Hospitality Studies (2012)
Sample work program

July 2013
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Compiled by the Queensland Studies Authority

July 2013

A work program is the school’s plan of how the course will be delivered and assessed, based on the school’s interpretation of the syllabus. The school’s work program must meet syllabus requirements, and indicate that there will be sufficient scope and depth of student learning to reflect the general objectives and meet the exit criteria and standards.

This sample demonstrates one approach, and should be used as a guide only to help teachers plan and develop school work programs.
### Course organisation and assessment plan

<table>
<thead>
<tr>
<th>Sem.</th>
<th>Core and topic</th>
<th>Hours</th>
<th>Assessment technique (Dimensions)</th>
<th>Assessment conditions</th>
<th>F/S*</th>
</tr>
</thead>
</table>
| 1    | **Topic 2:** Beverage production and services  
**Issue:** The impact of responsible service of alcohol legislation on hospitality establishments  
**Event:** High tea | 55    | 1. Research (Inquiring)  
• Written  
• Word length: 800–1000 |  | F |
|      |                |       | 2. Performance (Planning and Performing)  
• Planning document: Word length: 800–1000  
• Performance (ongoing) |  | F |
| 2    | **Topic 1:** Kitchen production  
**Topic 3:** Food and beverage services  
**Issue:** The cost of workplace health and safety accidents to hospitality establishments  
**Event:** Buffet | 55    | 3. Supervised Written (Inquiring)  
• Time: 1–1.5 hours  
• Word length: 400–600 |  | F |
|      |                |       | 4. Performance (Planning and Performing)  
• Planning document: 800–1000 words  
• Performance (ongoing) |  | F |
| 3    | **Topic 1:** Kitchen production  
**Topic 3:** Food and beverage services  
**Issue 1:** The impact of incorporating sustainable practices in the hospitality industry  
**Issue 2:** The impact of café society in the highly competitive hospitality industry  
**Event:** Coffee shop | 55    | 5. Research (Inquiring)  
• Written  
• Word length:1000–1500 |  | S |
|      |                |       | 6. Performance (Planning and Performing)  
• Planning document: Word length:1000–1500  
• Performance (ongoing) |  | S |
|      |                |       | 7. Supervised written (Inquiring)  
• Time: 1.5–2 hours  
• Word length: 600–800 |  | S |
| 4    | **Topic 1:** Kitchen production  
**Topic 3:** Food and beverage services  
**Issue:** The impact of catering for clients with special needs in hospitality establishments  
**Event:** Formal restaurant | 55    | 8. Performance (Planning and Performing)  
• Planning document: 1000–1500 words  
• Performance (ongoing) |  | S |
|      |                |       | **Post verification**  
9. Research (Inquiring)  
• Written  
• 1000–1500 words |  | S |
|      |                |       | Total hours | 220 |  |  |

Each topic will be studied for a minimum of 25 hours. Hospitality management practices (core) will also be integrated throughout the course. Hospitality management practices will be studied for a minimum of 25 hours over the four-semester course of study.

Refer to Section 4.5 of the syllabus for further information on supervised written, research and performance assessment techniques.
## Intended student learning

**Semester 4:** Topic 3 — Food and beverage services  
**Unit focus:** Catering for clients with varying needs  
**Time:** 25 hours  
**Issue:** The impact of catering for clients with special needs in hospitality establishments

### Food and beverage services

Service is the lifeblood of the hospitality industry. It is the most important thing a company has to sell. Effective communication with colleagues and clientele makes teamwork significant in food and beverage services. This topic develops knowledge and skills related to food and beverage services including the understanding and skills needed to serve food and beverages in a responsible, safe and hygienic manner within effective teamwork contexts. Students think critically on issues that impact on food and beverage services, such as the mandated legislation required for each department and the impact of this legislation. (Section 3.2.3 of the syllabus)

### Subject matter and learning experiences

#### Service operations

Students will:
- define what is meant by the term “client needs/guest needs” by using a round-robin brainstorming strategy then investigating sources  
- research and examine changes in the hospitality industry for clientele (e.g. the increase in eating out across society)  
- visit at least two local establishments to examine the range of services offered to, and the impact of presentation on, clients with special needs, e.g. decor, ambience. A SWOT analysis may be used  
- engage in class activities, including quizzes and cloze exercises, to enhance knowledge of client needs and issues relating to catering for diversity and social justice  
- explain the importance of improvement strategies for the overall success of a hospitality establishment, including self-reflection, reviewing client/guest feedback and evaluating staff performance.

#### Human resources

Students will:
- brainstorm the attributes and qualifications staff require in food and beverage services and develop a cause–effect wheel  
- identify positive and negative communication skills, both verbal and non-verbal, that are relevant to working with clients  
- view DVDs and examine literature relating to conflict resolution, e.g. ways to handle disagreements within the team, ways to handle customer complaints  
- work as a group to determine what effective communication skills are when dealing with customers and clients, for example:  
  - use thinking strategies, such as SCAMPER and BAR, to reflect and generate new ideas  
  - role play using effective communication skills, e.g. effective communication in a busy work environment, effective communication when serving customers  
- role play how to handle customer complaints and staff disagreements  
- examine case studies relating to hospitality establishments and synthesise the impact staffing can have on the level of customer service, e.g. beverage supervisor, restaurant supervisor, drink/food waiter.
## Subject matter and learning experiences

### Finance
Students will examine the influence of cost in decisions made by hospitality establishments, support arguments and draw conclusions regarding catering for customers and clients with special needs.

### Marketing
Students will:
- research a variety of media, for example magazines and the internet, to investigate the range of specific dietary needs, such as coeliac, low fat, allergies (e.g. peanuts)
- create menus or invitations to highlight inclusive menu choices
- design a social media page to promote a menu.

### Ethics
Students will:
- brainstorm the reasons a code of conduct/service ethos is required in food and beverage production and services by using a range of strategies, including a hot potato activity
- engage in group work to determine the impact of social diversity on food and beverage service, e.g. cultural and religious beliefs.

### Accountability
Students will:
- work in groups to research and contextualise relevant local hospitality establishments legislation, e.g. anti-discrimination legislation, responsible service of alcohol guidelines
- state the provisions and requirements of legislation that affect hospitality staff by selecting and organising the information into a presentation for class members using an appropriate software application (e.g. PowerPoint or Prezi).
- synthesise and present a summary of findings to the class using a report genre
- describe the roles and responsibilities of management and staff in patron care
- conduct surveys to develop arguments regarding community expectations about catering for clients with special needs (including modelling the construction of surveys).
## Student profile

**Student name:** _____________________________________

**Year 11 20___**

**Year 12 20___**

<table>
<thead>
<tr>
<th>Sem.</th>
<th>Topic area</th>
<th>Assessment instrument (F/S)*</th>
<th>Inquiring</th>
<th>Planning</th>
<th>Performing</th>
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<tbody>
<tr>
<td>One</td>
<td>Beverage production and services</td>
<td>Research (F)</td>
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<td>Performance (F)</td>
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<td></td>
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<td>Performance (F)</td>
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<td><strong>Interim standards: Semester One</strong></td>
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<tr>
<td>Two</td>
<td>Kitchen production and Food and beverage services</td>
<td>Supervised written (F)</td>
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<td>Performance (F)</td>
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<td>Performance (F)</td>
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<td><strong>Interim standards: Semester Two</strong></td>
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<td>Three</td>
<td>Kitchen production and Food and beverage services</td>
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<td>Performance (S)</td>
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<td>Four</td>
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<td><strong>Proposed standards: Verification</strong></td>
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<td>Four</td>
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<td>Research (S)</td>
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<td><strong>Exit level of achievement</strong></td>
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* F/S: Formative/summative