

# Competency-Based Curriculum Enrichment of Hotel and Restaurant Management Education in the Context of Asian Hospitality Business Experiences

**Dexter R. Buted (DBA)**

Lyceum of the Philippines University, Batangas City, Philippines

**Abstract** - *Hotel and Restaurant management demands a competency-based training education as it is considered the fastest growing and changing lucrative business all over the world. This study aimed to identify the context of competency based curriculum among Southeast Asian countries as basis for curriculum of the HRM education course in one private University in the Philippines. The study employed the qualitative or non-numerical data collection in order to describe the competency – based curriculum of Southeast Asian countries as Malaysia, Brunei, Vietnam and Singapore. Data was collected from direct observation and interview among managers and top positions administrators of hospitality industries during the ASIAN tour Visit of the researcher. The competency-based curriculum of Southeast Asian countries exerted their effort to match the skills provided in education and training with the skills required by the industry and world of work in order to improve the image of technical education by integrating vocational and technical education with general education. They also practice benchmarked against international good practices through various consultations. Others also inject international flavour in the curriculum of their programs in order to attract international and local students, implement a balanced curriculum that emphasizes the “hands-on” as well as the “heads” skills, the science and technology-based skills and practical oriented assessment towards improving and imparting values and skills through a forward-looking curriculum*

**Keywords:** *competency based curriculum, hotel and restaurant, hospitality management, business*

## I. INTRODUCTION

Hotel and Restaurant management demands a competency-based training and education as it is considered as the fastest growing and changing lucrative business all over the world. With this recognition, the field is both energized and challenged to continue to move forward in an effort to provide students with competency-based professional

development opportunities to be competitive in the global world employment opportunities. In this context, every university desires their students to be given the opportunity to acquire the knowledge, skills, and attitudes necessary to perform at all level of excellence in their jobs. They also desire the opportunity for professional development and a career path that is anchored in a high quality training and curriculum education program that they deserved. Indeed, hotel and restaurant business seems to be the concern of most businessmen in the world. In fact, the business is given priority attention in most Asian countries especially in the Southeast Asian region.

In like manner, HRM education is given close attention in countries like the Philippines as it is getting to be the capital of hospitality in Asia. In fact, the influx of students to HRM education tends to make it a very popular course in international hospitality management along with tourism. The two courses constitute the international hospitality management program. They are interrelated with one another as one is an area of the other.

HRM education in the Philippines has gained popular patron-age by young people who desire to go around the world. Many of them would go into the program with the end in view of embarking a career in international hospitality services. It is for this reason that educators of HRM as a degree course keep on studying and/or identifying relevant learning tasks that would make the course more viable and at the same time serve its utility value.

As a business concern, Philippine hospitality business generates high revenues that sustain the fiscal needs of the country. It is a dollar-earning business from foreign visitors who provides the national treasury with the much needed dollar reserves. This is so because tourist come in droves. This also explains why international hospitality education is very much attended to by educators in terms or functionality and interdisciplinarity. In fact, the Commission on Higher Education (CHED) encourages HRM educators to come up with curricular reforms to make international hospitality management a viable college course.

One way at looking into the functionality of a college course is to make a research study on learning tasks based on current and world-wide practices in the industry. To simply depend on current practices in the Philippines is an inward approach to curricular reforms. For a college course that commands internationality, the more important thing is to identify certain competencies that area of international nature. This can be achieved through intensive with the end in view of matching the desired competencies and match them with learning tasks bodied forth in Philippine HRM education. It is for this reason this international study is proposed as a source of curricular reforms with international touch.

## **II. OBJECTIVES OF THE RESEARCH**

The study aims to identify the context of competency based curriculum among Southeast Asian countries as basis for curriculum of the HRM education course of the Lyceum of the Philippines University – Batangas. Specifically, the study has the following objectives : to discuss the concept of competency-based curriculum of Southeast Asian countries and Competency Based Curriculum Responsive to Economic and Business Practices and to determine how the competency-based Curriculum of Southeast Asian countries be integrated in the international Hospitality Management Curriculum of the LPU-Batangas.

## **III. LITERATURE REVIEW**

The delivery of higher education in the Philippines is provided by private and public higher education institutions. Of the 1,605 higher education institutions in the country, 1, 431 are private and 174 are public. Based on the country's estimated population of 88 million, those who are attending tertiary level school comprise 2.8% of the population. Since this percentage is much higher than most countries, it would seem that access to higher level education is less of a problem in the Philippines than in other countries. However, numbers alone do not reveal the problem with regard to access to and equity of higher education.

The Commission on Higher on Higher Education (CHED) is responsible for formulating and implementing policies, plans and programs for the development and efficient operation of the system of higher education in the country.

## **The Curriculum of Higher Education Institutions**

Generally, private higher education institutions are covered by the policies and standards set by the Commission on Higher Education in terms of course offerings, curriculum, and administration and faculty academic qualifications, among others. The heads of private higher education institutions usually manage the internal organization of private higher education institutions and implement the policies and standards formulated by the CHED. A number of private higher education institutions are granted autonomy or deregulated status in recognition of their committed service through quality education, research, and extension work. CMO. 32 S. 2001(Grant of Autonomy and Deregulated Status to Selected Higher Education Institutions with Benefits Accruing Thereto)

According to Emmanuel Y. Angeles, newly installed Commission on Higher Education (CHED) chairman, there is a need to upgrade the entire curricular offerings [because] many of these curriculums are already obsolete," he told Business World shortly after a Senate hearing of the agency's proposed P1.5-billion budget for 2009. The curriculum of college educational institutions will be redirected in the next school year towards subjects that will bridge the job-skills mismatch issue. The widening job-skills mismatch is blamed as a major factor behind the rising unemployment rate, with about 30% of an estimated 2.5 million college graduates in 2007 still without work. Philippine universities failed to be included in the recent ranking of top 100 universities in Asia for 2008. The ranking of Asian universities are way above. Thus, they have to learn from them and benchmark with international standards. (GMA News, Oct. 31, 2008). In Pangasinan State University Cabancla (1992) attempted to determine their graduates' productivity which was partially affected by student factors, teachers factors and institutional factors.

Finally, the graduates' adaptability was affected by the student's specialization and work attitude and by the curriculum and locations of the campuses. In Lyceum University, another research on curriculum relevance of hospitality schools was done by Buted and Menez (2006). The objective of this research is to identify a more responsive curriculum to meet the demands of the hospitality industry. It was revealed the university curriculum is responsive and relevant to the needs of the students on significant areas as instructional methodology, facilities, linkages and practicum programs.

In support of developing high-quality Filipino middle-level manpower responsive to and in accordance with Philippine development goals and priorities, the state gave birth to creation of TESDA. It provides relevant, accessible, high-quality and efficient technical education and skills development through its responsibility of formulating, continuing, and coordinating a fully integrated technical education and skills development program. Participation of representatives of industry groups, trade associations, employers, workers and government is institutionalized through the TESDA Board.

Complementing the TESDA law Republic Act No. 7686 [1994], which adopts the Dual Training System in technical and vocational education. The system institutionalizes the partnership between the private sector, industry and training institutions in respect to the development of skilled manpower. There are three major education sub sectors in the Philippines: technical education and skills development, under the direction of the Technical Education and Skills Development Authority (TESDA); basic and general education, under the Department of Education (DepEd); and higher education, under the Commission on Higher Education (CHED). TESDA, the focus of the Advisory Operational Technical Assistance (AOTA) 3482, was formed by the Technical Education and Skills Development Act of 1994.

The Act foresaw the emergence of a national authority to give impetus to all levels of Technical and Vocational Education and Training (TVET) in the country. It is transferred TVET institutions and programs from the National Manpower and Youth Council (NMYC), CHED, DepEd (DECS), and the Department of Labor and Employment (DOLE) to the new authority. Thus, in its early years, TESDA performed substantially as a delivery agency for TVET, as well as providing some of the oversight and strategic directions usually associated with a national authority. The law mandates TESDA to ensure the provision of relevant, accessible, and high quality technical and vocational education and training for middle-level manpower that is supportive of and responsible to the country's development goals.

Developing and maintaining the quality of a TVET System includes public and private institutions, in-plant training, apprenticeship, and community-based learning. This is requirement for clear quality standards for all providers built on competency-based education (CBE). With the use of competency-based education as the base, quality standards are identified.

There is a need to develop these into policies, to train the staff in implementing them, and to audit institutions' performance. Institutions that do not reach the standards after a reasonable training period need to close. The interrelationship of competency standards, certification, quality assessment, accreditation, and ultimately, equivalency recognition is clear, and the Technical Assistance output integrates these and other components into a single TVET system.

San Diego (1995) made a study on education and industry partnership in the province of Rizal. He found out that the industry showed deep interest in collaborating with vocational/technical schools, exchange of expertise and in going assistance. This is to further prepare the graduates to Industry expertise requirement at the same time to lead the institution as to what aspect of expertise they will train their students.

The ASEAN Common Competency Standards 2006 lists minimum common competency standards that must be in widespread operation to allow the level of tourism professional's skills to be assessed, recognized an equated to comparable qualifications in other ASEAN countries in order of having these international standards adopted by vocational education providers and industry like. Compliance with these "minimal" competencies will be an essential reference or benchmark for anyone wishing to apply for a position in another ASEAN member state. The terms minimum or minimal simply refer to the essential basic skills required for a particular job description. It is useful in setting a basic benchmark or standard in professional performance.

In competency based assessment presented to the College of Home Economics in the University of the Philippine Dones (2002) recommended that educational institutions offering food service management should develop curriculum which can be attained through the use of simulation, role-playing, team building exercises and other interactive teaching methods. Faculty members teaching food service management should have actual exposure to food service operation through emersion in the industry for specific length of time, conducting field studies, attending seminars and workshops. They should be academically qualified and competent to impart lessons, motivate students and cite examples based on experiences.

### **Understanding Competency Based Curriculum**

Education throughout the world has undergone many changes in recent years, the dynamics of which

have been more apparent and prominent during the turn of the new century. Curriculum in education is nothing more than a conscious declaration of learning expectations. It is a dynamic plan and score board by which judge our progress towards expertise.

In 2005, the ASEAN Common Competency Standards for Tourism professionals was drafted. A matrix was developed to identify and competency standards needed to intensify skills required in the new trends in the hospitality industry. Different definitions were available for the term 'competency'. It is defined differently for different occupations. Wiles & Bondi, (1989) says 'each occupational or professional field needs to develop its own conception and working definition of a competency'. Burke (1989) reiterates that 'each occupational/professional field needs to develop its own concept of a competency-based curriculum'. Therefore, in the context of the unique technical college system and discussions with the industry, the following definition of competency was relevant. This definition evolved is also based in the concept of 'threshold competencies' (Hamlin, 1994) to detail out an operational curriculum, thus, 'competency' is defined as 'a statement which describes the integrated demonstration of a cluster of related skills and attitudes that are observable and measurable necessary to perform a job independently at a prescribed proficiency level' (Earnest, 1997).

Redesigning the curriculum to emphasize core competencies is undeniable difficult. Those who undertake such a challenge must be willing to put aside long-held beliefs about what a programmer must include, raise questions that traditionally have been avoided, and test assumptions about what students know and what curricula now achieve' (Diamond, 1997).

Due to the chronic complaint of the industry that the technical colleges which were producing engineering diploma pass outs required to work at the middle level supervisory cadre in the industry were not competent. This was an indicator that their curriculum needed to be reengineered. Exactly, this was what

the author Earnest (2001) did a competency based curriculum for engineering. Through designing the new competency-based curriculum using 'TTTI – St. Xavier Model' revealed that proved competency approach was equally useful for the technical college system offering broad-based engineering diploma

using training organizations for specific job-oriented courses.

Therefore, competency-based education is an avenue to achieve a highly knowledgeable and skilled workforce. A systematic approach to training that is monitored and revised in light of performance and outcomes is the hallmark of a competency-based education. Clear and detailed outcomes or competency statements are used to develop the training curriculum and measure learners' competence. Competency statements are derived from a thorough job analysis of the student's duties, which contributes to the training goal of meeting individual learner needs as they master various skill levels. (Taylor, Bradly & Warren, 1996).

Sampiano found that certain skills and competencies on the job required of the foodservice manager are as follows: setting rules and regulations for the foodservice and seeing to it that they are followed; directing and controlling the foodservice; training and developing supervisory employees and setting incentive systems. Martinez (2001) from Cabanatuan City places much importance on quality of education which is reflected in the quality of graduates educational institutions produced. The study revealed that their graduates are employed in jobs that are in line with their course, their programs were rated good, their area of instruction, school facilities and equipment. It was further recommended that there is a need to update their curriculum in order to meet the changing needs of the industry.

#### **IV. METHOD**

The study employed the qualitative or non-numerical data collection in order to describe the competency-based curriculum of Southeast Asian countries as Malaysia, Brunei, Vietnam and Singapore. Data was collected from direct observation and interview among managers and top positions administrators of hospitality industries during the Asian tour Visit of the researcher. Group discussions with participant-delegates on In-Country Workshop Capacity for an ASEAN Mutual Recognition Agreement in Tourism (February, 2007) was also employed. An analysis of documents handed to the researcher was also utilized.

#### **V. RESULTS AND DISCUSSIONS**

The table 1 shows the concept of competency based curriculum of Southeast Asian countries.

**Table 1. Competency Based Curriculum**

<b>Country</b>	<b>Competency-Based</b>
Malaysia	<ul style="list-style-type: none"> <li>Malaysian Qualification Agency (MQA) developed a code of practice on criteria and standards for higher education.</li> <li>Code of practice is benchmarked against international good practices and nationally accepted by stakeholders through various consultations.</li> <li>Universities inject international flavor in the curriculum in order to attract local and intern</li> <li>Equip all school leavers with an employable skill with which to secure employment in the job market.</li> <li>Students who choose to be self-employed are taught with the rudiments of entrepreneurship.</li> </ul>
Brunei	<ul style="list-style-type: none"> <li>Integrate vocational and technical education with general education.</li> <li>Introduce computer education program</li> <li>Establish computer networking between schools</li> <li>Provide teacher training and curriculum development skills.</li> </ul>
Vietnam	<ul style="list-style-type: none"> <li>Vietnamese Government launched a project: Renovation of Higher Education in the period of 2006 – 2020</li> <li>Pursue the development of science and technology and culture</li> <li>Enhance Vietnam’s overall capacity and international competitiveness</li> </ul>
Singapore	<ul style="list-style-type: none"> <li>Move towards the vision of ‘Thinking Schools, Learning Nation’</li> <li>Improve the quality of teaching and learning in the classroom by building on strengths and overcoming weaknesses using variety of teaching strategies.</li> <li>Impart values and skills through a forward-looking curriculum</li> <li>Ministry of Education (MOE) introduced changes to the curriculum, training of teachers, assessment modes and development of resource packages</li> </ul>

Parallel to the concept in the Philippines complying with CHED standards, they also conform with Malaysian Qualification Agency (MQA in Malaysia) and Ministry of Education in Singapore (MOE) responsible for controlling the development and administration of the Singapore schools and various government funded educational institutions. In the study done by San Diego (1995) he made mentioned how industry showed up deep interest in collaborating with vocational technical schools in preparing students to industry expertise requirements. This is also similar with Brunei competency based curriculum in integrating vocational and technical education with general education curriculum.

In the ASEAN Common Competency Standards 2006, it was recognized that in order to have international standards adopted by vocational education providers and industry alike, benchmarking is necessary with other ASEAN member state. This holds true with Vietnam in their desire to enhance their overall capacity and international competitiveness and that of Malaysian Code of practice to bench mark against international good practices and nationally accepted stakeholders. Further, that universities inject international flavour in the curriculum in order to attract their local and

foreign interns. In order to improve the quality of teaching and learning in the classroom, Singapore university believed by building on strengths and overcoming weaknesses using variety of teaching strategies.

This was affirmed by another competency based assessment presented in the University of the Philippines. Dones (2002) recommended that educational institutions should develop curriculum which can be attained through the use of simulation, role-playing, team building exercises and other interactive teaching method. Also, Ministry of Education (MOE) introduced changes to the curriculum, training of teachers, assessment modes and development of resource packages.

### **Competency-based Curriculum Responsive to Economic and Business Practices**

#### **Malaysia**

- Most institution have educational links with overseas universities in the United States, the United Kingdom and Australia, allowing students to spend a portion of their course duration abroad as well as getting overseas qualifications.

- Student achievements are measured by learning outcomes
- Proper regulation, monitoring, streamlining and synchronization of private education system has resulted in the growing interest of Malaysia's Government-Link Companies to embark their business in the education sector too.

#### **Vietnam**

- The government encourages foreign investments in the higher education system in the form of joint training and research programs, foreign owned universities, and overseas research fellowships.
- The government has reserved funds from the budget to send Vietnamese students overseas to study and do researches in needed areas (Van Que, n.d.)

#### **Brunei**

- The Ministry of Education helps to reduce unemployment by offering pre-employment training at vocational and technical education (VTE) institutions to provide students with a smooth transition from the world of education to the world of work.
- Apprenticeship and continuing education programs have been provided to increase and maintain the employability of school leavers.
- The MOE improve the image of technical education by integrating vocation and technical education with general education.
- Efforts are also continuing to change the attitudes and values of school leavers, the community and the public about their preferences for white-collar and government jobs to blue-collar jobs in the private sector; motivating the private sector to become involved in skills training; implementing a balanced curriculum that emphasizes the "hands-on as well as the "head" skills, and practical orientation assessment.

#### **Singapore**

- Its human resource development strategy is the emphasis on regionalization and internalization of the academic curriculum.
- Singaporeans at the undergraduate level are encouraged to study foreign languages, and required to take the international business course irrespective of the functional specialization.

### **3. Competency based curriculum to be integrated in the International Hospitality Management Curriculum of the Lyceum University.**

The results on competency based curriculum of ASEAN countries have revealed to en-rich the curriculum of Lyceum University focusing on University tie-up agreement with ASEAN nation in the revision and upgrading curricula and formulating standardized competency skills standards for hotel industry graduates to match employability with industry. There is also a need to improve the image of technical education by continuously assessing student competency through TRADE testing collaborated with TESDA. ASEAN certification procedures recognizing qualifications for future employment be stipulated in the Memorandum of Agreement (MOA) to be spearheaded by the University President and the Dean of College of International Hospitality Management. International university benchmarking and Student exchange program may also be tried for tie-up and University competitiveness.

### **VI. CONCLUSIONS AND RECOMMEDATION**

The philosophy of education in Southeast Asian countries is developing the potential of individuals in a holistic and integrated manner, to achieve the fullest potential for all by giving quality education to provide high quality human resources and to help their students discover their own talents, make the best of these talents and realize their full potential.

The competency-based curriculum of Southeast Asian countries exerted their effort to match the skills provided in education and training with the skills required by the industry and world of work in order to improve the image of technical education by integrating vocational and technical education with general education. They also practice benchmarked against international good practices through various consultations. Others also inject international flavour in the curriculum of their programmes in order to attract international and local students, implement a balanced curriculum that emphasizes the "hands on" as well as the "heads" skills, the science and technology-based skills and practical oriented assessment towards improving and imparting values and skills through a forward-looking curriculum.

The business experiences provided by the Southeast Asian countries in revising their curriculum to match industry requirements served as an avenue for the researcher to understand the university role of coming up a curriculum as by product of benchmarking and exploration.

Southeast Asian countries may continuously do University tie-up and linkages; Research on Graduate's Employability may also be done for

University check of curriculum mismatch; Exchange University lecturers by Lyceum to ASEAN countries may be tried for possible MOA of standardization; A purpose researcher may be done using variables and research methodology not mentioned and used by this study.

## REFERENCES

- Enhancing Graduate Employability At Vietnam National University, Hanoi: A Case Study Prof. Dr. Mai Trong Nhuan President of VNU, Hanoi Prof. Dr. Hoang Van Van Vice Dean School of Graduate Studies – VNU, Hanoi 1.
- Employment Revisited: Froncoise Callods Contribution to IIEP s Search for Education-Employment Relationship. Symposium to Honour the Work of Francoise Callods. Friday 4 July 2008
- Goya, M. K. (2006). *University Education and Employment Outcomes: Brand Matters*. Monash Business Review. Vol. 2, Issue 3 – November 2006.
- Harvey, L. (1999). *New Realities: the relationship between higher education and employment*. Keynote presentation at the European Association of Institutional Research Forum, 1999. [www.uce.ac.uk/crq](http://www.uce.ac.uk/crq).
- Harvey, L. (2004). *On Employability*. Higher Education Academy. McNair, S. (2003). *Employabilty in Higher Education*. LTSN Generic Center/ University of Survey. Sanyal, B.C. (2008). *Education and Ministry of Education, Hanoi, Vietnam*
- Sampiano, Filipina S. Educational and Skills Requirements of Food service Personnel in Some Selected Food Service Establishments in Metro Manila. Unpublished Masteral Thesis. Eulogio “Amang” Rodriguez, Institute of Science and Technology, Manila
- The European Commission. Higher Education & Graduate Employment in Europe: New Perspectives for Learning – Briefing Paper Vietnam National University, Hanoi (2008)
- The ASEAN Skills Competency Standards. 2006 Country Reports ASAIHL 2009 University of Kelaniya, Sri Lanka 37
- Van Que, P. (n.d.), Hanoi Open University in the ICT-based Learning Partnership with SEA Countries, <https://goo.gl/SkFeue>