

# The Hospitality Management Curriculum of ASEAN Member States

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**Abstract** – This study aims to analyze and compare the Philippine Curriculum with Dusit Thani Curriculum and other ASEAN Countries in Hospitality Management Program. Descriptive design was used to determine the differences on the curriculum of ASEAN countries and the existing international curriculum of one Academic Institution in the Philippines, modelled after Dusit Thani. Documentary analysis was utilized as data gathering procedure. Curriculum of other countries were taken from the university website of the six ASEAN member states which was used to analyze the similarities and differences. Based on the result, Bachelor's degree is completed for four years with varied practicum or work integrated learning. General Education courses are not offered in other ASEAN countries due to K-12 integration. As to their Electives, it was noticeable that Foreign language and Hospitality Law were offered. Even major courses and core competencies offered significantly different. Future researcher may conduct another study that will include other variables such as instruction and facilities.

**Keywords:** ASEAN Countries Curriculum, International Hospitality Management

## INTRODUCTION

The growth in tourism and hospitality industry has seen last few years in the Philippines and in the Southeast Asian region. Domestic tourist was around 27.9 M in 2011 and the international tourism arrivals reached 4.7 million for 2013 (DOT). Based on the DOT National Tourism Development Plan for 2011-2016, the target for international tourists is 10 million while 35.5 million domestic tourists by 2016 [1]. As a result, tourism and hospitality industry sectors needs many skilled employees [2].

With these developments, tourism and hospitality management (THM) programs becomes more popular among high school graduates making it the 3rd of the top ten programs with biggest enrolment. The opening of job prospects in ASEAN will also boost graduates here in the

Philippines. So it will be a challenge ensure that the competencies of graduates meet the CATC and competency standards. Passing the TESDA National Certification is necessary which will be an advantage to qualify for work in any of the ASEAN member states [3].

The birth of ASEAN was motivated by the passion to drive economic, social and cultural progress on the foundation of solid regional peace. Economic integration is fashioned by a new concept of co-opetition, blending regional cooperation and competition among member states; and in the 1996 Philippine hosting of Asia Pacific Economic Cooperation, education is one of the areas emphasized in eco-tech cooperation to pursue the ASEAN dream of a prosperous community where equitable growth is an avowed goal [4].

Knowledge-based community or society was the emphasis of ASEAN Roadmap 2009-2016. With these view, government of Southeast Asian countries must adopt policies that would address developmental concerns as provided in ASEAN Education Declaration [5]. Collaboration with foreign universities and industries are being strengthened and worked with to expand the linkages of the university are some of the international accreditation initiatives and future plans. K to 12 Curriculum is being implemented by the Philippine government as a response to the demand of other ASEAN of having 12 years in basic education [6].

CHED along with the Department of Education (DepEd) and the Technical Education and Skills Development Authority (TESDA), fall under the third pillar. The lead Philippine agency in the ASEAN Socio-Cultural Community (ASCC) is the Department of Social Welfare and Development [7].

The study of Nicholls [8] explores aspects of the possible constraints on job mobility in the tourism and hospitality industry in Thailand relative to the anticipated outcomes that may flow from the implementation of the ASEAN MRA on Tourism Professionals, once the ASEAN Economic Community becomes operative in 2015. There is, however, a strong indication that the inflow of hospitality industry workers into Thailand will

far exceed the outflow. Such factors as low levels of English proficiency, high levels of employment and embedded cultural traits may collectively influence the extent to which Thais take advantage of the ASEAN MRA on Tourism Professionals. Therefore, initiatives may be needed in both the educational and tourism management contexts.

The higher education trends in East Asia are further elaborated. The government in many East Asian countries have started various comprehensive reviews of their higher education systems and undertaken different reform strategies to strengthen their higher education competitiveness in the regional and global context. Notwithstanding the progress made to promote internationalization of higher education in East Asia, many educational academics and scholars still address the issue of access and equity. At a regional level, the Gross Enrolment Ratios in tertiary level in higher income regions are evidently higher than that in lower income regions [9].

In the study conducted by Pyakurel [10] it is revealed that lack of unified standard in university education system is the key challenge faced by universities in the ASEAN Economic Community(AEC). The study rejects the idea of harmonization of education in the AEC. Each country has its own education system, and it embodies the history, culture and the political will of the people. It is rigged with national sentiment and is closely guarded by all state governments; therefore; any attempt of harmonization of education is a failed idea in the AEC. A practical model was proposed that establishes a uniform standard in the university education system in the AEC. Such model is based on standardization through professional certification examination by chartered professional associations, such as the Association for Certified Public Accountant (ACCA) for the accounting profession, Chartered Financial Analyst (CFA) for the finance profession, and Institute of Certified Professional Managers (ICPM) for the management profession. The result proves that professional certification examination establishes uniformity in the standard; as it verifies the skills of the graduates, despite diversity in the university education system in the AEC.

The Hotel and Restaurant Management Curriculum involves the study on professional application of managerial and practical knowledge and other functions such as business strategies, hotel and food service operations, hospitality research, culinary arts, and revenue management. Such knowledge is highly important in the preparation of students to assume

significant roles as restaurateurs and hoteliers on the workplace [11].

A paradigm shift from supply-driven to market-driven curriculum in terms of content and structure is needed in order to produce graduates that will not only survive but also thrive in a borderless economy. The new program emphasizes skills and competencies instead of just managerial theory to be more responsive to the needs of the industry and career path was given focus [12].

The initial process of internationalization of curriculum is the inclusion of the international and/or intercultural dimensions into existing courses for both the undergraduate and graduate courses. Colleges and university are aiming to develop and internationalize its hospitality and tourism program. Adding international context to courses such as marketing, tourist behaviour, hotel management, tourism resources management, ecotourism, and sustainable tourism management can enhanced the program [13].

As the vehicle for economic and social change, academic entrepreneurs in hospitality education are exploring opportunity, leveraging resources, creating change as its transformation. The creative entrepreneurial curriculum will bring positive impact to the process of the transformation. It is the way how entrepreneurship manifests itself to the body of hospitality education. Insight of the discussion also defining stages of entrepreneurship curriculum implementation as well as identifying relevant competencies required to succeed the learning process [14].

In the Philippines, Hospitality Management Curriculum is a 4- year program in which goal is to equip students with competencies related to the basic and core requirements, major and minor areas and elective courses. Career in the tourism industry and/or hospitality sectors can be pursue. after completion of the course. This set of curricula features common core, competency based and industry driven courses. The curriculum design enables the students to leave school after completing the first two years and take on entry- level positions in particularly in food and beverages, accommodation, travel agencies, government or non-government agencies. Students will be honed on the last two years for supervisory competency to prepare them for supervisory positions as a result of improvement with their careers [15].

Vietnam Hospitality Management program provides students with an academic qualification that is attractive to the potential employers and the skills and ability to enter the working world in the hospitality industry. Beside the general and foundation courses, the

students will have to complete a number of core course to develop the hospitality skills and knowledge. To ensure that the program always reflects the current trend of the hospitality industry, they make extensive use of case studies, simulations and hotel visits [16].

The MDIS in Singapore prides itself on training today's intern, for tomorrow's professional. Partnering the University of Sunderland (UK), STH offers programme specialisations in tourism, hospitality, and events management delivered by an experienced and qualified teaching faculty. Its academic rigour, strong practicum training, and internship placements indubitably build extensive industry knowledge and critical professional competencies in positioning its graduates for long-term success [17].

UCSI University's Hospitality Management in Malaysia is a 3-year programme to equip students with operational, supervisory and managerial knowledge and skills, required for modern management in the global hospitality industry. It covers a wide range of areas from front office housekeeping, food and beverage, kitchen to events. Students also have the prospect of indulging in research and development relevant to the industry's emerging issues such as tourism policies and eco-hospitality [18].

The Hospitality and Tourism Management program in Indonesia was set up in response to the nation's increasingly urgent need for highly skilled hospitality specialists, corresponding to the current phenomenal growth of tourism in all parts of the world. As the largest provider of job vacancies in the century, the tourism and hospitality industry offers substantial employment and business opportunities [19].

With academic rigor at its core, the International Bachelor Program in Hotel and Resort Management in Thailand sets the benchmark in hospitality management education. The program is alternating between classroom studies and real industry experience for a diverse and comprehensive academic experience. The curriculum gives students a 360-degree learning experience: they will gain the necessary body of knowledge, build professional skills and develop a true hospitality mindset [20].

Lyceum of the Philippines University - Batangas is an Autonomous University and the first tertiary educational institution in Region IV-A to receive this award from the Commission on Higher Education (CHED).

Dusit Thani College, the world-class hospitality institute of Dusit International in Thailand is an exclusive partner of LPU. This gave birth to the offering of various program specialization in International

Hospitality Management (IHM) such as Hotel and Restaurant Administration, Culinary Arts and Kitchen Operation, Cruiseline Operation in Culinary Arts and Cruiseline Operation in Hotel Services. International Hospitality Management is one of the core program of LPU which was awarded Center of Excellence, Full Accreditation for Hotel & Restaurant Management and Tourism programs by The International Centre of Excellence in Tourism and Hospitality Education (THE-ICE).

The researchers were prompted to conduct this study to evaluate the hospitality management program offered by different ASEAN member states. The result of this study will be the basis for the curriculum for Academic Year 2018-2019 as a product of the implementation of K to 12 program in response to the demand of ASEAN Economic Community.

### **OBJECTIVES OF THE STUDY**

This study aims to analyze and compare the Philippine Curriculum with tie up to Dusit Thani Curriculum and other ASEAN members states particularly in Hospitality Management Program.

Specifically, it compares the Philippine Curriculum with other ASEAN Countries Curriculum in terms of admission/ completion requirement; On the Job Training required time; courses/subjects offered as to General Education, Business Core, Tourism Core, specialized courses and electives and propose a curriculum responsive to ASEAN Economic Community.

### **MATERIALS AND METHODS**

This study used descriptive design to determine the differences on the curriculum and the existing international curriculum of LPU, modelled after DUSIT Thani. Documentary analysis was used to compare curriculum. Curriculum was taken from the website of the university offers hospitality programs which was used to analyze each differences and similarities. This involve original six founding country members such as Philippines, Vietnam, Singapore, Malaysia, Indonesia and Thailand. This study used frequency distribution

### **RESULTS AND DISCUSSION**

Table 1 present the Admission and Completion requirement of the Hospitality Degree. Based from the result only Philippines has 10 years of Basic and secondary Education. This is the reason why Philippines need to adapt the K to 12 system of education so that the graduates of secondary education can be accepted for enrolment for tertiary level in other ASEAN states.

**Table 1. Admission and Completion Requirement**

Admission Requirement	P	V	S	M	I	T
Completed 10 years of Basic and Secondary Education	✓					
Completed 12-14 years of Basic and Secondary Education		✓	✓	✓	✓	✓
<b>Years of Completion</b>						
3				✓		
4		✓	✓	✓		✓

Legend: Philippine (P), Vietnam (V), Singapore (S), Malaysia (M), Indonesia (I), Thailand(T)

A 12-year program is found to be the adequate period for learning under basic education. It is also a standard for recognition of students and/or professionals abroad (i.e., the Bologna Process for the European Union and the Washington Accord for the United States). Other countries like Singapore have 11 years of compulsory education, but have 12 to 14 years of pre-university education, depending on the track. The Philippines is the last country in Asia and one of only three countries worldwide (the other two being Angola and Djibouti) with a 10-year pre-university cycle [21].

As to number of years to complete the degree/program, only Malaysia offers Hospitality Management Program with 3 years of completion comparatively. Philippines, Vietnam, Singapore, Indonesia and Thailand need four years for a degree/program to be completed. This implies that LPU is at par with the other ASEAN Countries.

Bachelor's degree graduates are expected to provide opportunity for career advancement, or lay the groundwork for the pursuit of an advanced degree. The graduates of a Bachelor of Hospitality Management will be able to hold different management positions within the hospitality sector and thus they are expected to work in resorts, hotels or inns or manage food services. Students should be taught in their 4 years with a solid foundation in areas related to human resources, strategic management and marketing [22].

**Table 2. On the Job Training (OJT)**

	P	V	S	M	I	T
<b>Practicum/ Work Integrated Learning (10)</b>						
Food and Beverage				✓	✓	✓
Rooms Division		✓	✓			✓
Supervisory		✓				✓
		✓				✓

Table 2 presents the On the Job Training program offered by each country which shows that OJT program

varies in every ASEAN country. In LPU, OJT offering is 1000 hours of Practicum/ Work Integrated Learning in the Areas of Food and Beverage, Rooms Division and Supervisory. In Vietnam, they offer 1 semester of Practical Training in Front Office and Housekeeping. In Singapore, they offer an eight to ten week internship to acquire students a first and work experience. In Indonesia they offer 6 month internship in renowned Hotel or Hospitality Tourism Enterprise. In Thailand they offer 2000 hours of practical training in four different areas as Food and Beverage, Front Office, Housekeeping and Supervisory.

This explains that Hospitality and Tourism Management (HTM) is a multidisciplinary field of study with the purpose of preparing people with the expertise, commitment, and skills for management, marketing, and operations positions. Also, it is a discipline in the expanding industry that provides food, accommodations, and tourism services to people away from home [23].

Internship programme planning, industry involvement, and student commitment positively influence the skills to be provided to them in their exposure to the world of work. In this context, that Practicum Training must be at par with the demands of the Hospitality Industry.

**Table 3. Courses Offered - General Education**

	P	V	S	M	I	T
<b>General Education</b>						
<b>Humanities Cluster (21)</b>						
Communications Arts 1	✓				✓	✓
Communications Arts 2	✓				✓	✓
Filipino 1	✓					
Filipino 2	✓					
Literature	✓					
Humanities	✓					✓
Logic	✓					
<b>Math, Computer and Natural Sciences Cluster (15)</b>						
Business Math	✓					✓
Basic Statistics	✓	✓		✓	✓	✓
Environmental Science	✓					
Safety, Hygiene and Sanitation	✓			✓	✓	
Basic Computer	✓	✓				
<b>Social Science Cluster (12)</b>						
History, Government and Constitution	✓					✓
Basic Economics	✓	✓		✓	✓	✓
General Psychology	✓					
Cultural Anthropology	✓					
<b>Mandated Subject (3)</b>						
Life and Works of Rizal	✓					

Table 3 presents the courses offered for General Education. Majority of the ASEAN countries except Philippines do not offer general education courses. Basic Statistics and Basic Economics are the common courses in general education offered by ASEAN countries except Singapore. This explains the K-12 offering of other countries by removing other GE subjects were already offered during their Junior or Senior High School or was offered during their basic education.

These subjects are certified for a period of five years to meet specific categories of the General Education requirements and the Integrative requirements for a Bachelor's degree [24].

It can also be seen that Philippines, Indonesia and Thailand were offering Communication Arts while Humanities, Basic Mathematics and History, Government and Constitution were offered by the Philippines and Vietnam. However, General Psychology, Anthropology and Literature including Filipino were offered only in the Philippines.

**Table 4. Courses Offered - Business Core**

<b>Business Core (21)</b>	P	V	S	M	I	T
Principles of Management	✓	✓	✓	✓	✓	✓
Principles of Marketing	✓	✓	✓		✓	✓
Basic Accounting	✓	✓	✓	✓		✓
Basic Finance	✓	✓		✓		✓
Human Behavior in Organization	✓				✓	
Business Communication	✓		✓	✓		✓
Management Information System	✓		✓		✓	✓

Based on the result, majority of the countries offered business courses but only Principles of Management is part of the curriculum of all countries involved in this study. Principles of Marketing is offered by five countries except Malaysia. Basic Accounting is also offered by five countries except Indonesia. Business Communication and Management Information System were offered by four countries while Human Behavior is offered only in the Philippines and Indonesia.

Principles of Management is being offered to all Management programs because it includes discussion on planning, organizing, influencing and control functions associated with management in service enterprises specially with hospitality organization. The objective is in the hospitality service industries to learn the practice of professional management. This practice includes

building a solid foundation of management and leadership knowledge, the development of appropriate skills and the reflection of self awareness of professional attitude and leadership [25].

Based on Table 5, only Indonesia offered almost the same courses with Philippines except for Total Quality Management which the Philippines only offers the said course. Almost all countries offer Principles of Tourism 1 except for Singapore which does not offer any Tourism Course. For Events Management, four countries offer the said course. Vietnam offers only two Tourism courses, Principles and Tourism and Events Management same with Malaysia which offers Principles of Tourism 1 and Entrepreneurship and Business Planning. However, Thailand offers three courses, Principles of Tourism, Entrepreneurship and Business Planning and Events Management.

**Table 5. Courses Offered - Tourism Core**

<b>Tourism Core (22)</b>	P	V	S	M	I	T
Principles of Tourism 1	✓	✓		✓	✓	✓
Principles of Tourism 2	✓					
Tourism Planning and Development	✓				✓	
Total Quality Management	✓					
Culinary Arts and Science	✓				✓	
Entrepreneurship and Business Planning	✓			✓	✓	✓
Events Management	✓	✓			✓	✓

**Table 6. Courses Offered -Specialized Required Major Courses**

<b>Specialized Courses Required Major Subjects(18)</b>	P	V	S	M	I	T
Banquet, Function and Catering Services		✓				
Food and Beverage Service Procedures	✓	✓		✓	✓	✓
Front office Procedures	✓	✓		✓		✓
Housekeeping Procedures	✓	✓		✓	✓	✓
Rooms Division Management and Control System	✓				✓	
Food and Beverage Control System	✓			✓		✓

As seen on Table 6, Food and Beverage Service Procedures and Housekeeping Procedures are offered by five countries ASEAN member countries except Singapore while Front Office Procedures is offered by four countries. Food and Beverage Control System is

offered by Philippines, Malaysia and Thailand while only the Philippines offered Banquet, Function and Catering and Room Division Management. Since these programs are hospitality management programs, these are most important courses that are needed.

Food and beverage service is a dynamic industry covering a wide range of job roles. From head waiters to baristas, sommeliers and mixologists, it is a career with many opportunities for development [26]. While the housekeeping department takes care of all rooms and is often the largest department in hotels. The rooms in hotels are offered as accommodation to travelers/ guest as individual units of bedroom [27]. That is why these two courses are very important to hospitality programs.

**Table 7. Courses Offered - Free Electives**

<i>Free Electives</i>	P	V	S	M	I	T
Beverage Product Operations	✓	✓		✓		✓
Restaurant Management and Development	✓				✓	
Hotel Management	✓					
Hotel Facilities Planning and Maintenance	✓			✓		✓
<b>Foreign Languages</b>						
French	✓	✓	✓	✓	✓	✓
Mandarin	✓					
Spanish	✓			✓		
Hospitality and Tourism Research Methods	✓	✓		✓	✓	✓
Restaurant Management and Development	✓					
Hospitality and Tourism Law	✓	✓	✓	✓	✓	✓
PE	✓		✓			✓
NSTP	✓					

Based on the result on Table 7 Hospitality and Tourism Law and Foreign Languages were offered by all the 6 ASEAN member countries followed by Hospitality and Tourism Research Methods which was offered by five countries except Singapore.

Today, hospitality managers are required to have knowledge of legal aspect of hospitality management other than the understanding of the day to day operation [28]. Barth [29] states that the actions of the hospitality manager will determine whether the business become the subject of litigation. The main system that regulates almost every part of the society, including tourism and hospitality industry is the legal judicial system. The tourism and hospitality industry is closely interlinked

with the legal system. Business organizations such as hotels, agencies and restaurants rely on common law when dealing with each other.

All 6 countries offer foreign languages because the proficiency in multiple foreign languages is a basic prerequisite for successful communication in the tourism industry. It is also important for mutual understanding among students involved in the exchange programs with different universities, especially in foreign countries. Tourism and mobility play a significant role, while intercultural contacts contribute to the development of intercultural dialogue. In the area of tourism and hospitality industry raising awareness of the value of foreign language proficiency is extremely important as well as fostering the development of intercultural competence. The result indicated the need for continuous promotion of learning various foreign languages at an early age with a view to establishing efficient communication which would allow for opinion exchange and awareness raising about the importance of multilingual education for different areas of human activity, such as tourism and business [31].

## CONCLUSION AND RECOMMENDATION

Bachelor's degree is completed for four years with varied practicum or work integrated learning. General Education courses are not offered in other ASEAN countries due to K-12 integration. In Electives, it was noticeable that Foreign language and Hospitality Law are needed to be offered while other courses depend on the ASEAN countries significantly Singapore. Even major courses and core competencies in Tourism offered are significantly different. Some of the professional courses are not offered in Bachelor degrees in other ASEAN countries due to their program offerings of Certificate, Diploma and Advanced Diploma.

The Philippine Hospitality curriculum maybe revisited considering K-12 implementation. The possibility of ASEAN integration on curriculum may not be realized due to diversified cultural differences and industry needs. ASEAN Integration of common, core competency, major courses offerings may be tabled for further discussion. Offering Diploma and Advanced Diploma program may also be considered to provide flexibility for the students to choose depending their career path. This study focused only on curriculum review. For the future researchers, they may conduct similar study to consider other variables such as instruction and facilities.

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