Shape of ACT Senior Secondary Curriculum

Tourism and Event Management A/T/M/V

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1. PURPOSE

1.1 The *Shape of ACT Senior Secondary Curriculum: Tourism and Event Management* will guide the writing of the *Tourism and Event Management* A/T/M/V course.

1.2 This paper has been prepared in consultation with Dr Johra Fatima, University of Canberra; the deliberations of the Tourism and Event Management course development team; and following analysis of feedback from public consultation to the *Tourism and Event Management* Shape Paper.

1.3 The paper should be read in conjunction with The Shape of the ACT Senior Secondary Curriculum located at: *http://www.bsss.act.edu.au/curriculum/bsss_course_development_consultation*

2. INTRODUCTION

2.1 The *Tourism and Event Management A/T/M/V* course will be the basis of planning, teaching, learning and assessment in ACT senior secondary schools.

2.2 The course makes provision for qualifications or a Statement of Attainment from the Tourism, Travel and Hospitality Training Package (SIT). Refer to training.gov.au (https://training.gov.au/Training/Details/SIT)

2.3 Integration of qualifications in *Tourism and Event Management* will occur in the following ways:

- competencies are aligned with content descriptions
- some competencies must be assessed as specified by the units
- additional competencies may be included and embedded according to Training Package rules and RTO scope.

3. BACKGROUND

3.1 The ACT Board of Senior Secondary Studies is reviewing the *Tourism and Event Management* curriculum in the five -year course development cycle of improvement and renewal.

3.2 All courses under development are required to meet Board design specifications and to align with Board requirements for senior secondary curriculum. These specifications align with ACARA course design specifications and provide teachers with flexibility to plan, teach and assess according to the needs and interests of their students.

3.3 The *Tourism and Event Management* course is to be developed under the *Commerce Framework* located at:

http://www.bsss.act.edu.au/__data/assets/pdf_file/0011/348626/Commerce_Course_Framework_FINAL.pdf

The course will be developed under the *Commerce Framework* to include business skills and to align with the business and commerce focus of tertiary courses that provide pathways for further studies in tourism and event management. Developing the course under the *Commerce Framework* includes the connection to the *Australian Curriculum: Economics and Business* learning area, developed in the Australian Curriculum F – 10. The course will further develop students' knowledge, understanding and skills in financial and consumer literacy.

3.4 The rationale for this framework describes Commerce:

Commerce is the study of the exchange of goods, services, or something of value, between businesses and stakeholders. Students explore the conduct of trade amongst economic agents.

Students develop their knowledge and understanding of the structure and operation of Commerce models. They examine the relationship between theory and practice including the role of stakeholders and decision-making. Students develop insights into the ways and the impact of

change on the commerce environment. Courses written under this framework examine representations and interpretations of commerce issues.

Students develop the skills to create innovative solutions to commerce problems. They will research and analyse information to present logical and coherent arguments through an inquiry approach to learning. Students will assess the ethical implications and consequences of a changing commercial environment. Skills implicit in the study of Commerce empower students to communicate in a variety of contexts.

The study of Commerce enables learners to develop their knowledge, understanding and skills to enhance the well-being of all citizens locally, nationally, and globally.

Commerce courses provide continuity with many pathways into tertiary and industry studies.

3.5 All courses based on this framework should enable students to:

- *analyse Commerce concepts, principles, processes, structures, assumptions, arguments, and ideas*

- *analyse the relationship between decisions and their impact on the individual, society, and environment*

- *understand the influence of historical, political, and cultural contexts on Commerce*

- *analyse values and attitudes and evaluate the purpose and ethical dimensions of Commerce*

- *evaluate the significance and implications of Commerce within local, national, and global contexts*

- *apply Commerce knowledge and skills to create innovative solutions in changing contexts*

- *communicate in a range of modes and mediums for specific purposes and audiences*

- *synthesise perspectives, ideas, and decisions to develop convincing arguments, judgements, and recommendations.*

3.6 Concepts, Knowledge and Skills from the *Commerce Framework* build on ACARA's F-10 Economics and Business curriculum:

Concepts and Knowledge

- *role of stakeholders (e.g. consumers, producers, governments and non-government organisations)*

- *decision-making*

- *interdependence and interactions between sectors of the economy*

- *globalisation*

- *commerce terminology*

- *social justice, ethical issues, and equity*

- *entrepreneurship and innovation*

- *capabilities (e.g. leadership, teamwork, collaborative effort)*

- *managing resources*

- *modelling*

- *change*

- *processes and systems*

- *historical, political, social, and cultural contexts*

Skills

- *creative thinking, critical reflection, analysis, and synthesis*
- *financial literacy strategies*
- *logical and reasoned arguments*
- *inquiry and research*
- *application of concepts, models, and principles*
- *reflection and evaluation*
- *problem solving and decision making*
- *communication*
- *time management skills*
- *use of technology*
- *work independently and collaboratively.*

3.7 All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. The Australian Curriculum General Capabilities comprise an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum.

4. THE CONTEXT OF THE ACT

4.1 Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social, and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

4.2 Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment, and generates relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

4.3 In consideration of the ACT context, and in response to contemporary research and literature, the *Tourism and Event Management* curriculum should include:

- a student-centred pedagogical approach

- the educational needs of young people with respect to financial literacy, working and communicating with others, and the tourism and event management industry

- critical analysis of different perspectives and different sources of information about tourism and event management, to develop informed opinions, conclusions, and recommendations

- the *Commerce Framework* and Achievement Standards

- the needs of different schools and sectors (government and non-government)

- awareness of local, national, and global issues

- the unique context of the ACT in terms of the national, cultural, and historic significance of buildings, environment, artefacts, and events

- the opportunities offered for learning in the national capital, in terms of the many events organised by business, professional, governmental, and non-governmental organisations

- the opportunities for learning offered by the varied events organised within the school community

- ethical, economic, legal, environmental, social and sustainability factors.

5. AIMS OF THE TOURISM AND EVENT MANAGEMENT CURRICULUM

Written under the *Commerce Framework*, the course will enable students develop insights into the tourism and event management industries in the business environment.

Economics and Business education involves the development of the knowledge, skills, attitudes, beliefs, and values that will inform and encourage students to participate in economic and business activities personally, locally, nationally, regionally, and globally. It explores the dimensions of economics and business that infuse daily life. If young Australians are to actively participate in their community, it is essential they develop an understanding of the effects that economic and business decisions have upon daily life. This will allow them to make sense of the world, understand their role in contributing to society and appreciate the interdependence of decisions made, as well as the results and effects of these decisions on individuals, households, business organisations, governments, groups, and other economies.
https://docs.acara.edu.au/resources/ShapeoftheAustralianCurriculumEconomicsandBusiness.pdf

The Tourism and Event Management curriculum will develop:

- understanding of tourism and event management work and business environments in Australia, and relationships with the global economy

- knowledge, understanding and skills to enable students to behave in an environmentally sustainable manner and ethically participate in tourism and event management

- understanding of the rights and responsibilities of consumers, goods and service providers and the role that government and other policy-making institutions, including the legal environment, play in regard to tourism and event management

- enterprising behaviours and capabilities that can be transferable into life, work, and business opportunities

- capacity to make informed and rational choices that enable students to actively engage with the economy locally, nationally, and globally, both now and in the future.

According to contemporary research and literature, teaching about tourism and event management should enable students to:

- gain an appreciation of the role of the tourism and event management industry and the structure, scope, and operation of the related tourism sectors of travel and visitor services

- examine the socio-cultural, environmental, legal, and economic aspects of tourism and event management, as well as opportunities, problems, and issues across global, national, and local contexts

- develop and apply knowledge and understanding through planning projects, analysing issues and opportunities, and evaluating business concepts and information technology

- apply knowledge and problem-solving skills to practical activities in tourism and event management and reflect on processes and outcomes

- develop and implement practical skills, including management and research skills, in an individual or a collaborative context

- make and justify decisions about issues related to tourism and event management

- investigate and reflect on contemporary issues related to tourism and event management.

The focus on event management will be more prominent in the course under development. This is due to the increasing significance of events and the opportunities for students to pursue post school pathways:

Event management has emerged to become a key sector of the tourism and leisure industries worldwide and this has given impetus to the need for tertiary educated event managers, and for evaluations of event management educational curriculum. The number, diversity and popularity of events has also grown and can be categorised into three basic groupings: business events (e.g. conferences, trade fairs), cultural events (e.g. festivals, art exhibitions) and sporting events (e.g. football games, car racing). As the number of events increase and the field of event management matures, there is a growing realisation about the continuing need to develop event management professionals who are able to create, organise and manage events.
https://www.researchgate.net/publication/37617105_Event_Management_Education_in_Finland

The *Tourism and Event Management* curriculum will also be informed by the knowledge, understanding and skills prioritised in contemporary research about education in tourism.

The Australian Government's *Tourism, Education and Training* report of 2019 highlighted the skills necessary for the industry:

The tourism industry encompasses a broad range of sub-sectors, including hotels and accommodation services, restaurants and cafés, bars, transport and travel services, cruising, tourist attractions, guided tours, casinos and gaming, exhibitions, and events. The common characteristic across all of these subsectors is they are all "people-facing" sectors and therefore, while the practical and technical skills used to complete job tasks are important, there is also great value placed on soft-skills, such as customer interaction and service, communication delivery and cultural awareness.
https://www.austrade.gov.au/ArticleDocuments/5185/Australia%20Tourism%20Edu_Training%20ICR_ENG.pdf.aspx?Embed=Y

National Industry Insights further develops this theme, emphasising the significance of soft skills:

The Tourism, Travel and Hospitality IRC's 2019 Skills Forecast identifies four key priority soft skills for the industry, and acknowledges that although technical skills are imperative to performing job tasks, the following soft skills are what employers will be looking for above and beyond technical skills:

- *Teamwork and communication*
- *Resilience, stress tolerance and flexibility*
- *Problem solving*
- *Self-management.*

In addition to the above key priority skills, the following generic skills were identified as most important to the industry:

- *Communication/Collaboration including virtual collaboration/Social intelligence*
- *Customer service/Marketing*
- *Learning agility/Information literacy/Intellectual autonomy and self-management*
- *Managerial/Leadership*
- *Language, Literacy and Numeracy (LLN).*

Several challenges currently face the industry as it tries to meet a growing demand for skilled workers, while also achieving growth and success into the future. The significant challenges being experienced in accessing and retaining skilled workers include a decline in enrolments in relevant VET qualifications, graduates not possessing key skills, and reported skills and knowledge shortages in communication, teamwork and problem-solving.
https://nationalindustryinsights.aisc.net.au/industries/tourism-travel-and-hospitality

6. STRUCTURE OF THE TOURISM AND EVENT MANAGEMENT CURRICULUM

RATIONALE

The study of Tourism and Event Management engages students with the role of the tourism and event management industries, and the structure, scope, and operation of these services. Students examine socio-cultural, legal, environmental, and economic aspects, as well as opportunities and issues across local, national, and global contexts. Events are explored in tourism, workplace, and community contexts.

Students explore tourism and event management as businesses, and gain understanding of their impact on the economy. They develop communication and interpersonal skills, including customer service and empathy, and business skills, including networking, management, and marketing.

Students consider and research the ever-changing nature of tourism and events, and how these industries respond to challenges such as economic, security, health, and environmental issues. Students investigate tourism and events trends, and apply their knowledge, skills, and understanding about tourism and events to make informed recommendations, form reasoned conclusions and predict future options.

In this course, students apply critical and creative thinking to analyse tourism and events management theories, trends, and issues, and apply concepts and information from a local, national, and global perspective. They use an understanding of concepts, and information gathered in research, to investigate scenarios and solve problems, and examine ethical and sustainability principles in event and tourism contexts. Students develop understanding of intercultural and cultural awareness customer service and engagement, communication skills and the applications of technology for those working in these industries. They consider regulations, grievance and compliance issues, and related Workplace Health and Safety issues for all stakeholders. Students develop skills in teamwork, working both collaboratively and independently to achieve outcomes.

The course provides opportunities to complete VET qualifications or Statement of Attainment from the Tourism, Travel and Hospitality (SIT) Training Package.

The Tourism and Event Management course establishes the basis for further education and employment in businesses and industries.

The units have been drafted for discussion as follows:

Tourism and Event Management Industries

Students develop understanding of tourism, travel, and event management industries locally, nationally, and globally. This unit focuses on key industries, sectors and core management issues related with tourism and events. Students examine the nature and scale of tourism, and as well as who are the stakeholders are and the different types of events, such as corporate, sporting, and cultural events. They investigate the scope and operations of contemporary tourism enterprises, and the business skills such as entrepreneurship in tourism and event management and essential interpersonal skills. They examine the impact of technological innovations on the tourism and event management industries and related software tools. They develop understanding of the economics of tourism and event management, such as the visitor economy, types of visitors including overnight visitors, international travellers and day-trippers and their economic contribution, and interpret statistical data using online resources.

Places and Products

Students examine the broad impact of social, cultural, economic, and environmental factors on developing different kind of tourism products in locally, nationally, and globally. They analyse tourism geography and how it changes over time, consider factors contributing to growth or decline in popularity, as well as branding and destination marketing, using media and social media. Students use research skills to analyse and compare tourism and events products and services, to identify and attract target consumers, and select suitable tourism and events products. They examine different motives for tourism and events for different marketing strategies, the diversity of perspectives that tourists bring with them and how these perspectives are shaped and influenced.

Students interpret specific product information to provide comprehensive advice on tourism and events, making use of relevant statistical data. They undertake business planning for establishing a tourism or event venture and they engage in financial, and marketing analyses to determine the viability of the venture.

Trends, Issues and Challenges

Students examine contemporary issues, opportunities and challenges facing tourism and events, and investigate factors responsible for changing trends. Students apply knowledge and problem-solving skills to analyse the changes that occur over time in the popularity of travel destinations, including social, political, and economic variables, to develop understanding current or future challenges.

They investigate changing consumer demands and expectations, and the implications of visitor management and responsible tourism, including ethical, environmental and sustainability factors, and sustaining Indigenous culture. They assess the constraints, including cultural, social, and historical issues, and develop understanding of the importance of working within and across cultures, including indigenous communities. They investigate marketing and market planning of tourism products and consider future trends.

Tourism and Event Operations

In this unit, students investigate successful tourism and event operations and the role of tourism policy, government organisations and legislation in regulating tourism and event management. They develop understanding of inter-cultural communication and examine considerations for changing event dates, places or cancellation policies and communication with clients. Students critically analyse skills in managing relationships by resolving and evaluating conflict situations, among diverse cultural groups.

Students plan and implement induction processes as a team leader, providing relevant and appropriate service to colleagues and customers, including addressing customer complaints and employee grievance and complaint procedures. Students examine compliance issues, including the effectiveness of Workplace Health and Safety, and health and safety issues for visitors.

Independent Study

(Independent study units are only available to individual students in Year 12. Three units in the course are to be completed before undertaking an Independent Study. Specific unit goals, content descriptions and assessment criteria outlined in the Independent study unit are mandatory.)

An Independent study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent study unit can be proposed by a student and negotiated with their teacher. An Independent study unit requires the principal's approval. The program of learning for an Independent study unit must meet the content descriptions as they appear in a course.

Please note: Training Package requirements for students seeking VET qualifications through the Tourism, Travel and Hospitality Training Package (SIT) must still be met.

7. CONSIDERATIONS

7.1 Incorporating a futures orientation

The tourism and event management industries are is constantly evolving, facing a variety of local, national, and global opportunities and challenges. In this ever- changing environment, tourism and event management has become a vital area of study as the demand for experiences and events continues to grow.

The imperative to create a futures-oriented curriculum is a major opportunity to lead improved teaching and learning. A futures orientation will include consideration that society will be increasingly complex, with Australians interacting in a global environment needing to know how to learn, adapt, create, communicate, and how to interpret and use information critically.

(The Future of Education and Skills Education 2030, 2018)

The course will make connections to consumer and financial literacy, and the relevance and importance of these for students is highlighted here:

In an increasingly complex, globalised and rapidly changing world it is critical for every young Australian to not only be able to cope with life's challenges but also to flourish as financially literate and enterprising citizens in the 21st century. All young people need opportunities to develop financial and enterprising capabilities that enable them to successfully and confidently operate in a complex, information-rich financial world. Developing consumer and financial capability in young people is a strong investment in Australia's social and economic prosperity.

(ACARA Curriculum Connections, Consumer and Financial Literacy)

7.2 Tourism and Event Management curriculum

The *Tourism and Event Management* curriculum has an important place in ACT senior secondary curriculum. It challenges students to think about, respond to and create solutions to contemporary problems in the travel and events industries. Students actively engage in critical thinking, problem-solving and decision-making. They respond to client needs and develop skills in customer service, with attention to teamwork, communication skills and cultural awareness.

7.3 Equity and opportunity

The *Tourism and Event Management* curriculum is inclusive of students' needs and interests. It provides flexibility and choice for teachers and students. The factors that influence this choice include school and community contexts, local community learning opportunities, contemporary and local issues, and available learning resources.

7.4 Connections to other learning areas

The *Tourism and Event Management* course makes connections with knowledge, skills and understanding from students' previous studies of Australian Curriculum courses in Years 9 and 10, such as Commerce and Business Studies. Similar issues of business practice may be discussed in Business, Business Services and Commerce; however, this course is specific to the tourism and event management industries.

This course shares common competencies with other BSSS accredited courses. The common units for *Tourism and Event Management* and *Hospitality* courses are listed below. Teachers of *Tourism and Event Management* and *Hospitality* need to internally moderate Units of Competence in the common core units.

The common competencies with Hospitality are:

Code	Competency Title
SITXCCS006	Provide service to customers
SITXCOM002	Show social and cultural sensitivity
SITXWHS001	Participate in safe work practices

7.5 Role of digital technologies

Students and teachers create and integrate a growing range of online information, tools, and applications. These can include apps, social media, and online resources.

7.6 Clarity of curriculum

The curriculum is substantial and flexible. It is sufficiently rich and descriptive to guide teachers with limited experience but avoid excessive prescription that would hamper experienced teachers from exercising their skills. The curriculum document is expressed clearly in terms that are accessible to a new teacher, while allowing all teachers to enhance it with their interests and expertise.

7.7 Breadth and depth of study

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions.

A program of learning is what a college provides to implement the course for a subject meeting students' needs and interests. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content if it meets the specific unit goals providing that it does not duplicate content in other units.

7.8 The nature of the learner

The courses address the needs of diverse learners and cater for Tertiary (T), Accredited (A), Vocational (V) and Modified (M) levels of study.

7.9 General capabilities

The *Tourism and Event Management* curriculum develops critical and creative thinking when students explore problems, develop innovative ideas, generate solutions, and evaluate and refine their ideas. They develop personal and social capability, while working collaboratively and developing a range of self-management skills and customer relations. Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values, and principles. Students develop intercultural understanding as they engage with diverse cultures in ways that recognise commonalties and differences.

Skills and understanding related to numeracy, literacy and ICT are further developed and used in Tourism and Event Management, as are problem solving and creativity. In addition, capabilities such as self-management, teamwork, ethical awareness, and social competence are also developed.

7.10 Cross curriculum perspectives

Each of the perspectives, Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability are represented in ways that are appropriate to in the course.
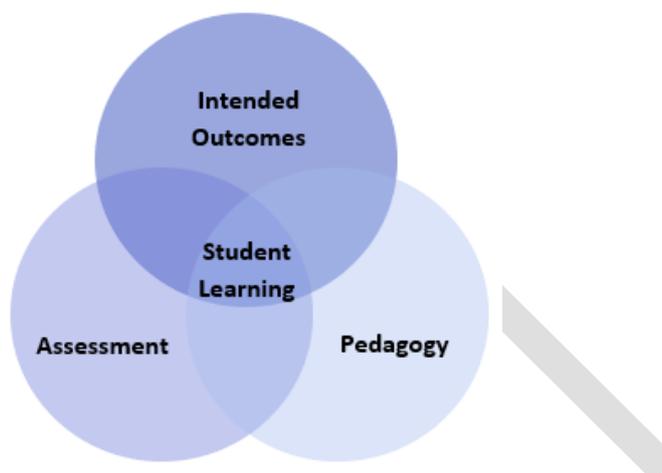
8. PEDAGOGY AND ASSESSMENT

The underpinning beliefs and learning principles for the development of ACT Board of Senior Secondary School curriculum as are follows:

8.1 Underpinning beliefs

- All students are able to learn

- Learning is a partnership between students and teachers

- Teachers are responsible for advancing student learning.

8.2 Learning Principles

1. Learning builds on existing knowledge, understandings and skills.

   (Prior knowledge)

2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.

   (Deep knowledge and connectedness)

3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.

   (Metacognition)

4. Learners' sense of self and motivation to learn affects learning.

   (Self-concept)

5. Learning needs to take place in a context of high expectations.

   (High expectations)

6. Learners learn in different ways and at different rates.

   (Individual differences)

7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.

   (Socio-cultural effects)

8. Learning is a social and collaborative function as well as an individual one.

   (Collaborative learning)

9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.

   (Explicit expectations and feedback).

9. CONCLUSION

The *Tourism and Event Management* course is to be developed under the *Commerce Framework* to show the interrelated nature of the business and the tourism and event management industries. Students will develop an understanding of the key ideas and concepts in local, national and global contexts. They will develop the knowledge, understandings, skills, attitudes, beliefs and values that will encourage them to participate in the community, make sense of their world and appreciate the interdependence of business decisions and the effect these decisions have on individuals, households and communities. Students refine their interpersonal and intrapersonal skills, and project management skills, including working independently and collaboratively.

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