

Hospitality Practices 2019 v1.0

Applied Senior Syllabus

MERIDAN STATE COLLEGE - HPJ

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www.qcaa.qld.edu.au/senior/senior-subjects

1 Course overview

1.1 Introduction

1.1.1 Rationale

The hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers, and it consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferrable across sectors and geographic borders. Hospitality Practices enables students to develop knowledge, understanding and skills of the hospitality industry and to consider a diverse range of post school options.

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. Through this focus, students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector.

A course of study consists of three core topics — navigating the hospitality industry, working effectively with others, and hospitality in practice. The core topics describe concepts and ideas and the associated knowledge, understanding and skills fundamental to the hospitality industry, and are delivered through electives. The three electives — kitchen operations, beverage operations and service, and food and beverage service — represent key employment areas within the food and beverage sector, enabling students to develop a solid understanding of the sector.

The subject enables students to develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Students plan and implement at least one actual event in a hospitality context by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4). Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts. As well, students examine and evaluate industry practices from the food and beverage sector.

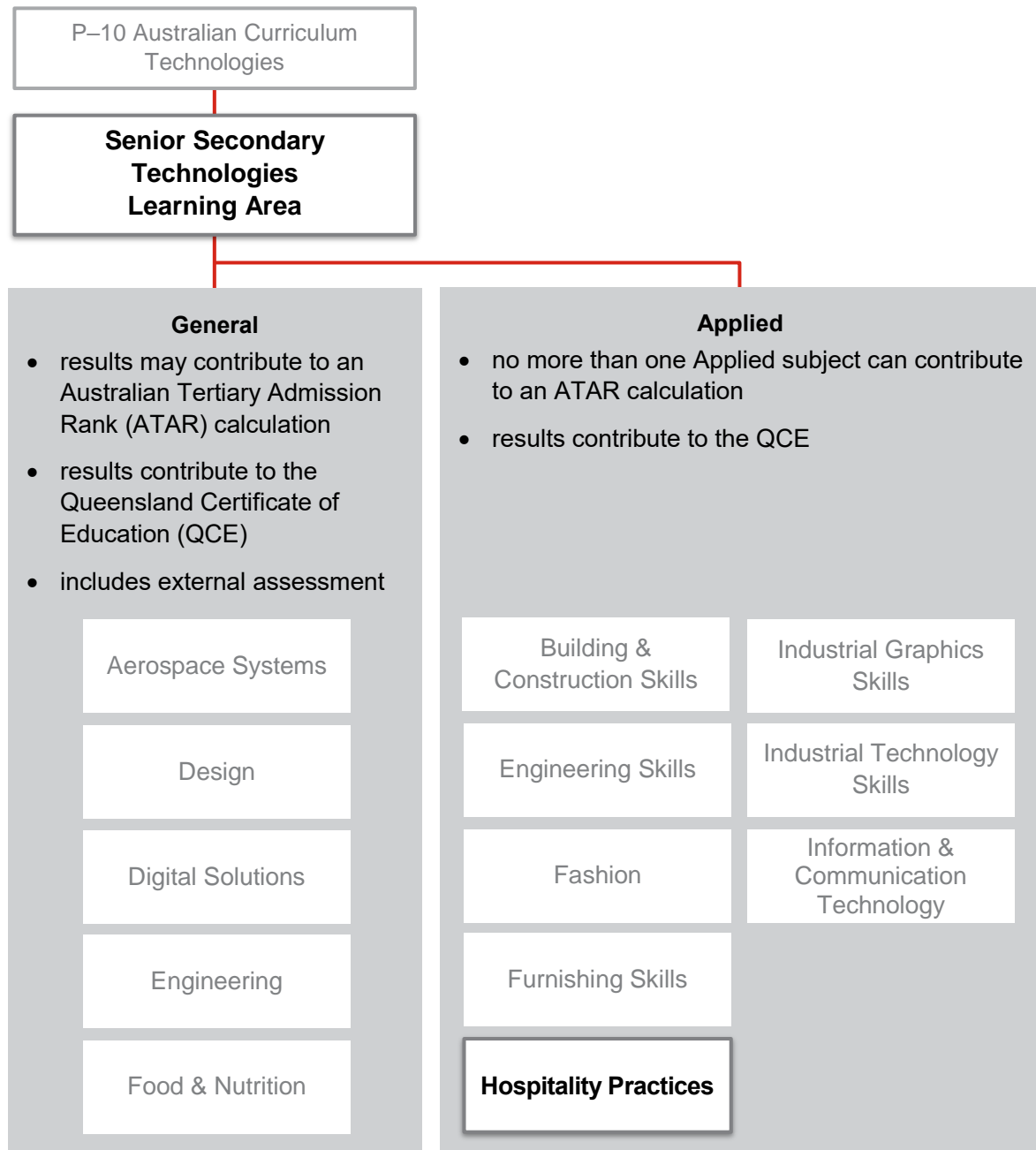
Students develop awareness of industry workplace culture and practices and develop the skills, processes and attitudes desirable for future employment in the sector. They have opportunities to develop personal attributes that contribute to employability, including the abilities to communicate, connect and work with others, plan, organise, solve problems, and navigate the world of work.

Pathways

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

1.1.2 Learning area structure

Figure 1: Summary of subjects offered in the Technology learning area



3 Assessment

3.1 Assessment— general information

Assessment is an integral part of the teaching and learning process. It is the purposeful, systematic and ongoing collection of information about student learning outlined in the syllabus.

The major purposes of assessment are to:

- promote, assist and improve learning
- inform programs of teaching and learning
- advise students about their own progress to help them achieve as well as they are able
- give information to parents, carers and teachers about the progress and achievements of individual students to help them achieve as well as they are able
- provide comparable exit results in each Applied syllabus which may contribute credit towards a Queensland Certificate of Education (QCE); and may contribute towards Australian Tertiary Admission Rank (ATAR) calculations
- provide information about how well groups of students are achieving for school authorities and the State Minister responsible for Education.

Student responses to assessment opportunities provide a collection of evidence on which judgments about the quality of student learning are made. The quality of student responses is judged against the standards described in the syllabus.

In Applied syllabuses, assessment is standards-based. The standards are described for each objective in each of the three dimensions. The standards describe the quality and characteristics of student work across five levels from A to E.

3.1.1 Planning an assessment program

When planning an assessment program over a developmental four-unit course, schools should:

- administer assessment instruments at suitable intervals throughout the course
- provide students with opportunities in Units 1 and 2 to become familiar with the assessment techniques that will be used in Units 3 and 4
- assess all of the dimensions in each unit
- assess each objective at least twice by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4)
- assess only what the students have had the opportunity to learn, as prescribed in the syllabus and outlined in the study plan.

For a student who studies four units, only assessment evidence from Units 3 and 4 contributes towards decisions at exit.

Further guidance can be found in the QCE and QCIA policy and procedures handbook.

3.1.2 Authentication of student work

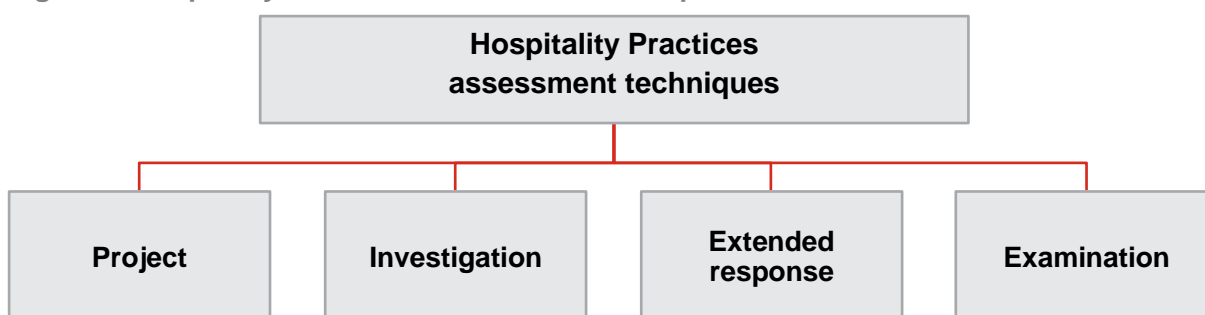
Schools and teachers must have strategies in place for ensuring that work submitted for summative assessment is the student's own. Judgments about student achievement are based on evidence of the demonstration of student knowledge, understanding and skills. Schools ensure responses are validly each student's own work.

Guidance about authentication strategies which includes guidance for drafting, scaffolding and teacher feedback can be found in the QCE and QCIA policy and procedures handbook.

3.2 Assessment techniques

The diagram below identifies the assessment techniques relevant to this syllabus. The subsequent sections describe each assessment technique in detail.

Figure 3: Hospitality Practices assessment techniques



Schools design assessment instruments from the assessment techniques relevant to this syllabus. The assessment instruments students respond to in Units 1 and 2 should support those techniques included in Units 3 and 4.

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed (see Standards matrix).

The matrix is used as a tool for making judgments about the quality of students' responses to the instrument and is developed using the syllabus standards descriptors. Assessment is designed to allow students to demonstrate the range of standards (see Determining an exit result). Teachers give students an instrument-specific standards matrix for each assessment instrument.

Where students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

Evidence

Evidence includes the student's responses to assessment instruments and the teacher's annotated instrument-specific standards matrixes. Evidence may be direct, e.g. student responses to assessment instruments, or indirect, e.g. supporting documentation. Within a student folio indirect evidence should be balanced with direct evidence.

Further guidance can be found in the QCE and QCIA policy and procedures handbook.

Additional Requirements

Study Requirements	Special Requirements
<p>Students are expected to complete three lessons face to face, as well as attend tutorial time to access specialist equipment as and when required. Students will need to ensure they are following teacher advice regarding timelines and additional attendance at tutorials to complete set work.</p>	<p>Students may be required to attend school-based events outside of school hours to meet practical assessment requirements for this course. Students and parents/carers will need to sign and adhere to WHS agreement to work in practical kitchen spaces.</p>