

TOURISM & HOSPITALITY MANAGEMENT
DIPLOMA LEARNING OUTCOMES
PROJECT REPORT
2016-18

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INTRODUCTION

British Columbia's tourism industry has continued to evolve and expand to respond to shifts within the global marketplace. The industry is currently experiencing significant challenges in recruiting and retaining quality employees that are needed to meet increasing demand for high quality services in tourism and hospitality.

The tourism and hospitality post-secondary education landscape in British Columbia includes an array of training and education opportunities that provide students with a variety of options to achieve their personal and professional goals. Post-secondary tourism and hospitality education providers report that the pressures of restrained public investment in post-secondary educational programming, demographic shifts impacting domestic enrollment patterns, and growing international student demand for education as require focused attention in order to continue to meet societal and industry expectations.

There are two particular strengths of the system of networked post-secondary tourism and hospitality education programs within British Columbia. These are 1) the focus on designing high-quality and relevant programs; and 2) strong support for student mobility. BC's post-secondary Tourism and Hospitality Management diploma programs are designed to be responsive to stakeholder feedback and to provide learners with the opportunity to develop the skills, knowledge and understanding to meet the demands of industry while being active contributors to a flourishing global community. In doing so, these programs operate with a collegial, collaborative and networked approach that celebrates nuanced specialties while ensuring a systemic and shared range of learning outcomes based on a common set of knowledge, skills and attitudes. This curriculum is structured as the 'common core'.

The first provincial Tourism and Hospitality common core was developed in 1994-95, revised in 1998-99, and revised again in 2006. The negotiation and affirmation of common learning outcomes has become the cornerstone of what is described as the BC Tourism Learning System, and serves as the basis for negotiating student mobility agreements between post-secondary

programs providing tourism and hospitality education. The Tourism Management and Hospitality Management diploma programs are both seen as proven pathways that provide employers with committed, knowledgeable individuals, ready to move quickly into supervisor/manager-trainee positions.

In fulfilling their responsibility to provide high-quality and relevant education while supporting student mobility, the respective British Columbia Tourism and Hospitality Management Program Articulation committees met in the spring of 2015. They sought to affirm, and if necessary, revise the core curriculum for the Tourism and Hospitality Management Diploma programs, in recognition of fast-paced changing industry needs, and in responding to their complex post-secondary educational environment.

PROJECT BACKGROUND: THE WHY

This section will provide a brief synopsis of the origin of the Tourism and Hospitality Management Diploma Learning Outcomes Project within the evolution of the BC Tourism Learning System.

The May 5th - 6th, 2015 annual meeting of the BC Tourism Management and Hospitality Management Program Articulation Committees took place at the College of the Rockies in Cranbrook. This meeting addressed the need to build upon the 2013 BC Tourism and Hospitality Education Status Report, compiled and distributed by LinkBC. This need could be addressed by pursuing a pragmatic review and potential revision to the learning outcomes of the Tourism and Hospitality Management diploma programs across the province.

The primary drivers behind the imperative to revisit the common learning outcomes were clearly articulated within the 2013 status report and expanded by Tourism and Hospitality educator feedback in 2015 as:

- Changes to BC's K-12 system introducing a Tourism/Hospitality focused curriculum at the grade 11 and 12 level, complemented by specific professional development mapping information presented as a 'Career Zone'. There was a desire among post-secondary instructors in these areas to ensure that the core curriculum aligned with the Grade 11/12 curriculum and potentially provided opportunities for dual-credit initiatives.
- Given that Tourism and Hospitality programs have amongst the highest enrollments of international students in the BC post-secondary system — with percentages from 25% to 90% across the system—there was a recognized need to ensure that learning outcomes reflected increasingly diverse student demographics in relation to the stated aims of the programs.
- Post-secondary education within the fields of Tourism and Hospitality Management is provided by both public and private institutions, with varying degrees of autonomy and differing governance structures. Changes to some programs were being considered or

were already underway, with implications for the validity of the core curriculum, or how it was understood within the system.

- All educational partners were committed to the principle of student mobility between programs, facilitated by a shared set of core learning outcomes, systemic trust, and effective mechanisms for credit transfer.

Thus in 2015 the provincial Tourism and Hospitality Management Program Articulation Committees committed to proposing a joint project funded by the BC Council on Admissions and Transfer, under the Transfer Innovations Funding program. The project involved a pragmatic review, revision, and affirmation of the core curriculum for the r Tourism and Hospitality Management diploma curricula. This proposal was successful, and work on the project began in February of 2016.

PROJECT METHODOLOGY: THE HOW

This section will briefly outline the methodology and milestones of the Tourism and Hospitality Management Diploma Learning Outcomes Project from February 2016 to September 2018.

It is important to note that this initiative was primarily driven by interest in internal validation of the core curriculum, in contrast to previous projects. These earlier projects were largely targeted to external audiences to communicate the strength of the system and to highlight the challenges and opportunities facing both industry and education stakeholders.

PLANNING PHASE

Vancouver Island University (VIU) was chosen as the lead institution, with Dr. Nicole Vaugeois (BC Regional Innovation Chair in Tourism and Sustainable Rural Development) as the project contractor and coordinator.

A project steering committee was formed, comprising representatives from Tourism Management and Hospitality Management diploma-granting institutions across the province, with the following membership: Mark Elliott (Douglas College), Stephanie Wells (Capilano University), Morgan Westcott (BCIT), Judith Chomitz (Thompson Rivers University), Lee Aitchison (Camosun College), Deborah Forsyth (North Island College), and Michael Tittel (Vancouver Community College).

In January of 2017 Rob Ferguson (VIU) took on the role of project coordinator, following Dr. Vaugeois's appointment as Associate Vice-President, Scholarship, Research, and Creative Activity Scholarship at VIU.

With input from the steering committee, ten tasks were defined and then distributed across three implementation stages: Environmental Scan, Consultation with Educators and Industry, and Finalize Learning Outcomes and Seek Approval.

Table 1

Project Tasks

#	LEARNING OUTCOMES PROJECT TASKS
1	Conduct a review of current Tourism and Hospitality Management curricula
2	Interview education providers, including secondary schools
3	Prepare a framework of learning outcomes
4	Validate the learning outcomes with post-secondary educators
5	Validate the learning outcomes with industry and employers through institutional advisory committees and at the Tourism Industry Conference
6	Review block transfer agreements
7	Consult with the Ministry of Education and the Canadian Tourism Human Resource Council
8	Develop a revised set of learning outcomes based on feedback from validation and consultation activities
9	Consult with program managers regarding implementation of changes
10	Report on project outcomes to BCCAT

STAGE 1: ENVIRONMENTAL SCAN

The first stage of the project was to conduct an environmental scan on the evolution and current realities of Tourism and Hospitality Management programs in BC. This scan included:

1. Reviewing secondary documents:
 - a. BC Tourism and Hospitality Education: 2013 Status Report

- b. Handbooks for Hospitality Management Degree Programs (2010-11), Hospitality Diploma Programs (2007), Tourism Management Degree Programs (2007), and Tourism Management Diploma Program (2007)
 - c. Career Zone: Tourism and Hospitality, BC Ministry of Education (2016)
 - d. BC and Federal Tourism Strategy documents
 - e. Minutes of Articulation Meetings (2007-2015) of representatives from institutions offering Hospitality and Tourism Management programs in BC
2. Reviewing and updating the themes of the core curriculum and the specializations offered by programs across the province. This was accomplished by:
 - a. Doing a web-based scan of the program websites
 - b. Sending out the former themes and course) to Program Chairs to ask about changes made to their programs and courses, and any changes in progress
3. Surveying the Chairs of programs for feedback on these issues:
 - a. What forces have impacted their programs over the past five years? (as referenced in the 2013 status report)
 - b. How they have responded to these forces in, a) changes to content, and b) changes in delivery, either completed or in progress
 - c. Changes in enrollment numbers in each program, and numbers of international and domestic students
 - d. Student transfers in and out of diploma programs to degree programs – numbers of students transferring into and out of programs, and where they are from and where they are going?
 - e. Experiences with current transfer arrangements – what is working and what could be enhanced?
 - f. Whether there is a program advisory committee and if so what input has it provided

STAGE 2: CONSULTATION WITH EDUCATORS AND INDUSTRY

Educators

After the initial environmental scan was completed, its results were shared with the participants at the Tourism Educators Conference (articulation committee meeting) in May, 2016. The focus of these conversations was on:

1. Sharing the outcomes of the environmental scan
2. Discussion of :
 - Is the core (topics or themes) relevant given the external environment and changing student demographics?
 - Are there changes to the core that should be considered?
3. Confirming or refining a core framework (themes or topics) for each program

Industry

After the input from educators, the framework and learning outcomes were revised and shared with industry stakeholders between November 2016 and March 2017 to seek validation. This was done by:

1. Providing a a short document for review by each program's advisory or industry committee and by select industry associations between November 2016 and March 2017
2. An online survey tool to seek input and support for the framework of learning outcomes

STAGE 3: FINALIZE LEARNING OUTCOMES AND SEEK APPROVAL

Based on the input received during the consultation state, a finalized framework of the core (themes or topics) and set of learning outcomes was prepared. This included the creation of:

1. A summary document of core (themes or topics) for each program, including a matrix table showing how these themes are delivered within the coursework offered in each institution, and a description of the specializations delivered by each program
2. An Excel table that can be used to update changes post-project

At the May 2018 articulation committee meetings, workshops were held with both the Tourism and Hospitality Management Program Articulation committees to review, refine and ratify the draft core learning outcomes for the respective Tourism and Hospitality Management diploma programs. The revised core curriculum was endorsed and ratified by the Tourism and Hospitality Management Program Articulation Committees at this meeting. The final report was submitted to the BC Council on Admissions and Transfer in May 2019. September 2018

SUMMARY OF CHANGES TO THE TOURISM MANAGEMENT DIPLOMA AND THE HOSPITALITY MANAGEMENT DIPLOMA

SUMMARY OF CHANGES TO THE TOURISM MANAGEMENT DIPLOMA CORE CURRICULUM

The overall structure and outline of the Tourism Management Diploma core curricula was maintained with two notable exceptions. Firstly, the human resources content has been removed from the diploma core. Many post-secondary programs have shifted this content to the third and fourth year of undergraduate degree programs. Secondly, the workplace integrated learning component (internship, co-op, or practicum) is now a mandatory course.

These changes result in a set of ten agreed core course themes. The previous core included six of seven business courses and four of five tourism courses. The refined core curriculum also reflects the importance that tourism educators and industry stakeholders place on workplace integrated learning.

The following table outlines the changes.

TABLE 2

Changes to Tourism Management Diploma Core Curriculum

COURSES / THEMES	DESCRIPTION OF AGREED CHANGES
BUSINESS THEMES	
Accounting	<ul style="list-style-type: none"> Reduction in specific learning outcomes from 14 to 9
Business Communications and/or English*	<ul style="list-style-type: none"> Reduction in specific learning outcomes from 14 to 9
Technology Applications in Tourism	<ul style="list-style-type: none"> Title of theme changed from 'Computer Applications' Reduction in specific learning outcomes from 14 to 5
Marketing for Tourism	<ul style="list-style-type: none"> Title of title changed from 'Marketing' Reduction in specific learning outcomes from 14 to 8 'Online reputation management' added to learning outcomes
Organizational Behaviour	<ul style="list-style-type: none"> Title of theme changed from 'Organization Leadership' Reduction in specific learning outcomes from 11 to 7 Explicit contextualisation of course learning outcomes within the Canadian legal context
Entrepreneurship	<ul style="list-style-type: none"> Refinement of overview and learning outcomes
TOURISM THEMES	
Introduction to Tourism	<ul style="list-style-type: none"> Reduction in specific learning outcomes from 21 to 6 Added learning outcome addressing the UN Declaration of the Rights of Indigenous People (UNDRIP) and the Truth and Reconciliation Commission (TRC) calls to action
Cross-Cultural Tourism	<ul style="list-style-type: none"> Reduction in specific learning outcomes from 12 to 7

COURSES / THEMES	DESCRIPTION OF AGREED CHANGES
	<ul style="list-style-type: none"> Added earning outcome addressing UNDRIP and the TRCC calls to action
Sustainable Tourism	<ul style="list-style-type: none"> Title of theme changed from 'Environmental Stewardship' Reduction in specific learning outcomes from 9 to 4
Risk Management and Liability in Tourism	<ul style="list-style-type: none"> Reduction in specific learning outcomes from 13 to 10
Internship, Co-op or Practicum	<ul style="list-style-type: none"> Refinement of overview, learning outcomes and identification of additional resources

SUMMARY OF CHANGES TO THE HOSPITALITY MANAGEMENT DIPLOMA CORE CURRICULUM

The overall structure and outline of the Hospitality Management Diploma core curricula was maintained with two notable exceptions. First, the English course was removed from the diploma core, due to the credit constraints and opportunity costs within a two-year diploma program. Post-secondary programs with an undergraduate degree in hospitality management already institutional English requirements. Second, the economics course has been removed for the same reasons of constraints and opportunity costs.

These changes result in a set of thirteen core courses, down from the previous fifteen. The refined core curriculum also reaffirms the importance of internships, co-ops, or practicums, as an essential aspect of the student learning experience

, All other courses within the hospitality management diploma core curricula were retained. Their course descriptions were carefully analyzed and edited to ensure that the content and learning outcomes were clear, relevant and aligned. alignment. The following table outlines the resulting changes.

CORE COURSES	DESCRIPTION OF AGREED CHANGES
Accounting I	<ul style="list-style-type: none"> Refinement of overview and learning outcomes
Business Communications	<ul style="list-style-type: none"> Increase in specific learning outcomes from 13 to 15
The Business of Tourism	<ul style="list-style-type: none"> Increase in specific learning outcomes from 11 to 12 Added learning outcome addressing historical development of sustainable tourism
Human Resources Management in the Hospitality Industry	<ul style="list-style-type: none"> refinement of overview and learning outcomes
Hospitality Law	<ul style="list-style-type: none"> Increase in specific learning outcomes from 18 to 19
Management Accounting	<ul style="list-style-type: none"> Reduction in specific learning outcomes from 20 to 19
Marketing I	<ul style="list-style-type: none"> Reduction in specific learning outcomes from 12 to 11
Organizational Behaviour	<ul style="list-style-type: none"> Reduction in specific learning outcomes from 16 to 15
Accommodations I	<ul style="list-style-type: none"> Reduction in specific learning outcomes from 17 to 15
Food and Beverage Cost Control	<ul style="list-style-type: none"> Increase in specific learning outcomes from 19 to 20
Beverage Operations	<ul style="list-style-type: none"> Reduction in specific learning outcomes from 16 to 13 Added learning outcome addressing non-medical cannabis service
Food Production Principles	<ul style="list-style-type: none"> Reduction in specific learning outcomes from 10 to 7 Removal of specific certification requirement (e.g. FOODSAFE) to accommodate the potential for other industry-recognized programs
Food and Beverage Service	<ul style="list-style-type: none"> Refinement of overview and learning outcomes
Internship, Co-op or Practicum	<ul style="list-style-type: none"> Refinement of overview and learning outcomes, and identification of additional resources

THE TOURISM LEARNING SYSTEM: CAPACITY AND MEMORY

The Tourism Learning System continues to be a robust network of post-secondary tourism and hospitality education programs throughout British Columbia. The hallmarks of this network are the trust, collegiality and commitment to quality shared amongst its member institutions and individual colleagues. However, there are increasing concerns that the shared capacity to engage in system-wide projects such as this one is potentially weakened, due to loss of institutional memory as key leaders leave their institutions. This pressure has been highlighted with the loss of LinkBC, an organization that served as a central node in facilitating a network of tourism and hospitality educators and providing a valuable interface for industry, government and students. At the most recent Tourism and Hospitality Educators articulation meeting, support was expressed for a reimagined organizational structure supporting a collective voice for tourism and hospitality educators a cohesive network of quality post-secondary education opportunities.

THE TOURISM LEARNING SYSTEM: THEMES VS. COURSES

The articulation committee members agree that a core curriculum for the Tourism and Hospitality Management Diploma programs is tremendously valuable. There is a strong desire to facilitate student mobility not only within tourism and hospitality programs. There is also a recognition of the interdependent and interdisciplinary nature of both tourism and hospitality as applied fields of study and praxis.

The two program areas have evolved alongside the provincial articulation and transfer system. The two programs are often housed within one decanal area, faculty or department, and both maintain relationships with many industry and governmental stakeholders. However, there are also significant differences that are important to address.

The Tourism Management programs throughout the province have matured. While there remains a commitment to a core set of knowledge, understanding and skills within the system, there are also differing approaches to integrating these into specific programs. For instance, some institutions have adapted their programs to engage with specific sectors, such as mountain resort development or rural tourism planning. These differences arise a localised need, are informed by robust program advisory processes, and are seen as appropriate. Specialization in this sense is an aspect of the system that should be supported and celebrated.

Thus, to facilitate and recognize programmatic specialization, the revised Tourism Management Diploma core curriculum shifts the focus from topic-specific courses to a range of learning outcomes expressed as themes. This language is also consistent with the agreed core curriculum of the Bachelor of Tourism Management programs offered throughout the province. Faculty in tourism programs see block transfer agreements as most effective facilitating student mobility from diploma to degree programs while accommodating individual program flexibility and autonomy.

The Hospitality Management Diploma programs throughout the province also remain committed to advancing the quality of hospitality education while ensuring the highest degree of relevance to industry stakeholders. The Hospitality Management Diploma core curriculum is based on a set of core courses that are explicitly linked to sector demands. Hospitality Management Diploma programs prefer course-to-course transfer agreements to facilitate student mobility, while also maintaining the practice of block transfer agreements between diploma and degree programs.

THE TOURISM LEARNING SYSTEM: GAPS IN THE GUIDE

All Tourism and Hospitality programs should fully utilize the resources of the BC Transfer System so that students can fully benefit from the high level of social capital within the system. There is wide agreement that students who earn a diploma in either tourism or hospitality

management should be able to transfer to a degree program in either program area, and an assumption that this is common practice throughout the system. It is quite possible that this high level of trust and social capital has led to a reliance on informal communication between programs around student mobility, rather than the more formalized mechanism afforded by the BC Transfer Guide. The information gaps in the BC Transfer Guide urgently need to be addressed if this is indeed the intention of network members.

Tourism and Hospitality educators involved in this project have committed to reviewing, revising and publishing fuller information on block transfer agreements, using institutional processes. This will ensure that students are more fully informed of tourism and hospitality study options in British Columbia.

THE TOURISM LEARNING SYSTEM: INDIGENOUS COMMITMENT

The work of the Truth and Reconciliation Commission of Canada work and Canada's formal adoption of the United Nations Declaration on the Rights of Indigenous Peoples have informed a greater awareness of Indigenous perspectives throughout Canadian society and academia. This project's consultation process included macro-level engagement with industry stakeholders and educators, and focused engagement through individual program advisory committees. While these methodologies were consistent with past approaches to core curriculum revisions, there was very limited feedback on how Tourism and Hospitality Management diploma curricula could better address Indigenous perspectives and commitment. This lack of feedback did not reflect a lack of awareness or efforts, as several programs were explicitly engaged in meaningful educational initiatives in partnership with Indigenous communities, and all members were aware of institution-wide initiatives and reforms related to Indigenization. Yet there was no clear evidence from the responses during the consultation process which could guide further revisions.

Both the Tourism and Hospitality Management program representatives felt that appropriate outcomes related to Indigenization s should be included within the revised core curriculum; however, there was also a recognition that any further revision would require more consultation with Indigenous partners and should be responsive to local realities. Therefore, the Tourism and Hospitality Management Articulation Committees ratified a motion at their 2017 meeting with the understanding that further work is needed to address Indigenous perspectives within the Tourism and Hospitality Management diploma core curricula.

May 3rd, 2017, Joint Session of the Tourism and Hospitality Management Program Articulation Committees of British Columbia, Capilano University, Vancouver British Columbia

“We the Tourism and Hospitality Management Program Articulation Committees of British Columbia declare support for the work of the Truth and Reconciliation Commission of Canada Calls to Action and the United Nations Declaration for the Rights of Indigenous Peoples and encourage post-secondary education providers to address the emergent issues in ways which are relevant to their regional and institutional contexts.”

Moved by: Rob Ferguson

Seconded by: Stephanie Wells

Unanimously Carried

BC PROVINCIAL TOURISM MANAGEMENT DIPLOMA PROGRAM

STANDARDIZED CORE CURRICULUM HANDBOOK

FOURTH EDITION (2018)

SENT TO INDUSTRY FOR FEEDBACK AND VALIDATION ✓

SENT TO TOURISM ARTICULATION COMMITTEE FOR FEEDBACK AND VALIDATION ✓

ACKNOWLEDGEMENTS: FOURTH EDITION

THE DEVELOPMENT OF THIS CORE CURRICULUM WAS A PROJECT UNDERTAKEN WITH FINANCIAL SUPPORT FROM THE BC COUNCIL ON ADMISSIONS & TRANSFER (BCCAT). IT WAS UNDERTAKEN ON BEHALF OF, AND WITH THE ACTIVE INVOLVEMENT OF, THE BC TOURISM MANAGEMENT PROGRAMS ARTICULATION COMMITTEE.

THE PROJECT BUILT ON THE INITIAL PROVINCIAL CORE CURRICULUM DEVELOPED IN 1994-95 (V. 1), REVISED IN 1998-99 (V. 2) AND AGAIN IN 2006/2007 (V. 3). THE REVISION PROCESS INVOLVED THE ANALYSIS AND INPUT OF MANY TOURISM INDUSTRY PROFESSIONALS AND EDUCATORS. DR. NICOLE VAUGEOIS AND ROB FERGUSON OF VANCOUVER ISLAND UNIVERSITY COORDINATED PROJECT CONSULTATION AND FOURTH EDITION DEVELOPMENT.

TOURISM MANAGEMENT DIPLOMA PROGRAM

THEMATIC TOPIC AREAS

BUSINESS THEMES

1. Accounting
2. Business Communications and/or English [see note in Section 2A]
3. Technology applications in Tourism
4. Marketing
5. Organizational Behaviour
6. Entrepreneurship

TOURISM THEMES

1. Introduction to Tourism
2. Cross-Cultural Tourism
3. Sustainable Tourism
4. Risk Management & Liability in Tourism

INTERNSHIP, CO-OP, OR PRACTICUM (500+ HRS WORK-INTEGRATED LEARNING)

SPECIALTY THEMES

Tourism students are strongly encouraged to consider the study of a second language. Other specialty themes offered within the diploma curriculum can include but are not limited to the following topics:

- Conference/event management
- Business simulations
- Economics
- Facility/ski/golf management
- Services marketing
- Adventure business development
- International marketing
- Human resource management
- Database management
- Applied research

THEMES AND LEARNING OUTCOMES

BUSINESS THEMES

1. ACCOUNTING

Credits: 3

Overview: This theme introduces students to the basic terminology, concepts and principles of accounting in the tourism industry.

LEARNING OUTCOMES:

Upon successful completion of this course, learners will be able to:

1. Articulate the fundamental purpose of accounting used in tourism management.
2. Define and describe important accounting principles and concepts.
3. Describe the accounting process and indicate the roles that bookkeepers and accountants play in collecting, presenting and interpreting financial information.
4. Explain the balance sheet equation.
5. Complete an accounting cycle.
6. Explain and use common inventory evaluation methods.
7. Describe accounting practices related to an accounting system used in a tourism business.
8. Perform basic payroll calculations.
9. Discuss the value and use of a Uniform System of Accounts.

2. BUSINESS COMMUNICATIONS

Credits: 3

Overview: This theme deals with both written and oral communication skills appropriate to tourism business communication.

LEARNING OUTCOMES:

Upon successful completion of this course, learners will be able to:

1. Describe the importance of effective written and oral communications to managerial effectiveness.
2. Articulate the importance of both formal and informal communication systems in achieving the goals of the organization.
3. Identify and discuss the components and importance of nonverbal communication.
4. Identify strategies for ensuring effective communication in a multi-cultural environment.
5. Prepare effectively written communication in multiple formats and media.
6. Demonstrate effective oral presentation skills using visual aids.
7. Identify and discuss how technological developments impact the efficiency and effectiveness of business communications.
8. Demonstrate proficiency and etiquette in use of modern business communication contexts.
9. Demonstrate an understanding of referencing and formatting conventions within business communication contexts.

2A. ENGLISH

Credits: 3

Note for Coordinator/Instructor: For scheduling reasons, some institutions may choose to substitute English for Business Communications, although this is not recommended.

Overview: The content of English courses varies at different post-secondary institutions. It is important, however, that any course chosen by students should be transferable and be equivalent to a first-year university course. The course should teach students to prepare essays and reports at the university level. The knowledge and skills acquired in the course will transfer to the areas of critical thinking. The course should center on the following areas:

- Introduction to English Literature
- College Composition
- Literature: Prose and Fiction
- Poetry
- Theatre/Drama
- Composition and Grammar
- Library Research and Citing
- Formatting reports and essays

3. TECHNOLOGY APPLICATIONS IN TOURISM

Credits: 3

Overview: This theme is an introduction to technology applications used in contemporary tourism management.

LEARNING OUTCOMES:

Upon successful completion of this course, learners will be able to:

1. Describe technology-related terminology; hardware, software, operating systems and applications.
2. Identify and discuss innovations in technology, and their application and impacts in the tourism industry.
3. Demonstrate proficiency in a range of software applications commonly used in tourism organizations.
4. Explain the importance of information technology security and effective risk management systems.
5. Identify and apply trouble-shooting techniques/responses.

4. ORGANIZATIONAL BEHAVIOUR

Credits: 3

Overview: This theme focuses on how individuals function effectively by examining behaviour from individual, small group, inter-group and organizational perspectives.

LEARNING OUTCOMES:

Upon successful completion of this course, learners will be able to:

1. Analyze the function of human behaviour within organizations.
2. Describe models of communication, barriers to communication, and solutions to ineffective communication.
3. Articulate the implications of organizational behavior for the process of management and leadership.
4. Identify different motivational theories and evaluate motivational strategies used in a variety of organizational settings.
5. Identify and describe various leadership styles and effective conflict management strategies used in organizations.
6. Explain the need for ethical behaviour and the implications of those standards.
7. Demonstrate an understanding of the legal environment pertaining to Canadian workplaces.

5. MARKETING FOR TOURISM

Credits: 3

Overview: This theme provides an introduction to marketing and basic customer service within tourism.

LEARNING OUTCOMES:

Upon successful completion of this course, learners will be able to:

1. Define and use marketing terms.
2. Demonstrate an understanding of marketing for tourism experiences.
3. Explore tourism consumers and illustrate the path to purchase.
4. Identify and discuss the role of integrated marketing communications.
5. Demonstrate an understanding of basic trends, principles and tools of online reputation management.
6. Define the benefits of, and process for, competition analysis and positioning strategies.
7. Assess the role of research and evaluation in each step of a tourism marketing system.
8. Identify and describe the components of a tourism marketing plan.

6. ENTREPRENEURSHIP

Prerequisites: Accounting and Financial Management

Credits: 3

Overview: This theme is designed to introduce students to entrepreneurship and its application to the tourism industry.

LEARNING OUTCOMES:

Upon successful completion of this course, learners will be able to:

1. Discuss the importance of entrepreneurship and its role in the tourism sector and society.
2. Evaluate and apply relevant theories and concepts of entrepreneurship in the tourism context.
3. Analyze and evaluate the business environment and opportunities for entrepreneurship development in the tourism sector.
4. Describe the business start-up process and discuss business start-up requirements.
5. Describe the strategic planning process and explain the uses of a business plan.
6. Identify and evaluate different strategies used to enter markets.
7. Prepare and present a business plan for a proposed new venture.

Note for Coordinator/Instructor: Entrepreneurship is sometimes positioned as an upper level (Year 3 or 4) course as it has prerequisite accounting and financial management courses.

TOPICS AND LEARNING OUTCOMES

TOURISM THEMES

1. INTRODUCTION TO TOURISM

Credits: 3

Overview: This theme provides an overview of the global tourism industry, examining the interrelationships between industry stakeholders.

LEARNING OUTCOMES:

Upon successful completion of this course, learners will be able to:

1. Identify and describe the characteristics of the tourism delivery system.
2. Identify tourism-related stakeholders at local, provincial, national and international levels, and describe their interrelationships.
3. Assess the impact of tourism as a global economic, environmental, cultural, political and social force.
4. Identify career paths, sources of career path information, and career opportunities in tourism.
5. Identify evolving issues and trends in the tourism industry, and discuss their implications.
6. Analyze the role of the tourism industry in addressing issues resulting from the United Nations Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Commission of Canada Calls to Action.

2. CROSS-CULTURAL TOURISM

Credits: 3

Overview: This theme is aimed at increasing participant cultural awareness and sensitivity through an examination of their own and others' values and values systems.

LEARNING OUTCOMES:

Upon successful completion of this course, learners will be able to:

1. Explore differing values, attitudes, beliefs and behaviours, including their own.
2. Develop strategies related to all major components of culture, which have impact on clients, co-workers, and staff in both the culture-general and culture-specific.
3. Demonstrate an understanding of cultural diversity and values, attitudes, beliefs and behaviours as they impact on tourism activities.
4. Describe cross-cultural problems and conflicts in the workplace and describe strategies to resolve these.
5. Develop communication approaches that demonstrates understanding of culturally variable styles.
6. Examine the need to design culturally sensitive tourism products.
7. Examine the role of tourism professionals in addressing issues resulting from the United Nations Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Commission of Canada Calls to Action.

** Note for Coordinator/Instructor: Topics such as cultural sustainability, cross-cultural ethics, indigenization, globalization, cross-cultural workplace conflict and culturally-sensitive tourism products are included at an introductory level in the diploma program, but are covered in more depth in the degree program.*

3. SUSTAINABLE TOURISM

Credits: 3

Overview: This theme examines the relationship between tourism, the economy, the environment and society.

LEARNING OUTCOMES:

Upon successful completion of this course, learners will be able to:

1. Describe the principles, concepts and applications of sustainability as applied to tourism.
2. Explain the impacts of human use on natural areas and socio/cultural contexts, and describe planning and management approaches to mitigate these impacts.
3. Identify stakeholders involved in sustainable tourism and explain their role in planning and management.
4. Identify the interrelations and implications between climate change and tourism.

4. RISK MANAGEMENT & LIABILITY IN TOURISM

Credits: 3

Overview: This theme will familiarize students with concepts of risk management and legal liability as they apply to the business of tourism.

LEARNING OUTCOMES:

Upon successful completion of this course, learners will be able to:

1. Identify major areas of risk associated with the business of tourism.
2. Identify the legal responsibilities of managers and operators in the tourism industry.
3. Describe basic concepts of Canadian law and legal systems as they relate to the tourism industry.
4. Identify and discuss current statutes relevant to the tourism industry.
5. Discuss principles of tort law in tourism
6. Describe the role of insurance for business in tourism.
7. Understand the role and essential elements of contracts.
8. Describe different legal business structures in tourism.
9. Describe the purpose and usage of waivers, disclaimers, indemnities and releases.
10. Demonstrate an understanding of risk mitigation processes and techniques.

INTERNSHIP, CO-OP OR PRACTICUM

Minimum 500 hours

Overview: The internship/co-op/practicum provides work integrated learning opportunities in applied industry contexts. The experience allows students to practice the principles and skills learned during classroom study and further develop industry competencies. Internships connect the learner with industry managers and employees, building employment linkages and establishing the foundations of an individual's career.

LEARNING OUTCOMES:

Practicum, Cooperative Education and Internship programs enable learners to demonstrate the application of:

1. Concepts and skills basic to at least one area of management.
2. Concepts in human resource management, including:
 - Respecting cultural differences.
 - Approaching conflict situation in an appropriate manner.
 - Completing an evaluation of her/his performance.
 - Interpreting and applying terms of employer policy and/or collective agreement to work setting.
3. Computer software to one tourism business application.
4. Job search skills to identify potential employment opportunities in tourism.
5. Professional responsibility and accountability in a tourism work setting.

Learners will become aware of:

- Seasonal requirements and issues (e.g. adventure tourism).
- Employment options, potential for advancement, spin-off benefits, contacts and connections.
- Preparation required before entering into co-op.

Program coordinators are encouraged to utilize these resources:

1. Careers and Work Experience, Chapter 13 of "Introduction to Tourism and Hospitality in BC"
<https://opentextbc.ca/introdtoism/chapter-13-careers-and-work-experience/>
2. Program Guide for Ministry Authorized Work Experience Courses (learning outcomes related to workplace safety)
www.bced.gov.bc.ca/careers/work_experience

Note to Coordinator/Instructor: Work integrated learning is a valuable component of the student experience. However it is not considered a core thematic requirement within the Tourism Management Diploma program.

BC PROVINCIAL HOSPITALITY MANAGEMENT DIPLOMA PROGRAM

STANDARDIZED CORE CURRICULUM HANDBOOK

FOURTH EDITION (2018)

SENT TO INDUSTRY FOR FEEDBACK AND VALIDATION ✓

SENT TO HOSPITALITY ARTICULATION COMMITTEE FOR FEEDBACK AND VALIDATION ✓

ACKNOWLEDGEMENTS: FOURTH EDITION

THE DEVELOPMENT OF THIS CORE CURRICULUM WAS A PROJECT UNDERTAKEN WITH FINANCIAL SUPPORT FROM THE BC COUNCIL ON ADMISSIONS & TRANSFER (BCCAT). IT WAS UNDERTAKEN ON BEHALF OF, AND WITH THE ACTIVE INVOLVEMENT OF, THE BC HOSPITALITY MANAGEMENT PROGRAMS ARTICULATION COMMITTEE.

THE PROJECT BUILT ON THE INITIAL PROVINCIAL CORE CURRICULUM DEVELOPED IN 1994-95 (V. 1), REVISED IN 1998-99 (V. 2) AND AGAIN IN 2006/2007 (V. 3). THE REVISION PROCESS INVOLVED THE ANALYSIS AND INPUT OF MANY HOSPITALITY INDUSTRY PROFESSIONALS AND EDUCATORS. DR. NICOLE VAUGEOIS AND ROB FERGUSON OF VANCOUVER ISLAND UNIVERSITY COORDINATED PROJECT CONSULTATION AND FOURTH EDITION DEVELOPMENT.

DIPLOMA PROGRAM OUTLINE

The Diploma is composed of at least twenty 3-credit courses (minimum 45 hours of instruction each), including 13 common core courses and a selection of concentration, specialty or elective courses that reflect the emphasis of the individual program. A co-op, work experience, or practicum is also an essential part of the program.

CORE COURSES

1. Accounting I
2. Business Communications
3. The Business of Tourism
4. Human Resources Management in the Hospitality Industry
5. Hospitality Law
6. Management Accounting
7. Marketing I
8. Organizational Behaviour
9. Accommodations I
10. Food and Beverage Cost Control
11. Beverage Operations
12. Food Production Principles
13. Food and Beverage Service

Industry Work Experience Internship, Co-op or Practicum (Minimum 500 hours of work experience)

OPTIONAL ELECTIVES

In addition to courses in the core curriculum, a selection of courses totaling 21 credits must be completed from the following list:

- Food Operations Management
- Accommodations II
- Marketing II: Hospitality Sales & Advertising
- Hospitality Computer Applications
- Conferences/Conventions/ Cvents
- Business Simulations
- Mathematics (business/finance)
- Principles of Service Management
- Front Office Accounting
- Food Science and Nutrition
- Restaurant Operations
- Entrepreneurship
- Employability Skills/Co-op Preparation
- Team Building Skills
- Micro-Economics
- MacroEconomics
- A second language
- Statistics

- English Composition

LEARNING OUTCOMES

1. ACCOUNTING

Prerequisites: none

Credits: 3

Overview: This course introduces students to the basic terminology, concepts and principles of accounting in the hospitality industry. Accounting focuses on preparing, analyzing and interpreting financial statements. Course topics include: accounting as an information system, introduction to accounting theory, income measurement, traditional record keeping procedures, special journals, cash and investments, balance sheet equations, the accounting cycle, preparing working papers and accounting software. Participants will work through the full accounting cycle.

LEARNING OUTCOMES

Upon successful completion of this course, learners will have demonstrated the ability to:

1. State the fundamental purpose of accounting in hospitality management.
 - 1.1. Define and describe the more important accounting principles and concepts.
 - 1.2. Describe the concept of cash flow and how cash flows in and out of a hospitality business.
 - 1.3. Describe comparative analysis and use it for balance sheet and income statement analysis.
 - 1.4. Describe information from financial statements and communicate aspects of financial statements.
2. Complete an accounting cycle.
 - 2.1. Post to accounts, prepare a trial balance, prepare adjusting entries to the accounts, and complete working papers so that the income statement and a balance sheet can be prepared.
 - 2.2. Perform bank reconciliation.
 - 2.3. Prepare income statements and balance sheets in proper format using industry-appropriate software applications.
3. Describe accounting practices related to an accounting system for a hospitality business.
 - 3.1. List and briefly describe and use some of the various analysis techniques and tools common to the hospitality industry.
 - 3.2. Calculate depreciation/amortization using straight-line, accelerated, and usage methods.
 - 3.3. Explain and use inventory valuation methods including FIFO, LIFO and weighted- average methods to calculate Cost of Goods Sold.
 - 3.4. Prepare a simple departmental income statement in standard form.
 - 3.5. Perform basic payroll preparation including determination of deductions.
 - 3.6. Describe and use special journals and subsidiary ledgers i.e. guest folios and City Ledger accounts.
 - 3.7. Discuss the value and use of the Uniform system of Accounts for hotels, for restaurants, and for clubs.

2. BUSINESS COMMUNICATIONS

Prerequisites: none

Credits: 3

Overview: This course deals with both written and oral communication skills. Topics include: writing formal reports and other business correspondence, making effective presentations and preparing for and chairing meetings. Selected topics assist students in developing skills necessary for successful management communications in the hospitality industry.

LEARNING OUTCOMES:

Upon successful completion of this course, learners will have demonstrated the ability to:

1. Communicate the importance of written and oral communication to managerial effectiveness.
 - 1.1. Identify the importance of both formal and informal communication systems in achieving the goals of the organization.
 - 1.2. Describe the flow of information that ensures effective communication.
 - 1.3. Demonstrate awareness of cultural differences in communication patterns.
 - 1.4. Identify strategies for ensuring effective communications in a multi-cultural workforce.
 - 1.5. Describe the basics of clear effective communications, and evaluate text for style, structure, and impact.
 - 1.6. Demonstrate good listening skills, posture and body language.
2. Complete written communications.
 - 2.1. Produce letters, memos, and informational and analytical business reports.
 - 2.2. Produce a short report evaluating a business situation or opportunity.
 - 2.3. Demonstrate an understanding of letters of solicitation and proposals.
 - 2.4. Describe the steps involved in and an understanding of speech writing.
 - 2.5. Demonstrate proficiency in the use of industry-appropriate software applications.
 - 2.6. Identify best practices and etiquette involved in utilizing social media networks for business purposes.
3. Complete effective oral communications.
 - 3.1. Demonstrate leadership skills in organizing, facilitating and moderating a meeting.
 - 3.2. Prepare and present a short training presentation.
 - 3.3. Perform a short oral presentation using visual aids.

3. THE BUSINESS OF TOURISM

Prerequisites: none

Credits: 3

Overview: This course reviews the role and scope of the tourism industry, explores the components of tourism industry, and reviews the challenges of the future of the industry.

LEARNING OUTCOMES:

Upon successful completion of this course, learners will have demonstrated the ability to:

1. Define key tourism terms.
 - 1.1. Define and explain tourism, trip, excursionist and tourist.
 - 1.2. Explain the differences between domestic and foreign tourists.
 - 1.3. Explain the concepts of leakage and multiplier effect.
 - 1.4. Distinguish between push and pull factors.
 - 1.5. Describe the historical development of tourism.
 - 1.6. Describe the development of sustainable tourism
2. Describe the motivational, demographic and psychographic characteristics of major groups of guests.
 - 2.1. Discuss the barriers to satisfying the motivations of various visitor profiles.
 - 2.2. Explain how different demographic profiles relate to the demand for different tourism products.
3. Identify and describe the characteristics of the five industry groups within the tourism sector:
 - Transportation
 - Accommodation
 - Food And Beverage Services
 - Recreation and Entertainment
 - Travel Services
 - 3.1. Discuss how the economic, social and environmental sustainability of the tourism industry can be enhanced, and how negative impacts from tourism-related activities can be mitigated.
4. Identify the roles of non-sector stakeholders in the success of the tourism industry.
 - 4.1. Describe the roles of the various levels of government in the development, operation, and promotion of tourism.
 - 4.2. Discuss the roles of professional and industry organizations and their impact on tourism.
5. Identify the horizontal and vertical career paths and opportunities related to the industry.

4. HUMAN RESOURCES MANAGEMENT IN THE HOSPITALITY INDUSTRY

Prerequisites: none

Credits: 3

Overview: Human resources management has a profound effect on the success of tourism operations. An understanding of fundamental human resources theory and practices is necessary in the service sector where the link between the tourism operation and the guest is so critical. Innovative approaches to human resources management are necessary to recruit and retain the right people in the industry. This course focuses on the critical issues that concern managers in the tourism industry, employee relations, recruiting and selection, challenges and trends, and employment standards.

LEARNING OUTCOMES:

Upon successful completion of this course, learners will have demonstrated the ability to:

1. Describe the importance of human resources management practices to organizational effectiveness, especially as they relate to the service sector.
 - 1.1. Describe current human resources departments' principles and practices.
 - 1.2. Describe the various functions of human resources management.
 - 1.3. Describe current human resources management issues.
 - 1.4. Describe the human resources planning process.
 - 1.5. Describe how the human resource function may be impacted by ethnic pluralism, and identify management principles & practices applicable to managing the multi-cultural hospitality workforce.
 - 1.6. Articulate an understanding of how the labour market impacts the human resource management cycle.
2. Describe recruitment and selection and identify related legal issues.
 - 2.1. Describe current recruitment and selection issues.
 - 2.2. Identify the key elements of effective job descriptions.
 - 2.3. Use and apply current national tourism occupational standards (Canadian Tourism Human Resource Council).
 - 2.4. Describe various internal and external recruitment methods.
 - 2.5. Demonstrate competency in preparing for and conducting a job interview.
 - 2.6. Describe methods to evaluate and select candidates.
 - 2.7. Explain how human rights and employment standards legislation impact the human resource function.
3. Describe performance management procedures.
 - 3.1. Describe the components of orientation and onboarding programs.
 - 3.2. Describe the components of a training program.
 - 3.3. Describe employment development programs.
 - 3.4. Describe the role of discipline in performance management.
 - 3.5. Describe termination procedures and legalities.
 - 3.6. Identify the basics of an employee performance planning and review program.
4. Identify compensation practices.
 - 4.1. Assess the importance of compensation planning to sound human resources practices.

- 4.2. Distinguish between different types of benefit plans and describe legally required benefits.
5. Describe the occupational and safety policies relevant to the hospitality industry.
 - 5.1. Identify general strategies to minimize workplace hazards and prevent workplace injuries.
 - 5.2. Identify workplace health and safety rights and responsibilities of employers, managers, supervisors, and workers
6. Identify the importance of a harassment-free environment covering provincial standards.
 - 6.1. Describe the role of managers in ensuring the workplace is free of violence and all forms of harassment.
7. Describe the role of a union, and outline laws regarding labour relations and union activities.

5. HOSPITALITY LAW

Prerequisites: none

Credits: 3

Overview: This course outlines Canadian law applicable to the hospitality industry, identifies areas where there may be potential legal problems, and discusses rights and liabilities of relationships within the hospitality industry. Topics include constitutional law, the common law of contract, forms of business organization, property law dealing with the sale of goods, methods of securing debt, human rights, working conditions, labour relations, liquor, health and licensing, definition of hotels and related establishments, and the safety of guests.

LEARNING OUTCOMES:

Upon successful completion of this course, learners will have demonstrated the ability to:

1. Describe the legal responsibilities of managers in the hospitality industry.
 - 1.1. Identify the part of the Canadian criminal code pertaining to hospitality operations, and describe applications of the Canadian criminal code to various hospitality situations.
 - 1.2. Analyze recent examples of case law relevant to hospitality operations.
 - 1.3. Describe the hospitality operator's legal duty to ensure the safety of guests and to take care of their property, referencing occupier's liability acts and hotelkeepers acts.
 - 1.4. Define the legal aspects of the sale of food and non-alcoholic beverages.
 - 1.5. Use legal terminology relating to the hospitality industry.
 2. Describe the origin of common law, and the difference between it and statutory law.
 - 2.1. Explain the acts and the impact of the government acts on hospitality operations.
 - 2.2. Demonstrate an understanding of the regulatory and legal framework for the sale of alcoholic beverages in British Columbia.
 - 2.3. List and explain the types of licenses, current practices and procedures in licensing.
 - 2.4. Describe the principles of tort law.
 3. Explain the elements of a contract at law.
 - 3.1. Identify and discuss components of a contract that must be present for that contract to be enforceable.
 - 3.2. Identify the differences between explicit and implicit contracts.
 - 3.3. Identify when written contracts should be used in the hospitality industry.
 4. Describe major forms of business organization. including sole proprietorship, partnerships, and corporations, and including the major business and legal implications of each.
 5. Describe the uses of insurance.
 - 5.1. Describe insurable and uninsurable risk and the implications.
 - 5.2. Describe liability insurance and property insurance.
 - 5.3. Describe workers compensation insurance and the costs of worker injuries.
 6. Explain the importance of risk management planning and techniques.
 - 6.1. Identify the elements of an effective risk management plan.
 - 6.2. Describe the purpose and usage of waivers, disclaimers and releases.
 7. Describe human rights legislation and its implication for the hospitality industry.
 - 7.1. Evaluate labour concerns, such as personal and sexual harassment.
 - 7.2. Discuss the implications of human rights legislation for guest service and employment practices.
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6. MANAGEMENT ACCOUNTING

Prerequisites: Accounting 1; Food, Beverage and Labour Cost Control

Credits: 3

Overview: This course focuses on developing an understanding of financial practices used in management positions in the hospitality industry. Topics include the basic control procedures used in the industry, food and beverage costing, labour cost analysis, pricing methods, internal controls and computer applications. Students will apply concepts, principles and skills gained in Accounting 1 and in Food, Beverage and Labour Cost Control to case studies in the hospitality industry.

LEARNING OUTCOMES:

Upon successful completion of this course, learners will have demonstrated the ability to:

1. Describe basic principles of controls and list areas of control for which the middle manager is responsible.
 - 1.1. Describe the purpose of internal control and the basic principles of good internal control and describe implementation of internal controls in deliveries, receiving and inventory, cash handling, accounts payable and payroll, food and beverage and front office.
 - 1.2. Explain how control interacts with other management functions.
 - 1.3. List and describe the five documents used to control purchases.
 - 1.4. Explain how control can be established for cash receipts and disbursements.
 - 1.5. Describe general purchasing procedures and explain the importance of the purchasing function.
2. Identify important considerations in pricing.
 - 2.1. Identify management techniques to control long-term and current asset costs.
 - 2.2. Identify considerations and difficulties in pricing individual menu items.
 - 2.3. Assess the importance of the organization's objectives, elasticity of demand, cost structure and competition in pricing.
 - 2.4. Examine control of food and beverages, using a standard cost percentage approach.
 - 2.5. Analyze how labour costs are different from other costs.
 - 2.6. Explain and analyze the various types of cost.
3. Assess the advantages and disadvantages of a computer system.
 - 3.1. Describe a computer system's use in managing purchasing functions, controlling inventory, analyzing business and determining personnel requirements, controlling labour costs, generating daily reports and costs of sales for management and budgeting, and preparing financial statements.
 - 3.2. Discuss needs for manual backup systems for power or equipment failures.
4. Describe financial practices used by management in the hospitality industry.
 - 4.1. Identify the important aspects and techniques of cash.
 - 4.2. Explain the advantages and disadvantages of different methods of financial statement analysis.
 - 4.3. Exercise variance analysis to assess differences between budgeted and actual financial statement results.
 - 4.4. Perform the necessary calculations to forecast the annual revenue required for a restaurant to cover its forecasted costs, given a meal period average check and seat turnover figures, and, for a hotel, given occupancies, average room rates and forecasted costs.
 - 4.5. Explain and use simple investment decision analysis techniques, including simple ROI and payback period, using relevant costs.

4.6. Describe types of budgeting such as departmental, capital, fixed and flexible, and zero based.

7. MARKETING

Prerequisites: none

Credits: 3

Overview: This course is an introduction to hospitality services marketing. Students will study the concept of marketing using services and tourism examples. The course develops skills in analysis, problem solving, and decision making, while introducing the principles and approaches used in marketing.

LEARNING OUTCOMES:

Upon successful completion of this course, learners will have demonstrated the ability to:

1. Utilize marketing terms.
 - 1.1. Define and use marketing terminology, such as: competitive analysis, marketing plan, the P's of marketing, personal selling, price objectives, product review, promotional plan, public relations, situational analysis, segmentation, target market, product differentiation, and service marketing.
 - 1.2. Analyze a marketing situation and present recommendations for appropriate strategies/tactics to advance business goals.
2. Explain the basics of consumer purchase behaviour.
 - 2.1. Differentiate needs, wants, problems and demands.
 - 2.2. Discuss motivational theory and the impact on product design.
 - 2.3. Discuss purchase theory models.
 - 2.4. Discuss the impact of internal marketing on purchase behaviour.
3. Identify key elements of an effective marketing plan specific to hospitality and tourism.
 - 3.1. Identify sources of information for determining target markets; segmenting target markets according to demographics, psychographics, geography and use frequency; and identifying segments offering most desirable potential for business.
 - 3.2. Discuss the appropriate marketing mix, including product analysis, pricing strategy, promotional strategies and distribution plan.
 - 3.3. Identify appropriate hospitality and tourism industry distribution channels.
 - 3.4. Describe the major social media marketing portals that can be used to promote a company, brand, product, or service.
4. Discuss the elements of a communication strategy.
 - 4.1. Identify benefits of the various promotional tools, including personal selling.
 - 4.2. Create a sales presentation.
 - 4.3. Describe the relative strengths and weaknesses of personal selling, public relations, publicity, merchandising and advertising as they apply to the hospitality industry.

8. ORGANIZATIONAL BEHAVIOUR

Prerequisites: none

Credits: 3

Overview: This course focuses on how individuals function effectively in organizations by examining behaviour from individual, small group, inter-group and organizational perspectives. A participatory model using experiential exercises will illustrate how groups help or hinder the organization. Topics include: communication models, strategies for effective leadership, leadership styles, motivational techniques, group dynamics and behaviour, stress management, delegation, organizational structure and change, values and attitudes and team-building. Students will learn how to become effective members of groups by working together towards common goals.

LEARNING OUTCOMES:

Upon successful completion of this course, learners will have demonstrated the ability to:

1. Describe the organization and structure of workplace contexts within the hospitality industry.
 - 1.1. Identify organizational structure within the hospitality industry, and describe potential areas of friction or conflicts of interest.
 - 1.2. Identify the organizational differences between service-focused and product-focused industries, and discuss implications for managers.
2. Identify the structure and function of human behaviour within organizations.
 - 2.1. Explain how official and unofficial lines of communication flow, and how delegation of tasks and management style are reflected in organizational charts.
 - 2.2. Explain the importance of professional socialization in achieving the goals of the organization.
 - 2.3. Evaluate several communication models and discuss how they affect organizational effectiveness.
3. Identify organizational behaviour problems and issues.
 - 3.1. Identify the basic theories of motivation, and identify the factors that influence motivational effectiveness.
 - 3.2. Explain theories of leadership and styles of leadership.
 - 3.3. Compare and contrast leadership and management.
 - 3.4. Describe the role of career development programs, coaching, and team-building in retaining human resources.
4. Explain the roles of the individual in teams.
 - 4.1. Outline the steps new teams evolve through as they develop effectiveness.
 - 4.2. Outline effective problem solving and conflict resolution techniques.
 - 4.3. Outline strategies for managing personal stress.
 - 4.4. Identify and describe a personal leadership style.
 - 4.5. Identify and describe effective team building strategies.
5. Explain the need for and role of ethics.
 - 5.1. Identify and explain ethical standards of behaviour toward guests, suppliers, employees and employers.

9. ACCOMMODATIONS 1

Prerequisites: none

Credits: 3

Overview: Accommodations I is an introductory course. Topics include travel patterns affecting the lodging industry, different types of lodging, functions of the various departments within a lodging operation, human resource management issues specific to hotel operations and management, current trends in guest services, competitive tactics that hotels use in their services and amenities, service philosophy and psychology, principles of front desk management and relevant operational procedures.

LEARNING OUTCOMES

Upon successful completion of this course, learners will have demonstrated the ability to:

1. Describe the different uses of lodging for business travellers, conventioners, and travelling families and tourists.
 - 1.1. Describe the different types of lodging categorized by location and service mix.
 - 1.2. Differentiate resort hotels from other kinds of hotels.
 - 1.3. Describe how value and function are determined in the different kinds of hotels.
2. Identify and describe the organizational structure of the accommodations sector.
 - 2.1. Describe the roles and responsibilities of the support departments, or those departments such as sales, marketing and engineering that offer no direct guest services.
 - 2.2. Describe the routes for advancement in the hotel industry, in -front office, sales, and marketing, accounting, and food and beverage, and the advantages and disadvantages of each.
3. Identify current trends in guest services.
 - 3.1. Describe competitive tactics that hotels use in their services and amenities: food service, concierge service, super floors, fitness facilities and personal amenities.
 - 3.2. Describe and differentiate levels of service provided by economy, mid-scale, up-scale, and luxury accommodation.
4. Describe the procedures and equipment used by the front office through the guest cycle, from the original reservation to departure and guest history.
 - 4.1. Apply terminology and basic concepts related to front desk operations.
 - 4.2. Describe the function of all the departments in a hotel and the role of the front desk in their coordination.
 - 4.3. Describe reservation systems and procedures.
 - 4.4. Execute property management skills on current property management system (PMS).
 - 4.5. Discuss the process of “walking” a guest.
5. Identify and discuss property and revenue management systems related to managing the front desk.
 - 5.1. Define RevPar, ADR/ARR, FMS & AMS.
 - 5.2. Describe the front desk staff’s role in the application of yield management principles and practices.
 - 5.3. Discuss methods of upselling and upgrading a guest.

10. FOOD AND BEVERAGE COST CONTROLS

Prerequisites: Accounting 1

Credits: 3

Overview: This course focuses on the principles and procedures involved in an effective system of food, beverage and labour controls used in the hospitality industry. Topics include: the basic control procedures used in food and beverage costing, labour cost analysis, pricing methods, internal controls and computer applications.

LEARNING OUTCOMES:

Upon successful completion of this course, learners will have demonstrated the ability to:

1. Describe the concepts of financial and internal controls in the food and beverage sector.
 - 1.1. Identify basic principles of controls, and list areas of control that a manager is responsible for.
 - 1.2. Describe the purpose of internal control and the basic principles of good internal control, such as defining job responsibilities, separating record keeping from control of assets, and dividing responsibilities for related tasks.
 - 1.3. Identify important considerations in pricing, such as an organization's objectives, elasticity of demand, cost structure, and the competition.
 - 1.4. Distinguish between cost control and cost reduction.
2. Describe the concepts related to food and beverage sales and the different types of costs pertinent to food and beverage operations.
 - 2.1. Describe an efficient purchasing, receiving, storing, and issuing control system for F&B operations.
 - 2.2. Explain how to compute and monitor food and beverage costs.
 - 2.3. Describe how to use cost and revenue information to develop a CVP relationship for a F&B operation.
 - 2.4. Identify considerations and difficulties in pricing individual menu items.
 - 2.5. Explain and apply the principles of menu engineering.
 - 2.6. Analyze income statements in terms of average check, cost, and net income per guest calculations.
3. Describe implementation of internal controls in each of the following areas: deliveries, receiving and inventory, cash handling, payroll, and food and beverage service.
 - 3.1. Describe the major steps in the purchasing cycle.
 - 3.2. Describe general purchasing procedures and explain the importance of the purchasing function.
 - 3.3. Describe general inventory control procedures.
 - 3.4. Produce forecasts and staff schedules, and analyze actual labour costs.
4. Identify management techniques to control current asset costs and discuss the important aspects and techniques of cash management and budgeting.
 - 4.1. Understand and apply the basic principles of budgeting.
 - 4.2. Explain why the budgeting procedure is critical to cost control.
 - 4.3. Describe how costs are used to make business decisions.
 - 4.4. Describe control objectives versus guest service objectives that conflict and how the conflicts may be resolved.
 - 4.5. Describe current methods of internal and external in theft and fraud including electronic forms, and methods to stop these.

5. Administer the fundamentals of cost control in purchasing, receiving, storing and issuing in a commercial food service operation.
 - 5.1. Calculate yield, raw food costs, and edible portion cost, and compute prices based on such information.

11. BEVERAGE OPERATIONS

Prerequisites: Accounting 1

Credits: 3

Overview: This course is a systematic approach to beverage operations with emphasis on management and operational controls. Students will get practical experience in preparing and serving beverages.

LEARNING OUTCOMES:

Upon successful completion of this course, learners will have demonstrated the ability to:

1. Identify the physical components and requirements of a beverage operation.
 - 1.1. Describe the parts of a bar, its physical requirements, and factors affecting its atmosphere, image, decor and layout.
 - 1.2. Describe the equipment and tools required to run an efficient and profitable service operation.
2. Articulate and demonstrate knowledge of beverage preparation and service.
 - 2.1. Prepare and serve the different kinds of beers, wines, spirits, mixed drinks, and garnishes and juices commonly dispensed in bars.
 - 2.2. Describe major characteristics of alcoholic products.
 - 2.3. Describe major characteristics of important non- alcoholic beverages (e.g. coffee and tea).
 - 2.4. Identify the relationship between beverage products (beer, wine, and spirits) and food.
 - 2.5. Demonstrate wine knowledge in terms of types, styles, grape varietals and important production regions.
3. Describe the managerial cost controls of a beverage operation.
 - 3.1. Describe the principles and procedures involved in purchasing, receiving, storing and issuing alcoholic beverages.
 - 3.2. Describe how to price beverages, prepare budgets, implement proper controls, and track the performance of beverage service operations.
4. Identify the regulatory and legal framework pertinent to alcoholic beverage and non-medical cannabis service operations.
 - 4.1. Describe the principles of responsible alcoholic beverage and non-medical cannabis service.
 - 4.2. Complete appropriate licensee certification for alcoholic beverage service operation (e.g. Serving It Right).
5. Describe the marketing of a beverage operation.
 - 5.1. Identify key trends in marketing and merchandising (e.g. Happy Hour).
 - 5.2. Describe strategies to maximize revenues.

12. FOOD PRODUCTION PRINCIPLES

Prerequisites: none

Credits: 3

Overview: This course will provide a basic knowledge of food production principles. Topics include terminology, use of equipment, recipe and measurement analysis, cooking terms and concepts, safe food handling and storage procedures. The provincial FOODSAFE I certificate is offered. The course is designed to broaden and deepen students' knowledge and skill with hands-on experience. It introduces students to both the theoretical and practical basis of food preparation systems. They will acquire the basic skills of food preparation-classifying and preparing soups, stocks, vegetables, pastas, grains, sauces, fish and shellfish, meat, poultry, and dairy products.

LEARNING OUTCOMES:

Upon successful completion of this course, learners will have demonstrated the ability to:

1. Communicate as professionals in the food service industry using proper food-related terminology.
 - 1.1. Utilize standard recipes.
 - 1.2. Identify the key aesthetic factors in food preparation.
2. Execute the basic techniques of food preparation to the standard of a commercial food service operation.
 - 2.1. Demonstrate the safe use of tools and kitchen equipment.
 - 2.2. Identify the name and use of equipment and small wares.
 - 2.3. Demonstrate cooking principles and proper food preparation techniques for protein foods, sauces, pasta, vegetables, desserts, and yeast and quick breads.
 - 2.4. Demonstrate principles and procedures for meat, fish, poultry, pastries, pasta, flour mixtures, and salad preparation.
3. Successfully complete an industry-recognized food handler training program (e.g. FOODSAFE).

13. FOOD AND BEVERAGE SERVICE

Prerequisites: none

Credits: 3

Overview: This course focuses on the philosophy and psychology of service as well as technical skills (or the mechanics) of service. Students will experience a combination of service theory reinforced by the actual practice of the concepts learned. Emphasis is on the concept of customer relations from its broadest perspective, and the ways it impacts on the customer and on the interpersonal skills needed to manage situations. Students will understand and appreciate the areas of service that are important and critical from a management point of view.

LEARNING OUTCOMES:

Upon successful completion of this course, learners will have demonstrated the ability to:

1. Demonstrate to guests, in a professional manner, the interpersonal and selling skills required in a food and beverage service operation.
 - 1.1. Explain the importance of professionalism, including the components of appearance, personal development, positive attitude and knowledge of the establishment.
 - 1.2. Demonstrate professionalism, including appearance, positive attitude and knowledge of the establishment.
 - 1.3. Demonstrate the required communication skills, both verbal and nonverbal, and appropriate listening skills.
 - 1.4. Perform service recovery skills to resolve guest complaints and concerns in all situations.
 - 1.5. Identify the importance of and demonstrate teamwork skills.
 - 1.6. Assist guests with special needs.
 - 1.7. Demonstrate good sales techniques as a key part of customer service (i.e. suggestive selling, promotions, merchandising).
2. Demonstrate the product knowledge required in a food and beverage operation.
 - 2.1. Identify types and functions of tableware.
 - 2.2. Describe menu terminology and the importance of being able to provide menu information.
 - 2.3. Describe food service knowledge; identify product information needed to describe beverage items; outline guidelines for matching food and wine; identify major types of beer; describe wine classifications; and identify categories of distilled spirits.
 - 2.4. Discuss special dietary needs (i.e. allergies).
3. Perform common service techniques and section management.
 - 3.1. Demonstrate preparation for service.
 - 3.2. Bus and set tables.
 - 3.3. Define service styles and related duties.
 - 3.4. Perform the taking and delivering of orders; perform wine service.
 - 3.5. Perform section management
 - 3.6. Perform closing duties.
4. Follow the required steps for monetary transactions.
 - 4.1. Perform required steps to process order and obtain correct guest check using point-of-sales systems.

- 4.2. Identify and perform the steps required to handle guest payment and processing of payments including cash, credit/debit card and billing.

INDUSTRY WORK EXPERIENCE

Minimum: 500 hours.

Overview: The work experience provides experiential, workplace-based learning opportunities. The experience builds employable competencies and practices the principles and skills learned during classroom study. It connects the learner with industry managers and employees, building employment linkages and establishing the foundations of an individual's employment history. An effective workplace environment supports educators in developing students' skills which are essential to their future success.

LEARNING OUTCOMES:

Upon successful completion of this course, learners will have demonstrated the ability to:

1. Practice theories taught in the classroom, and reflect on the theory and practice.
2. Acquire technical skills that may not be available through the college.
3. Observe management skills and styles, and learn to manage customers in a proactive manner.
4. Gain employment experience and increase their competitive position when applying for a permanent position.
5. Gain insight into the occupation of their choice through meaningful experiences.
6. Become professionally socialized, and learn behaviours typical of and appropriate to the profession.
7. Apply conceptual theory related to guest service in a practical setting.
8. Become familiar with experiences related to the process of seeking employment.
9. Develop a sense of responsibility required in the business world.
10. Establish linkages to the business and industry communities.
11. Seek an industry mentor.
12. Have the opportunity to practice the rights and responsibilities under the Ministry of Education's Program Guide for Ministry-Authorized Work Experience courses.

PROGRAM COORDINATORS ARE ENCOURAGED TO UTILIZE THESE RESOURCES:

1. Careers and Work Experience, Chapter 13 of "Introduction to Tourism and Hospitality in BC"
<https://opentextbc.ca/introdtourism/chapter-13-careers-and-work-experience/>
2. Program Guide for Ministry Authorized Work Experience Courses (learning outcomes related to workplace safety)
www.bced.gov.bc.ca/careers/work_experience