Common Core Outcomes for Tourism & Hospitality Programs in Canada

A research report providing initial identification of core outcomes common to college diploma programs and industry standards
Completed for the Canadian Tourism Human Resource Council (CTHRC), and the Association of Canadian Community Colleges (ACCC)
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ACKNOWLEDGEMENTS

EXECUTIVE SUMMARY

The Canadian Tourism Human Resource Council (CTHRC) and the Association of Canadian Community Colleges (ACCC) initiated a joint project to conduct a broad brush review of post-secondary curricula in hospitality and tourism management studies across Canada to determine core outcomes. The result of the project is an initial listing of a set of learning outcomes common amongst two and three year hospitality and tourism diploma programs in Canada, and the two industry national occupational standards of *Supervisory Skills* and *Food & Beverage Manager*.

The identification of common core learning outcomes is in no way intended to become a "regulated or prescribed" common core that institutions or industry training must follow. The intent is to begin to identify the common items to assist in improving access and transferability between various programs, while at the same time to allow institutions to use the results in their own manner to help solidify their unique approach, focus and specializations in order to strengthen definition of their own signature program.

The work of this project could form the initial framework for a pan-Canadian set of core competencies which would assist educators to recognize core skills taught in programs across the country, and provide the linkages to industry standards accepted by employer and employee groups across the country. With further work, additional benefits could evolve such as improved linkages and recognition between education and industry credentials or courses, thus enhancing the process for articulation and "laddering" in post-secondary programs and with industry, and improving access for continuous skill development for those already employed in the industry.

The research and analysis for this project, which took place from May 2003 to early November 2003, was overseen by a joint Steering Committee consisting of one ACCC member and one CTHRC member from each of the ACCC regions; BC/Yukon, Alberta/NWT, Saskatchewan/Manitoba/Nunavut, Ontario, Quebec, and Atlantic, as well as representation from CTHRC (the project administrator) and ACCC.

British Columbia, Ontario and Quebec all have program requirements, standards or identified common core courses and outcomes for college programs in their jurisdiction. Each of these has been developed in a different manner, but all provide some consistency of core programming in these regions. These program standards or common outcomes, along with a few individual program curricula have been used as the basis for comparison of college programs for these regions. For the other regions including the Prairie Provinces, the territories and the Maritimes, individual program curriculum from post-secondary institutions was used. In total, over 20 program standards or individual curricula were reviewed for this project. Learning outcomes common to hospitality and tourism programs across the country were then compared to the outcomes in the two listed occupational standards of *Supervisory Skills* and *Food & Beverage Manager.*

There is a firm base of common core learning outcomes for college tourism/hospitality programs and industry standards. This common core can provide the basis for a solid message to industry and college personnel that there is some consistency as to core expectations of knowledge, skills and values of those working in the tourism/hospitality industry.

Results of this initial broad review identified outcomes within the following topics as common to college programming and industry standards:
1. Customer service and satisfaction
2. Professionalism
3. Teamwork and interpersonal skills
4. Human resources

5. Sales and marketing
6. Accounting /finance
7. Health and safety
8. Operations
9. Effective Communications
10. Research

It should be noted that the depth of learning expected in theory and skills varied in these categories (both between college programs themselves and between college programs and industry standards).

The key areas included in college programs but not in the industry standards are:
1. Broad knowledge of tourism and hospitality industries, national and global trends, economic impact, and policy development
2. Management principles and theory
3. Detailed accounting and management accounting theory and practices
4. Business ownership options and analysis
5. Organizational behaviour
6. Marketing theory
7. Computer applications (standards have general references only)
8. Research procedures and analysis

Areas of particular strength of the industry standards are:
1. Presentation of required knowledge and skills in a practical industry context, in plain language
2. Emphasis on situational analysis, decision making and operational considerations in practical context
3. High priority on personal management, interpersonal skills, and adaptability to changing environment and situations.

Initial feedback from college and industry representatives indicate that the results of this review, or these results with further work, could be used as the beginning for various purposes, including:
- Program reviews in colleges
- Joint programming or development amongst colleges
- Further work towards articulating programs and transfer agreements
- Identifying unique focus of various programs
- Further work in cross recognition between college programs and industry credentials
- Promotion of college and industry training with industry members
- Further joint efforts between post-secondary education and industry to promote lifelong learning and continued professional development and recognition in the industry.

Recommendations for next steps include establishing priorities for use of this and/or subsequent research, identification of additional research and validation required, a process for greater education and industry involvement, and linking to some of the other initiatives taking place such as articulation agreement frameworks and advanced essential skills.

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PROJECT OVERVIEW

The purpose of the Core Learning Outcomes Project was to conduct analytical research and prepare a report that identifies common core learning outcomes found in representative two and three year tourism and hospitality programs across the country. These common core college outcomes were then to be compared to the learning outcomes of industry occupational standards for Supervisory *Skills* and *Food & Beverage Manager* to identify a common set of outcomes for colleges and industry.

Recommendations based on the findings were to form a part of the report as well.

The project was initiated through a joint effort between the Association of Canadian Community Colleges (ACCC) and the Canadian Tourism Human Resource Council (CTHRC), to strengthen their cooperative work in building a more comprehensive learning framework for the tourism industry with respect to continuous lifelong learning and recognition opportunities.

In broader terms, the project objectives, as defined in the Project Terms of Reference were: "The overall objective of the National Core Learning Outcomes initiative is to ensure that Canadian education and training for tourism and hospitality management provide graduates with a set of core skills that are:
- Relevant and responsive to industry needs;
- Consistent with established national standards; and
- Mobile and transferable within and between regions in Canada.

These objectives can best be met through a system that recognizes the common learning outcomes and ensures that they meet the industry standards recognized by employer and employee groups across Canada."

The long term objective of work in this area was identified as establishing a 'credit transfer system', to ensure that any individual can receive credit for their professional development (knowledge and skills), wherever it takes place – in school, on the job, or through self-study.   It is not anticipated that the results of this study will be detailed enough to facilitate this long term goal; but that the results of this study may provide a starting point for further discussion and identification of some possible next steps.

The project included five phases:
   Phase One: Data collection and participation at tourism educators forums in BC and the Maritimes.

   Phase Two: Analysis and development of a grid of common elements, with emphasis on the primary level of competencies. The review was to include up to 24 programs.

   Phase Three: Comparison with National Occupational Standards for *Supervisory Skills* and *Food & Beverage Manager*, with identification of differences.

   Phase Four: Further exploration and validation in each Province and Territory, to confirm analysis and solicit feedback.

   Phase Five: Report and recommendations, including the results, lessons learned, recommendations and proposed additional discussions.

The Project Team consisted of Gail Hall, Project Manager; Ann Pedersen and Nicole Harder who did program reviews and comparisons; and Gene Semchych and Deb Blower who provided advice and suggestions as we progressed through the project.

APPROACH AND METHODOLOGY

Steering Committee

The research and analysis for this project was overseen by a joint Steering Committee consisting of one ACCC member and one CTHRC member from each of the ACCC regions; BC/Yukon, Alberta/NWT, Saskatchewan/Manitoba/Nunavut, Ontario, Quebec, and Atlantic, as well as representation from CTHRC (the project administrator) and ACCC. Steering Committee Members are listed in Appendix A. Additional people participated in discussions at various points.

Sample gathering

The Steering Committee provided suggestions of contact people to speak to about provincial/jurisdictional activities in the development of core curricula and tourism learning systems, and suggestions of program curricula to request copies for review.   As noted in the section of this report on Regional Scans, in some regions there had been enough work done to warrant using provincial core or ministry program standards as the basis for comparison to programs in other regions. For the most part, we also included review of at least one provincial program as well. In regions where no provincial standards or accepted common core was in place, we reviewed representative curricula.

> Specified contacts at Colleges were requested to supply their program curriculum in learning outcome format where it was available. In most cases this was outcomes at the course level. We were not able to use course outlines for this review if they had only calendar-type descriptions without specified learning outcomes or objectives.   Some colleges provided only those courses that were a part of their core, and not specialty courses, which was sufficient for the purposes of this study.

> Requests for curriculum and some additional questions were sent out in May/June to most Colleges, with a couple of additional requests sent in August/September. Program curricula were received between May and October.

> In total, we reviewed 14 individual programs and 8 provincial standards or core outcomes documents. A listing is supplied in Appendix B.

> **Review process and adjustments**
> In order to do as complete a review as possible within the time allowed in the project, we developed a large matrix of learning outcomes from all program standards and individual curricula. The steps we followed in the review are as follows:

>   1. One matrix was developed for comparing outcomes for the hospitality college programs, and one was developed for comparing outcomes for the tourism college programs.

2. We first listed (in each of tourism and hospitality) outcomes from the Ontario programs, as they appeared to be in good detail, and would allow us to match outcomes from other regions/programs against them. Once we had identified and listed equivalent outcomes from other regions/programs against those of Ontario, we reviewed the additional outcomes from other regions not matching those in Ontario to identify any additional outcomes common to most programs/regions.

3. The next step was to review the matrix and to group the outcomes into a set of 10-15 topic areas or categories, which allowed us to do a more focused listing of common outcomes. As each of the program standards, core documents and college curricula are grouped in different manners, we attempted to find categories that would encompass topic areas in the college programming and in the industry standards.

4. From here we identified the common core outcomes for the tourism programs/standards we had reviewed, and another set for the hospitality programs/standards we reviewed.

5. A validation process was then undertaken whereby Colleges which had provided curriculum for review were asked to validate and revise our comparison of their college outcomes to the common core outcomes (see Validation section below for further detail).

6. The common core outcomes for each of tourism and hospitality were then reviewed for consistency, and a set of outcomes common to both tourism and hospitality programs identified.

7. The common core outcomes for combined tourism and hospitality were then compared to the industry standard pair of *Supervisory Skills* and *Food & Beverage Manager* to develop a final set of outcomes common to college programs and the specific industry standards.

Validation/feedback process
A validation process was then undertaken whereby a spreadsheet was developed for each college program we reviewed to list the common core outcomes for tourism or hospitality (providing the category, general outcome, and sub-outcomes or elements of performance), and also list the outcomes from the individual college that we felt matched or were equivalent to the common core outcome listing.   Individual spreadsheets were then sent to each college which sent us curriculum.

Colleges were asked to confirm that the outcomes from their program which we had listed as equivalent to the common core outcome were indeed equivalent, and secondly to identify if they had program outcomes which we had not listed as equivalent to common core outcomes. One limitation on this validation was that it was not requested to identify whether the program outcomes they were adding as equivalent were in required courses or in electives, therefore there may be some identification of equivalencies which are not actually in core programming. Some verification on this may need to be done in the future.

General comments/challenges

In identifying the common outcomes, if the level of the learning expected as identified in the program outcomes varied, we used the 'average', or most common level. For example, if most of the outcomes regarding a marketing plan were to "<u>describe the steps</u> in developing a marketing plan", and a few were "<u>develop</u> a marketing plan", we would use the "describe the steps" level as it was most often used.

For example, regarding marketing plans, varied outcomes include:

Illustrate the components of a marketing plan

Write a marketing plan, including advertising plan and evaluation and control mechanisms

Describe the steps involved in preparing a marketing plan

Develop an annual marketing plan

We attempted to maintain objectivity in reviewing outcomes as stated, and not to infer too much from the statements. At times it was a fine line to determine whether a more general learning outcome statement would include specific knowledge or skills. In some cases we were able to review enabling outcomes to confirm a greater level of detail. As we had limited time to review each curricula, and did not have the luxury of working with the individual college representatives on each review, our results are an academic exercise within the level of effort identified in this project. In identifying equivalencies in outcomes, we did not include a reference to a specific outcome in a curriculum if the common core learning outcome was not actually stated within the college outcome or enabling outcomes (we looked for transparency and clarity from a reader perspective in stated outcomes). As such, we recognize this listing may have gaps where a common core learning outcome is indeed covered in a particular college program, but it was not specifically stated in an outcome. Our validation process with Colleges helped to clarify this.

For example, relating to government policy, outcomes from various programs include:

Identify the impact of government policies, changing motivations related to tourism, and private tourism services on the hospitality sectors

Discuss the tourism industry

Explain the role of the government and industry associations in the Canadian tourism industry.

Explain government policy as it relates to business.

Describe the role of governments and prominent organizations in tourism, locally, provincially, nationally and internationally.

Breadth and depth of the outcomes we had to review varied as some were program-based outcomes which tend to be more encompassing, and others were course-based outcomes which provide more specific expectations. We attempted to blend these in our final outcomes listing, although at times we felt it important to include more specific outcomes, as they appeared to be of high importance.

We did not receive much general comment on the validation feedback, nor much clarification on level of outcomes or bracketed phrases for which we were asking for clarification. This may have been mainly due to tight time frames required.

REGIONAL SCANS

British Columbia:

In BC, much effort has been undertaken to develop core curriculum for both the Hospitality Management Diploma programs and the Tourism Management Diploma programs. The projects were managed by the Centre for Curriculum, Transfer and Technology (C2T2) for the Ministry of Advanced Education in BC, with assistance from the former Pacific Rim Institute of Tourism, plus the involvement of many educators and industry professionals. In 1998 a common core curriculum was agreed to by Hospitality Management Programs in BC Colleges. In the Hospitality Management diploma program there are 19 core courses that have been identified that make up the CORE curriculum for that diploma, each requiring a minimum of 45 hours of instruction. A course has a prescribed set of learning outcomes, and those outcomes must be met in the hospitality management programs in BC either through a single course or a series of courses in that diploma at a particular BC institution. The Hospitality Core in BC makes up approximately 50-60% of a full diploma program, with the other 40 to 50% providing opportunity for colleges to offer a wide range of specialty courses that allow each institution to provide a unique focus in their program.

This core was then endorsed by key hospitality and industry associations. Colleges offering the Hospitality Management Diploma program review the hospitality curriculum on an annual basis through the CAT (Council on Admission and Transfer) agreement as it relates to articulation, transfer and therefore equivalency between programs.

The core curriculum was formally agreed to by the participating colleges, but the extent of compliance has not been monitored; and adherence continues to be done on a voluntary basis.
Although no criteria was set as minimum adherence for Colleges to be able to say they incorporate the core in their program, the intent was that colleges would include 100% of the outcomes. The important aspect is the desire and commitment of the College system in BC to identify, maintain and cooperate on a basic core curriculum. It is in BC where the initial and most in depth work on a Tourism Learning System has been done.
A similar process was implemented for the Tourism Management Diploma programs in BC. In the Tourism Management diploma there are 13 core courses that have been identified that make up the CORE curriculum for that diploma. A course has a prescribed set of learning outcomes which must be met in the tourism management programs in BC either through a single course or a series of courses in that diploma at a particular BC institution. Colleges offering the Tourism Management Diploma programs meet on a regular basis through the BC CAT articulation meetings and do an informal review of curriculum and address issues in the common core curriculum. The Tourism Core in BC makes up approximately 40% of a full diploma program, with the other 60% providing opportunity for colleges to offer a wide range of specialty courses that allow each institution to provide a unique focus to their program.

In both the Hospitality and the Tourism programs, colleges work towards accessible and efficient transfer into other Hospitality and Tourism diplomas as well as degree programs in BC, and a number of block transfers to year 3 of a degree program have been negotiated. Up to 60 credits may be transferred into degree programs from other BC tourism and hospitality programs.

In 2002, in the Hospitality Management diploma grouping, a set of ten broad program learning outcomes was developed for those topics in the curriculum that lent themselves to the PLAR process. A set of performance criteria and suggested methods of assessment

were also developed, and the process was posted on the C2T2 web-site in March of 2003 for industry members to access. The process is available at all 11 BC colleges offering the Hospitality Management Diploma program.

Refer to Appendix C for the listing of the BC Core Outcomes for Hospitality and Tourism, and for an outline of the Hospitality PLAR program outcomes.

BC also demonstrated leadership in attempting to broaden the concept of core curriculum beyond BC to other jurisdictions.   For three years (1998-2001), as part of a Tourism Standards Consortium (TSC) Western and Northern Canada project, BC led a joint project of the four western provinces, Northwest Territories and the Yukon. These jurisdictions were all involved in provincial/jurisdictional work regarding core outcomes and Tourism Learning Systems, with an ultimate goal of attempting some shared common outcomes and processes across western and northern Canada.   Each jurisdiction moved forward within their own parameters towards a provincial tourism learning system that fit their own requirements and priorities. Lack of resources prevented further work on development of a shared western and northern learning system.

Due to current government re-organization in BC, there is some concern that resource support for continued cooperation and coordination of common core and tourism learning systems may be limited, and the work may be difficult to continue at the same level.

The Core Curriculum for both Tourism and Hospitality programs in BC and the BC Hospitality Prior Learning Assessment and Recognition (PLAR) learning outcomes have been used as the basis for comparison in this study. As well, one BC Hospitality Diploma curriculum was reviewed.

The Territories
Limited work on core curriculum or Tourism Learning Systems specifically for the territories has been completed. Although both the Northwest Territories and the Yukon participated in the Tourism Standards Consortium, as they have limited number of colleges in the territories, their priorities for resources were on other projects. They were to review the results of the work from the TSC projects and consider what they might then incorporate.   Yukon College participates fully in the forum of BC Educators, and incorporates the BC Common Core in their curriculum for their Tourism Studies & Management Diploma Program.

The core courses (including the BC Common Core for Tourism plus additional core courses from the diploma program) of the Yukon College Tourism Studies & Management Diploma program were reviewed for this project.

Alberta
As part of the Tourism Standards Consortium project of a Tourism Learning System (noted earlier), the Alberta Tourism Education Council (now the Alberta Training for Excellence Corporation), coordinated a broad-based review of curriculum in Alberta Colleges against the BC core outcomes, and to gather feedback as to interest from the Alberta Colleges concerning developing a common core curriculum in Alberta.   Responses were received from 6 Tourism Management Programs and 3 Hospitality Management Programs in Alberta. Colleges were asked to review the BC Core Curriculum core courses, and to indicate which of these courses were covered in their own curriculum, and which of these courses they felt

should be included in an Alberta core. There was a fair consistency in responses, with an indication of interest in development of an Alberta common core. Consultations were held to develop a strategy for moving forward. However, the initiative was not completed due to lack of resources.

Refer to Appendix D for further information on results of the Alberta review of core outcomes interest.

Indications are that there have been many program changes since the study was completed, and therefore the information on comparisons in the study is out-of-date. However, again the important indicator here is the interest indicated by Alberta Colleges in developing some kind of core curriculum.

Saskatchewan

Saskatchewan participated in the TSC tourism learning system project, and validated BC's core curriculum in tourism as a foundation for the Tourism Management Diploma Program at SIAST.   No further work has been undertaken due to lack of resources, however the Saskatchewan Tourism Education Council (STEC) continues to participate on SIAST's program advisory council.

One Recreation and Tourism diploma program from Saskatchewan was reviewed for this project.

Manitoba

As part of the Tourism Standards Consortium (TSC) project referenced above, the two Manitoba Colleges offering Hospitality Diploma programs compared their outcomes to one another's, and to the BC Core.   The same process was done for the three Colleges offering a Tourism Diploma program at that time.   The areas that were identified as not matching the BC core, or outcomes of other Manitoba Colleges were then used in program review processes by the Manitoba Colleges to decide if they wished to incorporate the additional outcomes, and how that might be done.

Major restructuring of the diploma programs in two Manitoba Colleges are now underway, so the previous work in relating to core outcomes will need to be revisited.

The two Manitoba Colleges with Hospitality Diploma Programs participated in a major project from 1999-2001 to develop a program-based PLAR process for the 2-year diploma. They developed program outcomes in 10 major cluster categories, and then sub-outcomes or Elements of Performance for the 10 areas. A pilot program was implemented at one of the Colleges, where assessment criteria were developed and a pilot was completed with very experienced industry professionals challenging for academic credit.   As part of this project, there was a comparison of industry occupational standards (some of the front line and supervisory standards) against program outcomes, to allow for using industry certification as evidence of learning against equivalent college outcomes.
In view of the major restructuring of college hospitality and tourism programs being undertaken in Manitoba, it is not known how much of this initial work will still be valid in the next few years.

Refer to Appendix E for further information on the Manitoba Tourism Learning System, and the program-based Hospitality PLAR project.

One Manitoba Hospitality Management program and one Tourism Management program were reviewed for this project.

Ontario

The Ministry of Education in Ontario, with the help of a lead college and a Pilot Project Steering Committee for the development process in each of Hospitality Management Programs and Tourism and Travel Programs, has developed provincial Program Standards that form the basis for Ontario college programs.

The program standard for four-semester Hospitality Management Programs (Hotel & Restaurant Management and Food & Beverage Management), was approved by the Ministry of Education and Training for delivery by Ontario Colleges of Applied Arts and Technology through the College Standards and Accreditation Council in June of 1996. The program standard for four-semester Tourism and Travel Programs was approved by the Ministry in August of 1997.
All program standards for post-secondary programs in Ontario include the following elements:
> Vocational standards (vocationally specific learning outcomes for the program),
> Generic skills standard (generic skills learning outcomes which apply to programs of similar length), and
> General education standard (requirement for general education courses of post-secondary programs).

Refer to Appendix F for additional information on the Ontario Program Standards.

Ontario program standards indicate that individual colleges of applied arts and technology offering the program determine the specific program structure, delivery methods, and other curriculum matters to be used in assisting students to achieve the outcomes articulated in the standard. Individual colleges then have the flexibility to determine whether additional local learning outcomes will be required to reflect specific local needs and/or interests. Different colleges put different emphasis or business angle on their programs, which helps to differentiates the programs while still incorporating the provincial standards. An industry advisory process supports this.

With the new College Charter in Ontario, Colleges will have greater autonomy in programming and governance. However, it is expected that colleges will still incorporate the provincial standards, with the vocational outcomes in particular, and that the variances will come more in the number of contact hours per topic/outcome providing differences in depth of delivery (often based on funding limitations), particularly in the area of the general education standards.

Also, the PQAB of the Ontario Government did not support the development of a 2+2 model for Applied Degree development applications. All Applied Degrees that were approved are stand-along programs with the same entrance standards as those of Ontario Universities. The PQAB oversees the Quality Control of all Applied Degrees with a set of operating policies and standards. There are plans for a system wide approach to articulation from two-year programs into applied degrees in Ontario.

The Ontario Ministry program standards for Hospitality Management and for Tourism and Travel Programs were used as the basis for review for this project, as agreed to by Ontario Colleges we spoke with. As well, one Toronto Hospitality Management program and one regional Tourism Management program supplied their programs for review as additional confirmation for this study.

Quebec

In Quebec, the tourism and hospitality college programs fall under the 'formation professionnelle et technique' within the Quebec Ministry of Education. The Quebec programs of Tourism Management, of Hotel Management and of Foodservice & Restaurant Management follow the format of other programs in their formulation in terms of competencies, objectives and standards. They are designed using an approach "that takes into account training needs, the employment situation and the general goals of technical education, and … will provide the basis for the definition and evaluation of learning activities. It lends itself to the application of the program-based approach".   Colleges are required to follow the Ministry program, but they are entirely responsible for defining the learning activities and program delivery.

These programs are three-year technical programs leading to a Diploma of College Studies (DCS).

The Tourism program includes a general education component common to all programs (16 2/3 credits), a general education component specific to the program (6 credits), a general education component complementary to the other program components (4 credits), and a specific program component of (65 credits).

The Quebec Ministry programs have been used for review in this study.

A sample of the format of competency listings in the Quebec Ministry standards is included in Appendix G.

The Maritimes

In 2002, the Atlantic Colleges Tourism Education Consortium (ACTEC) was formed with New Brunswick Community College, College of the North Atlantic (Newfoundland), Nova Scotia Community College and Holland College (PEI) as signatories to a Memorandum of Understanding (MOU). This MOU was formed on the basis of a voluntary partnership to promote scholarly co-operations, staff and student exchanges, and special project initiatives in the region. ACTEC will cooperate on initiatives that enhance professional development, curriculum development, faculty and student exchanges and the formation of Scholarly Agreements.   Although no work has been done to date on the development of a common core curriculum in the region, a presentation was made at the ACTEC inaugural regional conference in June of 2003, and strong interest in this initiative was indicated.

Curriculum from New Brunswick, Nova Scotia and Prince Edward Island colleges have been used for this review.

FINDINGS

Common Core Outcomes of college programs & Industry Standards

The following table provides the listing of those outcomes which were determined to be common to college tourism and hospitality programs and to the industry standards reviewed.

Table 1 **Initial identification of Common Core Learning Outcomes of College Tourism/Hospitality Programs and Industry Standards of *Supervisory Skills* and *Food and Beverage Manager***
KEY: Shaded outcomes or bracketed phrases represent outcomes not included in all programs, or where outcome did not appear to be as much in depth in some programs
1)   Customer service and satisfaction
a)   Demonstrate professional client relations, with both staff and external markets:
i)   Explain and apply the principles of good customer service
ii)   Describe how to develop and deliver products and services to meet customer expectations and desires
iii)   Adapt service to meet customer needs and expectations
iv)   Demonstrate sensitivity to cultural differences, and communicate effectively with people from other cultures
v)   (Elicit useful customer feedback) and effectively respond to customer's needs and complaints
vi)   Monitor behaviour and manage disruptive or inappropriate behaviour and conflict
vii)   Provide appropriate information to customers to assist them in planning
viii)   Identify and follow industry service standards relating to service delivery
ix)   Employ effective interpersonal skills and maintain rapport in dealing with customers and co-workers
b)   Strive to ensure quality of products and services:
i)   Follow corporate and house standards of professionalism and service delivery
ii)   Be aware of a range of special needs, and be proactive to address these needs
iii)   Identify and describe ethical behaviour in relation to client satisfaction
iv)   Adapt products or services to meet customer needs and expectations, with regard to changing trends

2)   Professionalism
a)   Provide services in a professional manner:
i)   Demonstrate ethical behaviour and follow professional codes of conduct
ii)   Apply principles of business etiquette, protocol and procedures
iii)   Adhere to professional standards of dress, hygiene and grooming
b)   Use effective self-management techniques:
i)   Follow principles of time management and meet deadlines
ii)   Follow principles of stress management
c)   Develop self through personal development strategies:
i)   Develop career planning goals and process
ii)   Evaluate own knowledge and skills and identify gaps for reaching personal and professional goals
iii)   Explain the benefits of membership in professional associations

	iv) Participate in professional development activities

3) Teamwork/Interpersonal Skills
a) Demonstrate effective interpersonal skills:
i) Promote positive management/employee relations through use of positive interpersonal skills and fair and equitable treatment
ii) Demonstrate conflict resolution techniques
b) Demonstrate ability to work well as a team member:
i) Plan and make decisions with others and support the outcomes
ii) Relate your role to the role of others in the organization
iii) Apply principles of group dynamics to teamwork and teambuilding
c) Define a leader, and demonstrate leadership where appropriate
d) Describe the role of a manager in a tourism/hospitality operation, and relate it to the role of others

4) Human Resources
a) Apply knowledge of human resource practices and organizational behaviour to contribute to the supervision and management of an operation:
i) Apply supervisory (and leadership) techniques, including coaching
ii) Demonstrate knowledge of the training cycle (and techniques)
iii) Develop an orientation session for new employees
b) Describe the employee performance assessment and professional development planning process:
i) Describe the components and usage of a performance assessment system (and employee development program)
ii) Describe the role of discipline in performance management
iii) Explain labour relations and implications to the workplace and employees relating to union and non-union environments
c) Describe and apply applicable employment and human resource legislation:
i) Describe employment standards and human rights legislation related to recruitment, selection, hiring and termination of employees
ii) Describe human rights legislation and implications for the workplace in ongoing operations
d) Describe human resource management procedures for recruitment, selection, hiring and dismissal of employees:
i) Explain and perform a job analysis, and develop/update job descriptions
ii) Describe recruitment, selection and hiring procedures and issues
iii) Describe the principles of employee termination

5) Sales and Marketing
a) Contribute to marketing effectiveness to promote a successful operation:
i) Describe the components of a marketing plan
ii) Describe the fundamentals of a promotional plan
b) Sell products and services:
i) Demonstrate effective personal selling techniques
c) Evaluate the effectiveness of sales and marketing practices

6) Accounting/Finance
a) Complete point of sales transactions, using Point of Sales system, and process payments
b) Prepare and monitor budgets
c) Apply internal control functions to areas such as purchasing and receiving, food and beverage, labour, operations and inventory

7)	Health and Safety	
	a)	Follow practices to ensure employee and guest safety and prevent accidents:
		i) Apply preventative approach to safety, sanitation, and maintenance of facility, equipment and supplies
		ii) Identify the responsibilities of a manager in health and safety of clients and employees
		iii) Identify the responsibilities of the employee to ensure a safe and healthy environment
	b)	Follow practices to ensure employee and guest health and well-being:
		i) Describe and follow proper storage and safe usage of controlled products
		ii) Apply principles of safety and sanitation
		iii) Describe appropriate actions in an emergency situation
		iv) Provide first aid and CPR when appropriate and within operational policies
	c)	Identify required legislation and legal implications to operation:
		i) Identify and follow required laws and regulations
		ii) Describe license requirements

8)	Operations	
	a)	Implement a quality control process:
		i) Monitor and evaluate quality and effectiveness of products and services
		ii) Make recommendations for improvements in service and productivity
		iii) Describe organizational structure, interaction of department and interdependence of various occupations/roles
	b)	Manage operation and maintenance of facilities:
		i) Participate in business planning activities
		ii) Manage and comply with contracts
		iii) Maintain facility and equipment
		iv) Manage inventory and supplies
		v) Identify legal responsibilities of managers
		vi) Describe security controls and processes to protect guests, staff and operation
		vii) Maintain records
	c)	Develop policies and procedures:
		i) Identify areas that require policies and procedures
		ii) Incorporate norms of recognized industry standards into corporate/house policies and procedures (relating to ethical guidelines, conservation and occupational standards)
	d)	Develop products and services
		i) Contribute to the design and development of products and services for the operation
	e)	Use the internet and email effectively

9)	Communications	
	a)	Develop and organize communications:
		i) Plan and organize type and content of communication according to purpose and intended audience
		ii) Convey ideas clearly, ensuring effective communications in (multi-cultural) workforce and external audiences
		iii) Identify strategies for establishing and maintaining communication links with internal and external audiences
	b)	Prepare effective written communications:
		i) Use format, tone, and style suited to purpose
		ii) Write effectively for purpose, eg. Memo, business letter, report, email
	c)	Prepare and deliver effective oral communications to individuals and to groups:
		i) Speak effectively

ii)   Demonstrate effective listening skills
d)   Plan and conduct meetings:
i)   Plan and organize meetings, with appropriate agenda and time frames
ii)   Conduct meetings with appropriate process

10) Research
a)   Collect, analyze and organize information from a variety of sources, including the internet
b)   Make effective business decisions based on information and analysis

Comparison of college outcomes and industry standards

1. College program outcomes often include the theory behind the skills and abilities; the industry standards have now included some of the rationale, but do not include the theoretical basis.

2. The industry standards are strong in their "practical setting" approach. They almost provide "simulations" of situations in regards to skills and abilities, and the notes and variations sections provide important context perspectives. The industry standards provide a valuable resource for college programming to assist with case-based or problem-based scenarios.

3. As most industry standards are occupation specific, they do not include the broader foundation of the industry as a whole, the sector as a whole, or the interrelationship between sectors or occupational groupings.

4. The industry standards have begun to differentiate between skills at the supervisory and those at the management level. There is an assumption that the manager will have the skills identified at the supervisory level incorporated into their role as manager. Might greater definition in the common core learning outcomes as a whole (or depth of outcomes) between supervisory and management skills help ladder the outcomes in the future?

5. Terminology in college outcomes is more theoretical, industry standards have made an effort to use plain language, industry based.

6. Based on the general approach of college and industry standards, the variances in outcomes are not surprising. In general, there is a strong basis of commonality between key expected outcomes of college programs and industry standards.
   ➢ A caution: comparison of outcomes can only identify the proposed learning. If this work were to be taken the next step in looking at possible linkages/cross credits/articulation, the assessment processes need to be compared as well.

7. It was not a part of this project to do an analysis of essential/employability skills and their emphasis or weighting in college programs or industry standards. A previous study, Andrews, B. 1996 The Importance of the Conference Board of Canada's Employability Skills to the Hospitality Industry (Master's Thesis, University of Guelph) had identified the broad agreement of educators and employers that the Conference Board of Canada's employability skills should be included when preparing students for employment. It also identified, however, that at that time, the area of personal management skills and teamwork skills (positive attitude and behaviours, responsibility and adaptability) were considered more important by employers than academic skills when considering graduates for entry level positions. With the increased emphasis on employability skills in recent years, a comparison of the common core learning outcomes as they relate to employability skills would be valuable to consider. It appears the academic emphasis on personal management and teamwork skills has increased over the last few years. The identified common core outcomes relate well to the advanced essential skills identified as

a continuation of HRDC's nine essential skills (Advanced Essential Skills Project in 2003 by Canadian alliance of Education and Training Organizations with ACCC and the Canadian Association for University Continuing Education acting as the Steering Committee). The advanced essential skills template might provide a good basis for additional classification of the common core outcomes. The diagram below illustrates this framework.

Leadership
Inspires and motivates others, supportive, mentor, coach, effective team builder, sensitive to diversity, can take on the role of follower as necessary

Creativity
Innovative, visionary, "big picture thinker," entrepreneurial, responsible risk taker

Project management
Time management, information management, environmental and situational analysis, financial savvy, accountable, strategic planner, problem solver, researcher

Communication/Interpersonal skills
Ability to teach and motivate others, highly developed sense of self, strong business ethics, effective management of others, multi-tasker, critical thinker, good negotiator, diplomatic conflict resolution

The Conference Board of Canada is involved in additional work on advanced essential skills.

Table 2 General findings regarding comparison of Hospitality and Tourism college outcomes and industry standards by category	
CATEGORY	**COMMENTS**
1. Client satisfaction	One of the highest correlation categories (nice to see!). Certain topics need greater detailing/depth, such as adapting to/for special needs, and cultural communications.
2. Professionalism	Personal management skills have a higher visibility in the industry standards, and are noted in fair depth. College programs provide more emphasis on preparing for employment, whereas industry standards reflect practical applications and situations.

3.Teamwork/ Interpersonal Skills		There was a wide range of outcomes and depth of outcomes here; also a range of how much theory was included. This category needs greater definition in the outcomes.
4. Human Resources		Fair consistency between hospitality and tourism outcomes was found, but a greater depth in hospitality. Industry standards were equivalent in most areas, and they outline more performance-based outcomes, where college outcomes are more knowledge based.
5. Sales & Marketing		Fairly wide variances were found in what is included in this section as well, and in particular the level of the outcome (eg "list components of marketing plan" as opposed to "develop a marketing plan"). Industry standards look at this in a more operation specific format (according to type of operation). More occupational standards (such as *Director of Sales & Marketing*) would need to be included to have equivalent outcomes to college outcomes.
6. Accounting		This is the category which has the greatest variation in breadth and depth of outcomes. Hospitality includes much greater depth than tourism, and college outcomes are much more theoretical based than the industry standards. Outcomes were not detailed as to specific electronic software use for accounting in either outcome sets. Forms of business ownership and financial business planning requirements are not included in the industry standards, and vary in depth in tourism/hospitality outcomes.
7. Health & Safety		Greater number of outcomes here in hospitality than in tourism. Some surprising omissions such as risk management. Outcomes related to laws and regulations vary between hospitality and tourism.
8. Operations		Greater definition needed here in the theory area of management, and what detail is involved. Some interesting findings in lack of items such as notation of environmental stewardship programs (this area may be included in teaching, but not identified in outcomes) Whole area of use of technology and computerized systems varies greatly between programs, and is weak in the industry standards. The types of software programs individuals need to be proficient in and the level of proficiency needs better definition. Industry standards include more definition of use of workplace communication tools

		such as telephone, fax, answering machine, POS systems.
9. Communications		Greater effort is required here to define measurable outcomes and the required level for the varied topics within communication category. Additional work relating outcomes to essential/employability skills would be valuable here in view of the increased focus on this area.
10. Research		There is greater emphasis here on the process of research and analysis in the college programs than in industry standards, where it is used to aid in the essential skills of gathering, analyzing and re-framing information for various purposes, and for decision making and business planning.
11. Industry Knowledge		There are great variations here between the outcomes in hospitality and tourism programs, and great variation in depth/breadth. Some areas are unclear as to what all is included, and could use greater definition. Industry standards do not cover this category at all, and therefore it is not included in the common core outcomes listing.

Common Core Outcomes for combined Tourism and Hospitality

Common Core Outcomes for combined Tourism and Hospitality College Programming

The following table provides the listing of common core learning outcomes identified in both tourism and hospitality program standards and individual programs reviewed.

Table 3				
Common Core Learning Outcomes for Tourism & Hospitality College Programming				
K= Knowledge based outcome, P= Performance based outcome				
	Indicates lesser strength in commonalities of wording between programs, or not identified in all programs			
( )	Indicates this portion of the outcome is not found in all programs			
	Learning Outcome		**Sub-outcomes (Elements of Performance) for Hospitality/Tourism programs**	**K or P**	**Notes -**
1	**Client Satisfaction**				
1.1	Demonstrate professional customer relations, with external customers and internal staff	a.	Apply principles of customer service with internal and external audiences	P	
		b.	Describe approaches to the development and delivery of products & services to meet and adapt to a range of special needs	P	No real def'n of what is included in special needs. This must id both facility and service
		c.	Be sensitive to cultural differences, & communicate effectively with people from other cultures.	P	Range of ways this is identified - e.g. explain attitudes & cultures .., id strategies for ensuring… effective verbal & non-verbal.. Adapt to diff…

		d.	(Elicit useful customer feedback) and effectively respond to customer' needs, expectations and complaints.	P	Mainly individual focus here
		e	Manage disruptive or inappropriate behaviour and conflict	P	
		f	Provide information to customers to assist them in planning,	P	
1.2	Work well with others	a.	Employ effective interpersonal skills in dealing with customers and co-workers, and maintain rapport	P	
1.3	Ensure quality of products and services	a.	Follow industry standards of service delivery		
		b.	Follow corporate and house standards of professionalism and service delivery	P	
		c	Adapt service to meet customer needs & expectations, with regard to changing trends	P	
2	**Teamwork/Interpersonal Skills**				
2.1	Work well with others by demonstrating effective interpersonal skills	a.	Promote positive working relations, through use of positive interpersonal skills and fair & equitable treatment	P	
		b.	Demonstrate conflict management techniques	K/P	
2.2	Describe & apply principles of group dynamics to teamwork and team building	a.	Demonstrate ability to work well as a team member	P	
		b.	Plan and make decisions with others & support the outcomes	P	
		c.	Participate in the group through contribution and discussion, & completion of own tasks toward company goals	P	
2.3	Define a leader, and describe leadership techniques in a hospitality/tourism setting	a.	Define a leader	K	Very general - need to detail
2.4	Identify the role & responsibilities in an organization	a.	Identify roles related to organizational structure	K	
3	**Industry Knowledge**				
3.1	Describe the Canadian tourism industry	a.	Describe the 8 sectors of the Canadian tourism industry and analyze their interrelationship (& importance to overall Canadian tourism product)	K	
		b.	Describe the unique aspects of the specific sector	K	
		c.	Describe the role of government & the impact of government policy on tourism	K	Some id policy re business, environment, unemployment, monetary & fiscal.

		d	Describe the role of industry associations in the tourism industry	K	
		e.	Identify various types of travellers & motivators influencing their decisions	K	
		f	Describe the impact of tourism activity on the economy, the environment, and society (nationally, regionally & in a community)	K	
		g	Describe the provincial tourism industry, including an inventory of assets	K	
3.2	Describe various occupations in each sector	a.	Explain the contribution of a variety of occupations in each sector to produce a viable tourism product	K	
		b.	Identify and describe different career/job opportunities	K	
4	**Human Resources**				
4.1	Apply knowledge of human resources practices and organizational behaviour to contribute to the supervision and management of a hospitality/tourism enterprise	a.	Demonstrate coaching, team building and ability to motivate others	K	
		b.	Describe labour market issues particular to the industry	K	
		c.	Describe the components of an effective training session	K	Sometimes unclear whether this relates only to orientation, or to broader training
4.2	Describe the employee performance assessment & professional development planning process	a.	Describe the components and usage of a performance assessment system, (and career development programs)	K	
		b.	Describe the role of discipline in performance management (effective discipline policy)	K	
		c.	Explain labour relations and the bargaining process with union and non-union properties	K	
4.3	Describe & apply applicable employment & human resource legislation	a.	Describe employment standards and human rights legislation related to recruitment, selection, hiring and termination	K	

		b.	Describe human rights legislation & implications for the tourism/hospitality industry workplace	K	
4.4	Describe hr procedures for recruitment, selection, hiring and dismissal of employees	a.	(Explain and perform a job analysis), and develop job descriptions	P	few mention updating.
		b.	Describe components of an effective orientation plan (4.3c)	P	
		c.	Describe recruitment, selection and hiring procedures	K	
		d.	Describe the principles of employee termination	K	
5	**Professionalism**				
5.1	Provide services in a professional manner	a.	Demonstrate ethical behaviour and follow professional codes of conduct	P	
		b.	Adhere to professional standards of dress, hygiene and grooming	P	
5.2	Use effective self-management techniques	a.	Follow principles of time management and meet deadlines	P	
		b.	Follow principles of stress management	P	
5.3	Develop self through personal development strategies	a.	Solicit and use constructive feedback in evaluation of own knowledge & skills	P	
		b.	Evaluate own knowledge and skills and identify gaps for reaching personal and professional goals	P	
		c.	Develop a career planning process	P	
		d.	Apply job search techniques	P	
		e	Explain the benefits of membership in professional associations	K	
6	**Accounting**				
6.1	Perform basic accounting procedures	a.	Perform basic bookkeeping procedures (6.1b)	K	
		b	Post to accounts, prepare adjusting entries, prepare trial balance	P	
		c	Prepare bank reconciliations	P	
		d	Prepare and differentiate between income statements & balance sheets	P	
		e	Complete point of sales transactions, process payment (including cash, credit/debit card, and billings), including opening and closing	P	

		f	Apply computer skills regarding financial management	P	Some strictly spreadsheets, others financial management software
		g	Apply mathematical skills to make accurate calculations and ensure accuracy	P	
6.2	Perform Management Accounting functions				
		a.	Explain different forms of business ownership, (and compare their advantages & disadvantages)	K	
		b	Describe entrepreneurship as a form of business ownership	K	
7	**Sales & Marketing**				
7.1	Contribute to marketing effectiveness to promote successful operation	a.	Explain the core principles of hospitality/tourism marketing , & use its terminology	K	
		b.	Describe the key elements in the development of a marketing plan	K	Varies - interpret a plan, describe the steps, implement the steps.
		c	Describe importance of advertising and promotion (& public relations), (and describe the fundamentals of a promotional plan)	K	
7.2	Sell products & services	a.	Demonstrate effective personal selling techniques, (including making presentations, telephone skills, sales calls & upselling)	P	Varies: Describe, identify, apply, demonstrate… Some specific types of selling only.
8	**Health & Safety**				
8.1	Follow practices to ensure employee & guest safety & prevent accidents	a.	Identify important health and safety issues	P	
		b.	Identify responsibilities of managers and employees to ensure safety of guests and employees	K	Inferred in others
8.2	Follow practices to ensure employee and guest health & well-being	a.	Describe proper storage & safe usage of controlled products	K	

		c	Describe appropriate actions in an emergency situation (including fire, bomb threat, emergency evacuation)	K	
		d	Provide first aid and CPR when required	P	
8.3	Identify required legislation & legal implications to operations	a.	Describe laws and regulations that are in effect relating to safety and security of guests and employees	K	
9	**Operations**				
9.1	Monitor quality & effectiveness of product & services, & recommend improvements in service and productivity	a.	Monitor (& evaluate) operations, and make recommendations for improvements.	P	
		b	Describe required contract law & regulations	K	
		c.	Describe organizational structure, interaction of departments, and interdependence of various occupations/roles	K	
		d	Incorporate norms of recognized industry standards into house/corporate policies (relating to occupational standards, ethical guidelines and conservation/environmental policies)	P	
9.2	Manage operation & maintenance of facilities	a.	Identify areas that require policies and procedures	K	
		b	Describe environmental stewardship programs available to operations,	K	
		c	Identify legal responsibilities of managers	K	
		d	Maintain records and systems (9.3a)		
9.3	Develop products/services	a	Contribute to design and development of products and services for the operation		
9.4	Use computerized systems to support management functions and to provide effective and efficient communications internally and externally	a.	Assess benefits of using computerized systems	K	
		b	Use software programs including spreadsheets to effectively and efficiently complete financial/accounting requirements	P	
		c	Demonstrate ability to use department specific programs	P	
		d	Demonstrate ability to use a word processing program to develop professional reports & correspondence	P	
		e	Use the internet	P	

10	**Communication**				
10.1	Develop and organize communications	a	Organize type and content of communication according to purpose and intended audience	K	
		b	Convey ideas clearly, ensuring effective communications in (multi-cultural) workforce and external audiences	P	
10.2	Prepare effective written communications	a	Produce material that conforms to conventions of specific formats	K	
		b	ensure material is free from mechanical errors	K	
		c	Produce business letters, memos (newsletters) and reports	P	
10.3	Prepare and deliver effective oral communications to individuals and to groups	a	Prepare & present effective oral presentations (such as reports, sales presentations and awareness messages)	P	
		b	Demonstrate effective listening skills	P	
10.4	Use computer software programs effectively and efficiently to support communications internally and externally	a	Prepare correspondence, reports and other print documents, using word processing software (& desktop publishing programs)	P	
		b	Use PowerPoint or other presentation software to develop and deliver professional presentations	P	
			Demonstrate ability to produce informational and promotional pieces through desktop publishing		
		c	Use email programs to communicate with individuals and to groups, including distribution lists and attachments	P	
10.5	Plan & conduct meetings	a	Organize and lead meetings with appropriate agenda, time frames and process	P	
11	**Research**				
11.1	Demonstrate effective research and critical thinking skills	a	Collect, analyze and organize information from a variety of sources, including the internet	P	
		b	Evaluate information gathered	P	
		c	Draw conclusions from research as to how information relates to purpose or use	P	
		d	Make business decisions based on information and analysis	P	
12	**Coop**				

12.1	Participate in cooperative work experience	a	(Analyze and) observe actual operation	K	
		b	Practice classroom learning through industry experience, for a minimum of (?)* hours in a 2 year program.	P	
13	**External courses**				
13.1	Maintain current external certification	a	Emergency First Aid	P	
		b	CPR	P	
		c	WHMIS	P	

* We did not receive confirmation of coop/work experience hours from all programs. Most responses indicated commonality of minimum 500 hours.

Comments & considerations
1. Outcomes in the tourism programs tend to be more general than those in the hospitality programs, possibly providing wider scope for delivery options.
2. Outcomes in the tourism programs are much more varied (ie fewer common outcomes) than for the hospitality programs. Year 2 components have a range of emphasis – not surprisingly.
3. Tourism programs provide greater emphasis on the global environment and trends than do hospitality programs as a whole. Tourism programs have less depth in accounting and supervisory/management skills than hospitality programs. Hospitality focus includes larger organizations emphasis in topics such as organizational behaviour; where the majority of tourism programs reviewed have an emphasis on smaller operations and entrepreneurship within the core.
4. There are certain topics that we are surprised are not noted clearly in outcomes, that we feel are probably covered in programs, but not stated in outcomes, and these might be clarified in future work (eg risk management and security in Tourism).
5. Formats of course outlines and the manner in which outcomes are written vary considerably between institutions.
6. Depth of learning expected for each outcome varies by program. For example, for the outcome related to cross cultural awareness, some programs may address in a minimal fashion within a course, others may have a complete course on it (same for customer service). The learning outcome itself does not (& cannot) identify the depth or breadth of learning expected without further levels of outcomes. This study does not qualify or weight any of the learning outcomes. Although in some cases, the level of the verb will identify ranges in depth (eg the difference between identify components of a marketing plan, and develop a marketing plan), more definition of depth is needed to clarify outcomes in certain areas.
7. The weighting or depth of learning expected for particular outcomes would be very important to determine if looking at using common core competencies for the purpose of expected skill level of graduates coming into industry, and vice versa of recognizing industry certification or training for advanced standing in college programs.

Summary comments

Limitations of the work
The thoroughness of the review was limited to our ability to analyze the level and intent of outcomes as supplied by colleges and provincial standards or core. Outcomes are not always as clear to the reader as to the writer, and we were approaching our review from an objective standpoint of not inferring too much from a stated outcome in terms of depth or breadth. As we did not have the option of in depth discussions with college representatives regarding their curriculum, we recognize there may be weaknesses in identification of equivalent outcomes. We know the amount of time a department spends on program review and developing and revising outcomes, so it was a challenge to do the full review for this project within the designated time frame, and without the advantage of focus groups or personal clarification from faculty.

We were working with a combination of program-based outcomes and course-based outcomes, and so the outcomes were not always at the same level of detail.

Verification of 'level' of some of the outcomes needs to be done, as there was quite a range of verbs/levels used in some outcomes of similar topics included in various programs. Although we tried to get verification of this in some cases in the validation, more specific consultations are needed to confirm the base level of commonality.

There is no identification of weighting or breadth of learning to the outcomes, so that an identified outcome might be covered in a few classes in one program, and a full course in another program. Although it would be difficult to put weightings or time on outcomes, some type of rating scale or indication of depth and breadth would be necessary if taking this work to the next step of looking at transferability and articulation.

Possible uses for this and extended work

Initial feedback from college representatives indicates a value in this type of work and further detailing, and an interest and willingness to continue work towards the stated long-term objectives of the work.

Some initial feedback regarding use of this work or this type of work (ie where further refinement or detailing or additional focus needs to be done) has been received from those involved in this project. Some possible objectives relate to colleges specifically, some to industry, and some to the combined audience. Initial thoughts have included:

1. Program reviews in colleges, using the common core outcomes as a voluntary checklist. Representatives liked to know what the commonalities across the country are, in order to ensure some consistency in base programming.
2. Making use of the common core listing to allow a college to identify their additional programming, so they can market their specialties or unique signature programming in addition to the core.
3. Joint programming or development among colleges in a region or between regions. In some regions, there is specified interest in doing some joint program development in core areas in order to eliminate duplication of effort and to make efficient use of scarce resources.
4. Development of a matrix or other form of detailing to assist articulation and transfer of credits for students between college programs.
5. Development of a resource to assist in review and recognition of foreign credentials.
6. Development of a matrix or other form of detailing to allow for cross credit and efficiency of "gap training" for industry members wishing to gain college diplomas, or college graduates wishing industry recognition in Certification (additional work on assessment quality would need to be done). This advanced standing potential and joint recognition of learning could be a valuable marketing tool for both education and industry.
7. Development of awareness programs that demonstrate to industry how college programs relate to the accepted industry standards and employer expectations.
8. The basis for further joint efforts between education and industry to promote continued lifelong learning, and to promote partnerships. In particular, some joint efforts in relating this work more specifically to advanced essential skills would be valuable, as the advanced essential skills provide a framework for lifelong learning in the classroom and in the workplace.

RECOMMENDATIONS

Recommendations summary:

There are five key recommendations as a result of the work in this project:

1. The results of this work should not be considered the definitive or final listing of common core outcomes for tourism/hospitality education and training across the country. The work should be seen as an initial step of identifying commonalities, from a broad-brush review. Further validation of the current findings would be valuable to confirm that all outcomes are indeed core, and not part of optional courses. It would also be valuable to include the full listing of common core outcomes from both hospitality and tourism core programs in future validation, since this would be helpful to provide feedback on levels, and on additional outcomes that might not have been clear as to depth or breadth on initial reviews of program outcomes. . Further work is required to detail and validate the listings for specific uses. The first step would be to prioritize potential uses of common core outcomes, and then the detail and format of additional scope can be identified for each priority use. The level of detail required will differ according to the projected use. Some additional detail is available in initial matrices developed in this study.

2. A small key-working group (Steering Committee) should be established for future work to identify priorities for use of this and further work, and to put those priorities and benefits out to a wider audience for consultation and feedback. Broader confirmation of support for the concept and some prioritization is needed from both education and industry. Some face to face meetings of this key working group would be valuable if work continues, as the type of materials to be reviewed don't always lend themselves to gaining maximum feedback from online or telephone discussions.

3. A process for discussion and feedback from both College/education representatives and industry representatives needs to be established, and specific target audiences identified in each region.
   The ACCC Tourism Affinity Group is one possibility to act as the broader college audience for feedback but regional groups are important to identify and include as well (such as the BC Educators articulation committee, and the Atlantic Colleges Tourism Education Consortium (ACTEC). Industry representatives could be identified through the CTHRC and Tourism Education Councils, in cooperation with college industry advisory committees.

4. Ideas need to be generated to provide incentives for use and recognition of common core outcomes. For example, one or two categories might be chosen, and students in various colleges who complete outstanding work that demonstrate learning in those outcomes might be nominated by the college for a national award based on the common core in that category, and/or they might be invited to present their work at the national tourism HR conference.

5. Other initiatives should be identified that would be valuable to link to the work on common core outcomes. This would include initiatives such as the CAETO articulation report on "*Recognition of Learning: An Overview of Articulation Agreements in Canada"* (Sept 2003), and their ongoing work. Also the work regarding Advanced Essential Skills done by ACCC and CAUCE (Canadian Association for University Continuing Education) which takes the employability skills up to the advanced level worker fits very well into the college level learning as

identified in the common core outcomes. There is additional work being done through the Conference Board of Canada on advanced essential skills as well. This advanced essential skills framework provides a strong basis for further college-industry cooperation in the development of continued learning and refinement and expansion of skills through both the classroom and the workplace.

Recommendations discussion

One suggested process for continued development/review of Common Core Outcomes:

Note: The main Steering Committee should have identified priorities in the purpose/uses of common core outcomes first.

Using the current (or refined) categories of the common core outcomes,

- Identify a small Working Group for each category (some categories could be grouped), of key college instructors and some individuals involved with provincial core.

- Some categories could have the learning outcomes and elements of performance clarified and developed in more detail through checklists and online consultation (those that are more definitive and knowledge based).

- Some categories could have initial consultation and input online, and then have face-to-face facilitated focus groups to finalize the outcomes.

- Final listings could be reviewed and validated by industry working group.

CATEGORIES FOR ONLINE REVIEW	CATEGORIES FOR ONLINE FOLLOWED BY IN PERSON CONSULTATION	
Accounting	Customer Service	
Human Resources	Professionalism	Combine in 1
Health and Safety	Teamwork, Interpersonal Skills	focus group
Law	Operations	
Research	Communications	
	Industry Knowledge	

The process would be intended to review, revise where necessary and validate:

1. The wording of the Learning Outcomes, for the meaning, the detail of the description, and equivalency of outcomes

2. Some weighting on the priority/importance of the outcome, reflected in the:

    i. Depth of outcome intended (commonalities) – ie level of the verb
    ii. Breadth of learning intended in the outcome

To help accomplish # 2 above, one could review:
  o Importance indicated by instructors,
  o Hours spent on outcome area
  o Assessment done for the learning outcome or topic (would help to identify depth).

These groups could also be used to link the learning outcomes to the advanced essential skills, which would provide a valuable resource for college curriculum developers, instructors, and industry members.

Matrices developed for comparison of outcomes during the current project (the inclusive large matrices including all outcomes of all programs) could be used as the basis for this further review. Two levels of detail could be provided to the working groups; the summary outcomes as identified in this report, and a more detailed checklist of outcomes from working documents for review.

If a group is only working on a single category, it would not be as onerous as reviewing a full program.

Possible challenges

Some of the key challenges foreseen in continuing this work could be:
  • Maintaining currency of the common core outcomes listings as programs undergo continuous reviews

  • Resources to do the work and to bring people together for Steering Committee meetings and additional knowledgeable representatives for Working Group review of outcomes in specific categories.

  • Time of appropriate college and industry people to contribute to the development, feedback and confirmation of work.

  • Interest in, and commitment to, cooperative pan-Canadian initiatives between post-secondary education and industry

SUMMARY

There is a firm base of common core learning outcomes for college tourism/hospitality programs and industry standards.   This common core can provide the basis for a solid message to industry (and college personnel) that there is some consistency as to core expectations of knowledge, skills and values of those working in the tourism/hospitality industry.

There is extensive flexibility within the common core outcomes for all college programs to deliver their own focus of business emphasis or specialty.   In fact, many of the common core outcomes are presented within a unique business focus emphasis during delivery of programs or learning in the workplace. For example, team building will be interwoven in many courses and many streams of unique delivery, while still providing students/employees with learning in that skill.   These outcomes are equivalent, although learned in various environments.

Within two and three year college programs, there is a great deal of room for specific hospitality or tourism courses and specialty courses beyond the common core identified. The opportunity for colleges to incorporate a common pan-Canadian core, plus deliver their own unique program is clear. Indeed, it is important for prospective students to be able to recognize the uniqueness of various college programs.

Through this identification of common core outcomes and further detailing, there is an increased opportunity for continued partnership work between colleges and industry in developing a flexible framework for continued learning in the industry.   With commitment of key college and industry organizations, continued work to develop flexible training/education options, and joint recognition of learning through articulation and cross-credit frameworks could be accomplished.