing program for induction, but extend both the content and time allocation to incorporate the skills industry respondents have indicated are important. The areas of focus in the induction program are to include occupational health and safety, communication skills, working with others and in a team, cultural awareness, and using initiative. Included in the program needs to be a thorough introduction to the kitchen, including cleaning procedures and kitchen maintenance.

- **Recommendation 3: Before review and alteration of the current Hospitality course, further information needs to be sought and verified regarding the industry expectations for a Certificate I student. With this knowledge the current Hospitality courses need to be reviewed.**

At the completion of Certificate I, the students were expected by the hospitality industry to have the Generic Key Competencies of working with others and in a team, using initiative and are culturally aware. The identified technical skills that industry respondents considered essential by the completion of a Certificate I included Occupational Health and Safety, Garnishing, Knife Skills, Customer Service Skills, Restaurant Procedures and Setting Tables.

Data indicates that Industry respondents considered the delivery of technical skills by schools to be adequate. Further comments made by the industry respondents however, indicated industry considered the teaching of technical skills at schools un-necessary.

Analysis indicated there was a concern the skills taught at school were not to the required industry standard, nor were they the required skill, hence students were re-taught once in

the workplace. Industry respondents were far more interested in attracting entry-level employees with the right attitude, rather than those with the technical skills taught at school. Industry respondents have identified they require less technical skills and increased Generic Key Competencies. When the time allocation for Hospitality at school is considered, there is insufficient to provide a broad coverage of the many technical skills currently in the courses, as indicated by the time analysis. With further research and consideration of the Queensland Studies Specification requirement there is an opportunity for the school to reduce the concentration of time and energy in some areas, enabling focus in others.

Industry respondents indicated the technical skills of Cooking Meats, Bakery skills, Mise en Place, Correct Beverage Service and Dealing with Difficult Customers were considered by only a small number to be important before the Certificate II level. When these topics are removed from the existing course plan for Marymount College, a substantial amount of time (2 terms) can be allocated to developing other skills seen as important by industry.

- **Recommendation 4: Assessment items need to be developed that clearly identify and communicate the scope of the Generic Key Competencies using authentic experiences such as team-based approaches and integrated activities.**

Dawe (2002) reveals that good practice in delivering Generic Key Competencies training requires the provision of a large variety of experiences and learning strategies. The aim is to look for an easier transfer of Generic Key Competencies to the work context. When teaching vocational skills to school students, by combining Generic Key Competencies with technical skills, the students may find the course more relevant and therefore increase their motivation to learn.

According to Dawe (2002), the combining of the Generic Key Competencies and technical skills, makes the training more complex. For Queensland Vocational Education and Training, the teaching of the technical and Generic Key Competencies and allowing for an easy transfer of these skills to the work context is complicated even more by including competency and criterion assessment requirements. Understandably with this background, industry has grave concerns about the delivery of vocational skills in the school setting. The Generic Key Competencies are integrated into other competencies resulting in them being assessed holistically as part of the overall assessment of vocational competencies. Gibb and Gibb (2004) highlight the potential for invalid judgments to be made about the quality of learner performance when generic skills are not being directly assessed. Therefore, the Generic Key Competencies need to be identified and taught as topics in their own right.

The complexity of teaching vocational education under the dual assessment system, cannot be overemphasized. With one method being contrary to the principles of the other, the need to incorporate technical and Generic Key Competencies to industry standard in an industry setting yet work within all the required school structures, child safety requirements and staffing restrictions provide a challenge that has yet to be met.

There have been a number of suggestions for the improved delivery of Generic Key Competencies that can be incorporated into a school program. The importance of the Generic Key Competencies needs to be emphasized within the units, not just the technical skills. To this end it will be necessary to develop mechanisms for communicating the scope of the Generic Key Competencies using authentic experiences; team based approaches and integrated activities. The types of activities that can be utilized include workplace and community projects

such as catering for community events, mini-companies or practice firms such as the small business activities. By including the use of critical incidents to focus the class discussion and problem solving, investigation, enquiry based learning, project learning and problem solving, the Generic Key Competencies can be implemented. Of particular importance is the need for reflective practices and self evaluation (Dawe, 2002).

- **Recommendation 5: Course time allocation be reviewed to provide equal opportunity for each criterion to be addressed in an appropriate amount of class-time**

Criterion 1 for both Hospitality Practices and Hospitality Studies offer the students adequate time allocation to learn. Results from Table 1 indicate that for Hospitality Practices, there is an adequate amount of class time spent by students on the acquisition of knowledge. For Hospitality Studies there is double the amount of time spent on this Criterion when compared with the result return for the student.

Both Hospitality strands allocate 8% of class time to Criterion 2, yet Criterion 2 contributes 33% of the student's exit results. Students are required to make up the difference in time spent on the task. This difference translates to eight hours of individual unsupervised research or application of knowledge. For the academic students who are completing Hospitality Studies, independent research is expected, but can be difficult for them. Generally, the students who participate in Hospitality Practices are not the students who are likely to spend any extra time on assignment work. Lack of supervised class time activities related to Criterion 2 will have an impact on the student's final result. To fully investigate this, it would be necessary to analyse individual student profiles to see if this particular criteria significantly contributes to the student results not being as high as the students predicted in their surveys.

Hospitality Studies spend less time on Criterion 3 than is suggested by the allocation of time. Hospitality Practices in contrast spend more time on this criterion than the time allocation.

- **Recommendation 6: Marymount College to implement Strand C Hospitality Practices (Kitchen Operations) for 2006**

Changes must be made to the current course offerings to ensure compliance with the QSA. Marymount College will no longer be able to deliver the current Hospitality Practices course as of Year 11, 2006. In line with the QSA move toward Stand-Alone vocational subjects, high schools in Queensland will need to choose from the three strands developed by the QSA. The QSA is suggesting the best outcomes for schools would be to deliver Approach A, for this develops a Certificate II as a stand-alone subject. Marymount College does have the physical resources for this strand, and would not meet the ATQF, because of this according to the QSA the school should attempt the highest Certificate level they are capable of. The drawback to this is currently there are no permanent staff members at Marymount College who can meet the human resource requirements for a Certificate II. The school can meet this requirement by employing a new staff member who has the necessary qualifications. Staffing is difficult to alter and there are a limited number of teachers available in the available staffing pool who have the workplace skills necessary for the delivery of the certificate II. The second option available to the school is to deliver the Certificate II by using another recognized Registered Training Organization (RTO). This course of action will cost the school a substantial amount per student. Currently students pay a levy as part of their school fees. This levy is all inclusive and does not discriminate against any students participating in the course. It covers the cost of perishable materials, including foods, beverages and

printing. By contracting another RTO to deliver the course, this cost would need to be added to the school fee structure. Additionally, if an outside RTO is contracted to deliver the Certificate II, it would require a change of time allocation from the current eighty minute block, to a three hour block.

Strand B offers the catering subject without any recognition of the current competencies delivered at the school using the current staff and resources. To select this option would be stepping backward in skill levels.

Strand C offers both a Certificate I which is the current level certificate, to be completed as a vocational subject in Year 11. The school can then develop a school based course for reporting on the senior certificate for the Year 12 cohort. This option would be the most likely choice for the school.

- **Recommendation 7: Develop an accurate and easy process for the Recognition of Prior Learning for students who are completing Hospitality, Tourism and Business Communication and Technology**

Students participating in the vocational subject of Hospitality are also likely to be participating in vocational areas of Tourism and/or Business Communication and Technology. All of these vocational subjects share a number of the core competencies that are similar in content and skill requirements. To minimize students repeating similar assessment and learning experiences that are covered by the different subjects, the Recognition of Prior Learning (RPL) process between these areas needs to be developed. This will provide more class time for areas that are not common, an issue identified by students and teachers. Student class time can then be maximized to enable efficient and effective outcomes for them.

- **Recommendation 8: Review the Marymount College Senior School subject handbook. Career selection for year 10 is required to provide accurate and relevant subject information**

The proportion of students selecting Hospitality as their choice of subject is quite high, with a majority indicating that this area is a possible career choice. The figures indicate a substantial proportion of the students are in the subject because they want to be there.

There are however, a number of students who chose the subjects because there was nothing else that interest them. It would be necessary to ascertain if this group of students would have found any option uninteresting, or can their chosen options be incorporated into the current curriculum.

The success or apparent failure of the subject and career advice to the year 10 cohort before selecting their year 11 and 12 subjects was difficult to gauge because of the limited student responses. What was indicated from the small sample who responded, was that they believed there was little or no guidance in this area. As Marymount College has in place an extensive and compulsory careers evening, a year 11 information evening and compulsory interviews with career guidance personal, this observation by the respondents was interesting. Further clarification by students would be needed to ascertain what the students are looking for, if they recognize the organized school activities as career and subject guidance, and what aspects of career and subject information were missing.

Advice to the Year 10 cohort, particularly those contemplating choosing Hospitality Studies appears warranted. These potential candidates need an increased awareness of the differing assessment requirements, course content, and time commitment requirement. The emphasis needed in Hospitality Studies is the requirements for assessment as an Authority subject

Student suggestions for improving the career and subject selection process included ‘tasters’ of the subjects in year 10, providing samples of the assessment, a video, discussion with past students and a more reader friendly description of the course in the Marymount College Senior School subject handbook.

The Marymount College Senior School subject handbook needs to be reviewed to provide accurate and relevant subject information. The tasks involved in this include:

- Year 10 cohort needs to be surveyed to ascertain what information they require in the subject selection process.
- Review the senior subject handbook to ensure user friendly and current course descriptions.
- Introduce ‘taster’ sessions of the different year 11 subjects, for a short period of time toward the end of the Year 10 cohort year.
- Prepare a promotional video demonstrating the type of practical learning experiences the students will be required to participate in if they were completing Hospitality practices and Hospitality Studies.
- Subject selection evenings and days require participants from the year 11 and 12 cohort is made available for the Year 10 cohort to talk to.
- Samples of assessment and student responses from previous year 11 and 12 groups are included in the displays at the career selection night.

- **Recommendation 9: Provide structured learning for all Year 11 students before they commence work experience, focusing on proactive communication, impression making, developing systems of organizing, personal assessment, and documenting personal skills and achievements. The work placements require monitoring to ensure they provide opportunities for student participation and input, ensuring maximum student learning**

Marymount College requires all Year 11 and Year 12 students to participate in work experience in an organized work experience during their second term of schooling.

Although this work placement does not follow the highly structured and very effective format of Structured Work Placement (SWP) implemented by many schools in other states, it does give all students including those planning to proceed to higher education, the opportunity to experience the workplace. For this brief exposure to the workplace to be most effective it requires the acquisition of at least the basics of the Generic Key Competency at the Year 10 level.

A key feature of the research into the development of vocational skills in youth is to develop a learner who will take responsibility for their own skill development. According to NCVET (2002) Fostering generic skills the nature of work now is such that casual or part-time work will become the norm for many people. As such, all learners will need to recognize the importance of generic skills, be motivated to learn them, be able to individually assess them, create and manage experiences to develop these skills and be able to document their own skills and achievements. For the young people in schools the skills required to foster these life developmental procedures can and should be taught, and implemented even if only on a rudimentary scale. According to NCVET (2002) there are a range of approaches that can be used by novice workers to improve or develop

their own employability skills. All of these approaches can be and in some cases are taught in schools.

Range of approaches used to improve or develop employability skills.

| | |
|--|--|
| Proactive communication | <p>Ask questions</p> <p>Practice active listening</p> <p>Seek out helpful staff as mentors</p> <p>Develop working relationships with managers</p> <p>Mix socially with other staff</p> |
| Impression making | <p>Cheery demeanor</p> <p>Arrive at work early</p> <p>Ask for extra tasks</p> <p>Seek feedback</p> <p>Learning when to offer suggestions</p> <p>Learning when to listen</p> |
| Develop systems for organizing work | |
| Take advantage of off-the-job training opportunities | |

(Adapted from: National Centre for Vocational Education and Research (NCVER), (2003) *Fostering generic skills in VET programs and workplaces at a glance*, National Centre for Vocational Education and Research, Adelaide, Australia)

Survey results from the Gold Coast hospitality industry respondents indicate there is a belief that the Generic Key Competency of Planning and Organizing, Learning Skills and Self Managements skills are not need to be developed in students until the students are well into their Certificate levels. Few indicated students at the end of Certificate 1 should have these skills. The vast majority believed a Certificate II graduate should have these skills and, it's not until the end of Certificate III that industry sees this as a requirement.

It is the belief of the researcher that the rudimentary foundations for the development of these skills lay within the learning the student undertakes in the early stages of workplace training and career guidance. Without the skills to provide the scaffolding necessary to develop and organize plans, effective decision making, apply self discipline and learning how to learn, the student will not develop the skills required for self management and planning and organizing. NCVET (2002) Fostering Generic Skills, state, workers who fail generally do so because they have not given work priority over their social life, and have been afraid to ask questions for fear of appearing stupid. This is a reflection of the lack of development in the Generic Key Competencies of self-management and planning and organizing. The whole school curriculum, parents and community need to encourage students under Year 10 to be self-disciplined, organized and take responsibility for their own learning.

The work placement program would provide a real-world opportunity to further the development of the Generic Key Competencies, and to assist overcoming the industry concern of too much emphasis by students on their personal social lives, and being afraid to ask questions on the work place. By providing a real-world experience to 15 year old, the area of concern, highlighted by the Learning to Work report (2004) of lack of relevant workplace experience can also be addressed.

Before students commence a work placement program, formal instruction is required to provide the students with the skills to make the most of the opportunities offered when in the work environment. Additionally, information and instruction is required on safety and responsibilities in the workplace, to ensure student safety. To this end, further development of student skills would be required before they commence their time in the workforce.

- **Recommendation 10: Marymount College introduce a prevocational course taught at Year 10 focused on the Generic Key Competencies as identified by the Australian Chamber of Commerce and industry and Business Council of Australia (2002)**

Generic Key Competencies are developed throughout a person's life and can be fostered in a wide variety of contexts, they are essential for the sustainability of the individual's employability. With many students commencing formal part time work in Year 10, it is important that industry see the benefit of, and accept their role in helping the youth develop their Generic Key Competencies. It is generally recognized by educators that the formal recognition of the Generic Key Competencies is not required; in fact in most instances in educational institutes and work places they are not even recorded. There is currently debate among both educationalists and industry as to the merit of this situation. The teaching and learning of Generic Key Competencies requires processes based on real experience in a variety of contexts. The data provided by the industry respondents in this study, indicate the workplace Generic Key Competencies considered essential for entry level hospitality workers on the Gold Coast. The need for the ability for entry level hospitality workers to plan and organize themselves and their activities, know how to behave at work and be able to work with others and in teams were identified by all industry respondents as being essential skills for hospitality. The attribute of initiative was identified by the industry respondents as being essential before a person commenced Certificate 1. Supporting this, almost all of the industry respondents indicated the right attitude was essential before a hospitality employee commenced work.

Pre-entry into vocational education and training for many schools is Year 10 or generally 14 year old students. Most vocational subjects are introduced in the school curriculum in Year 11 and 12. From the data described above, industry expects students at the end of Year 10 to have acquired the skills of planning and organizing in the work place, working

with others and in teams, and to know how to behave at work. Currently, the Year 10 course at Marymount College offers the standard curriculum subjects with some career guidance as part of the Year 10 pastoral care. There is no part of the Year 10 course currently that can clearly be identified as teaching the competencies and attributes identified by industry. To teach Generic Key Competencies and the other attributes would require the competencies to be embedded into existing curriculum, or offered as part of a career training package during the Year 10 course. The decision to introduce a vocational component into the already full compulsory Year 10 educational curriculum would be a major consideration for Marymount College. The purpose of compulsory education needs to be considered, as does the school's intention in the development of the student. This contentious issue was highlighted by Harris and colleagues (1995), who questions what education means, how it can be defined and what is its relationship to vocational education and training. The distinction between education and training is difficult to make. For the full development of a person, both are required.

Education needs to be seen as the development of the individual, and training as the learning of a manipulative skill. In this setting, prevocational courses should not focus on the teaching of manipulative skills but on the development of the person. Such development would include providing the opportunity and skills required to expand the intrinsic skills as identified in the Mayer Key competencies and the Generic Key Competency. The Generic Key Competencies are skills and attributes that will be used throughout a person's life. The inclusion and recognition in a school curriculum of such life long learning skills would have to be seen as beneficial to the development of a student. Harris and colleagues (1995) concede there is a need to assist people to realize their potential. To do this means young people need to achieve substantial educational attainments and develop vocational and general competencies to a high level in upper secondary education.

Unlike Queensland, Year 10 is the last of the compulsory years of education for the nation's youth. If Year 10 is to be the last year of schooling for students, then it is imperative that the Generic Key Competency is taught at some stage in that final year. For some this will be the last year they will engage with formal learning. As indicated earlier, formal learning is only one of a number of ways of developing the Generic Key Competencies. As education occupies a large portion of a young person's life, and the delivery of the Generic Key Competency can be tracked and monitored in a formal education setting, it is logical they be included in the Year 10 program. Without the rudiments of these skills in place, the potential for the student to secure a job that will teach these skills would have to be reduced.

In Queensland, The Whitepaper (2004) provides for a change in the age at which youth can disengage with formal learning. Under the Queensland Beattie government, students will have to be engaged in either training, school or the workforce until they are seventeen. Therefore the length of time spent developing educational and vocational skills is extended. The outcomes of this significant requirement are yet to be felt. It would be hoped that it will provide for a more highly skilled entry level worker.

Queensland education has been directed by a State government's concern for the development of a full range of cognitive and practical skills ensuring trained, entry level employees. This move toward increasing the opportunity for students to engage with a learning agenda would have to be seen as advancement toward a learning culture.

Introducing extra time at school for Queensland students will not negate the need for Year 10's to engage with the Generic Key Competencies.

With the inclusion of the delivery of Generic Key Competencies into the Year 10 curriculum, the current situation of not identifying the generic skills will need to be overcome.

A thorough audit of the existing compulsory subjects in year 10 would be required to ascertain where and how activities used to develop the Generic Key Competencies can and are being incorporated. Current tasks in many subjects would include some aspects of these competencies, and a tracking and mapping exercise would highlight these. Teaching staff using these tasks need to be trained to identify and develop the Generic Key Competencies appropriately to industry standard. Investigation of programs currently running in other schools will provide data to formulate a school specific program, which when combined with the results from the school audit will highlight areas that are not being addressed. These areas need a developed program that can be delivered to the year 10 group but is individually coordinated for each student. With staff training, this could be achieved through the current tutor system. Implementation would require a coordinated program of career and vocational education in the single tutor lesson each week, suggested one week in term 3 for a focused week of work training. The last week in term 4 to be used for structured student work placement. The student will be required to prepare a report on their work placement. The emphasis in the work program needs to be focused on the future of the student, not the provision of a part-time job for their economic gain.

State Issues

Recommendation 11: Pre-service Teacher training for Hospitality needs to be reviewed to teach an accurate reflection of what is occurring in high schools. Teacher re-training needs a coordinated and prioritized process to ensure the school meets all Australian quality Training Framework requirements, and has the support staff to fill in if required

Hospitality staff at Marymount College varies in their skills base. Staff re-training needs a coordinated and a long-term school needs based approach developed to benefit the whole school community. It is necessary to identify teachers who have high levels of experience in fostering the generic skills, develop networks and share appropriate support resources. This task requires an in-depth review of vocational teaching staff currency, and a long-term plan to make the staffing of vocational education at the school sustainable. Currently, if key vocational teachers were to leave the school, many courses would no longer meet the minimum human resource requirement. As a result the school would be forced to withdraw from the Certificate course. There is no guarantee that replacement staff would have the required skills.

It is imperative that the school looks towards establishing procedures to ensure Hospitality can be delivered at the school regardless of the teaching staff. This requires there are always at least two permanent staff members who have the required qualifications. Alternatively, a school officer with a Certificate II in Hospitality and/or a minimum of 3 current years experience in the Hospitality Industry could be employed in a flexible hours part-time (.5) capacity to assist the school in meeting the Human resource requirement. The suggested time allocation for industry representatives could be:

- Six hours per week – Hospitality instruction co-teaching with Hospitality teacher in practical kitchen.

- One hour per week – Year 10 careers program.

Eight hours per week – catering for school/parish functions (currently a school officer is employed on a casual basis to complete th

