

## College of Tourism

### I. Syllabus

(total number of lessons and number of lesson hours per subject)

Compulsory subjects	Form / lessons per week					Total	teaching contract
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>		
<b>CORE SUBJECTS</b>							
1.Religion	2	2	2	2	2	10	(III)
2.German	3	3	2	2	3	13	(I)
3.English	3	3	3	3	3	15	(I)
4.Second modern foreign language	3	3	3	3	3	15	(I)
5.History/Social studies	-	-	2	2	2	6	III
6.Biology & Environmental Studies	-	2	-	-	2	4	III
7..Maths & Applied maths	-	2	2	2	2	8	I
8.Touristic geography	-	-	2	2	2	6	III
9. Tourism and marketing -	-	2	2	2	6	II	
10. Traffic and travel agency	-	-	-	2	2	4	III
11.Business Administration, Economics, & Catering Administration	2	2	2	2	2	10	II
12.Accounting & Controlling 1)	3	3	3	2	3	14	I
13.Computer Science	1	-	-	-	1	2	I
14.Word Processing 1)	3	2	2	-	-	7	III
15.Civics	-	-	-	2	2	4	III
16.Nutrition	2	-	-	-	-	2	III
17.Cooking & Catering Organisation 1)	3	3	3	3	-	12	IV
18.Beverages - -	1	1	-	-	-	2	III
19.Restaurant catering 1)	2	2	2	2	-	8	IV
20.Practical Work	3	3	2	2	-	10	(VA)
21.Physical Education & Animation	2	2	2	2	2	10	(Iva)
<b>Total number of lessons</b>	<b>33</b>	<b>33</b>	<b>34</b>	<b>35</b>	<b>32</b>	<b>167</b>	

Autonomous extension subjects	Form / lessons per week					Total	teaching contract
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>		
<b>a) Educational emphasis 3)</b>							
Third modern foreign language 2)	-	-	3	2	3	8	I
Foreign languages and Business 2)	-	-	3	2	3	8	I
Hotel Management	-	-	3	2	3	8	I
Tourism Management	-	-	3	2	3	8	II
Urban Tourism and Event Management	-	-	3	2	3	8	II
Cultural Animation	-	-	3	2	3	8	III

- 1) using computer
- 2) the foreign language must be stated on official papers
- 3) curriculum decisions made autonomously in each school

Autonomous extension subjects	Form / lessons per week					Total	teaching contract
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>		

<b>b) Autonomous compulsory Subjects 3)</b>	2	2	2	2	2	10	
Mandatory subjects with increased number of lessons per week							I-Va 4)
Seminars:							
Foreign Language Seminar 2)							I
General Educational Seminar							III
Vocational Seminar							III
Practical Seminar							IV
<b>Total Number of lessons</b>							
<b>Mandatory subjects</b>	<b>35</b>	<b>35</b>	<b>39</b>	<b>39</b>	<b>37</b>	<b>185</b>	

### B. Compulsory Work Placement :

A total of 8 months is required before entering fifth and final form

### C. Non- compulsory subjects and Electives 3)

In as much as there are no autonomous curriculum decisions:

Instrumental music	1	1	1	1	1	5	V
Choir	1	1	1	1	1	5	V

### D. Remedial Instruction 1)

In as much as there are no autonomous curriculum decisions:

German	(2)	(2)	(2)	(2)	-	(8)	(I)
English	(2)	(2)	(2)	(2)	-	(8)	(I)
Second foreign language	(2)	(2)	(2)	(2)	-	(8)	(I)
Maths & Applied Maths	(-)	(2)	(2)	(2)	-	(6)	(I)
Accounting & Controlling 1)	(2)	(2)	(2)	(2)	-	(8)	(I)
Word Processing 1)	(2)	(2)	(2)	(-)	-	(6)	(III)

- 1) Using Computer
- 2) The foreign language must be stated in official documents
- 3) Curriculum decisions made autonomously in each school
- 4) As the core compulsory subject

## II. GENERAL EDUCATIONAL OBJECTIVE

The Secondary College for tourism provides higher training focusing on qualifications for occupations in the tourism and leisure industries (according to §§ 65 & 70 and taking into consideration § 2 of the national law of school organisation)

The college shall educate the students in ways of thinking, working and decision making which enable him to directly turn to account on the labour market, particularly in the tourism and leisure industries as well as entitle him to take up university studies.

The curriculum includes general, vocational, touristic and economic subjects as well as compulsory work placement as preparation for access to careers.

The main educational objectives of the college focuses on personal growth and development, capacity for professional mobility and flexibility, creativity, critical awareness and social involvement, communicative skills in both mother tongue and, especially in vocational fields, in foreign languages.

An additional educational emphasis lies in the training of professional skills needed to solve business organisational problems using modern technology and taking economic and ecological as well as social aspects into consideration, to work in teams and to manage co workers.

The students are educated to think and act responsibly and holistically. Provided with the theoretical knowledge and practical skills, the students shall develop a responsible attitude in their relationships with other people.

The student shall come to understand and appreciate Austrian culture and economy and understand the interdependence of environment and tourism.

The student shall be trained to work and act creatively and independently and shall understand the necessity of continual further education in the life long learning process.

The encounter with other cultures shall lead the student toward openness and tolerance, thus educating him in democratic thinking and preparing him for a life in a multicultural society.

### **III. SCHOOL AUTONOMOUS CURRICULAR REGULATIONS**

Autonomously made curriculum decisions (§6 par.1 of the national law of school organisation) grant each school the liberty to place their emphasis individually in /on the various areas of scholastic extension such as the main area of professional training, autonomous additional mandatory subjects, electives and non-obligatory lessons and tutorial lessons. In order to use this liberty sensibly it is necessary to consider the needs or problematic situations of the individual school or grade and the wishes and goals resulting thereof. It is necessary to base this autonomous liberty on a educational, general cultural and economic concept which fulfils the needs of the students and the school partners as well as those of the extended school environment.

The areas of educational emphasis are fields which lead to specific professional training. Each school must individually determine in which areas of professional training it will specialise, this process being carried out according to the written laws of autonomy. Should a college have more than 1 class per age level and form, then different areas of professional training may be offered for each form. If the school partners (parents' & teacher' representatives) are not in the position to decide on the field of professional training themselves, it then becomes the responsibility of the State Board to do so.

In the school autonomous curricular regulations it is possible to offer a core subject in more depth and detail and/or to offer seminars.

The following varieties are possible:

1. The number of lessons in one or 2 core subjects can be increased by a total of 2 per form OR
2. One or two seminars may be held totalling 2 lessons per form OR
3. One seminar of one lesson and one core subject increased by one lesson per form

Core subjects increased in the number of lessons and therefore in depth and detail can be carried out in the following ways:

1. By increasing the number of lessons in the form in which the subject is part of the syllabus and/or
2. Continuing to teach a core subject in a form in which the subject is not a part of the syllabus

For core subjects increased in the number of lessons, additional educational and teaching tasks as well as lesson plans and didactic principles may be set. If a core subject is increased according to 2), then such additional tasks are of necessity.

The seminars provide a further educational offer within curriculum planning as additional mandatory subjects in other areas which are in accordance with the general educational objectives of the College. The decision as to which seminars will be taught at each college (or in the different forms) as well as the title, the contents and the amount of lessons is to be made according to the written laws of autonomous curriculum planning.

If the school partners (parents' & teachers' representatives) are not in the position to decide on the curriculum planning within the field of additional mandatory subjects themselves, it then becomes the responsibility of the State Board to do so.

Possible electives or non-compulsory lessons as well as remedial instruction are to be set according to the written laws of autonomous curriculum planning as far as their title, contents and amount of lessons are concerned, whereby the laws of autonomous curriculum planning for additional mandatory subjects should be followed.

#### **IV. GENERAL DIDACTIC PRINCIPLES**

Lessons are to be taught in a cross curricular manner taking regional specialities and current affairs into consideration. Students shall be encouraged to take part in the life long learning process.

There shall be continual consultation with teachers of related subjects so that cross curricular thinking and comprehension are achieved.

Pedagogical meetings, written lesson plans and other necessary measures shall secure the usage of any and all cross curricular connections.

The curriculum is to be understood as a framework which enables the teacher to take economic, social and cultural changes and innovations into account.

Close attention shall be paid to the proper use of High German in all subjects and mistakes in pronunciation, orthography, grammar and lexis shall be brought to the student's attention. The language component is an integral part of the subject performance.

In all appropriate subjects importance shall be placed on ideas of civics, health, media technology and environmental protection.

It is recommended that the teacher imparts in-depth knowledge of a necessarily limited field rather than superficial knowledge concerning a wide spectrum of his subject. It is therefore necessary for the teacher to teach in an exemplifying manner.

The teacher shall choose a method of teaching which will capture the interest of the student and encourage him to recognise what is important.

#### **EDUCATIONAL AND TEACHING OBJECTIVES OF THE INDIVIDUAL SUBJECTS LEVEL-SPECIFIC STRUCTURING AND ORGANISATION OF COURSE CONTENT DIDACTIC PRINCIPLES**

##### **A. Compulsory Subjects**

##### **2. GERMAN**

##### **Educational and teaching objectives:**

The teaching should ensure that the students

- are able to participate actively and creatively in cultural and public life,
- are able to appreciate the aesthetic qualities of a work of literature, to evaluate it, and to realise interrelations with its socio-cultural context,
- are able to deal effectively with situations of oral and written communication in their personal and professional fields,
- are in particular able to express themselves spontaneously, clearly and without creating misunderstandings, to understand and process written texts, and to reproduce them in a consistent way,
- develop linguistic creativity in compliance with accuracy in writing and speaking,
- are able to handle aids for pronunciation, spelling, grammar and expression in German,
- are able to obtain information from general, cultural and specialist reference books,
- take media as an institution and as an economic factor, understand the possibilities of education, entertainment and information they offer and are capable of dealing with media in an active, conscious and critical way in their personal area of life.

##### **Course content:**

Year One (3 units/wk):

Normative accuracy:

Application of the rules of spelling and punctuation.

Spelling and meaning of frequent loan words and technical terms.  
Basic grammar structures (words, parts of the sentence, sentences).

Oral communication:

Presentation of factual information (experiences, things heard, seen or read) in standard language. Telephoning.  
Reading aloud and recitation.

Written communication:

Different types of narrative texts; practically oriented text types (report, summary, précis).  
Creative writing.

Literary texts and cultural references:

Topic areas drawn from the student's area of experience (motifs, topics, formal aspects of texts).  
Literary genres.

Media:

Mass media (kinds and functions of the print media).

Year Two (3 units/wk):

Oral communication:

Giving talks. Discussion.  
Reading aloud and recitation.  
Presentation of problem-oriented points of view.

Written communication:

Taking notes unguided; practically oriented text types (minutes, extract, curriculum vitae, letter of application; characterisation, description).  
Analysing, arguing, appealing.  
Creative writing.

Literary texts and cultural references:

Topic areas which are socially relevant (motifs, topics and formal aspects of texts).

Media:

Mass media (kinds and functions of audiovisual media).  
Advertising and consumer behaviour.

Year Three (2 units/wk):

Normative accuracy:

Structures of present-day language, register, changes in language.

Oral communication:

Giving talks. Discussion.  
Reading aloud and recitation.

Written communication:

Analysing, arguing, appealing.  
Creative writing.

Literary texts and cultural references:

Study of works in German up to the classical period in the context of topic areas with reference to the present; if necessary, essential works of world literature can be included.

Media:

Mass media (criteria of design and manipulation).  
Sources of information (works, institutions; making use of libraries).

Year Four (2 units/wk):

Oral communication:

Giving talks. Discussion. Presentations and chairing. Making a speech, giving a lecture. Making a statement. Communication techniques (role play, non-verbal communication, job interview.)

Written communication:

Writing a topic-related paper.

Analysing, arguing, appealing, documenting, commenting.

Creative writing.

Literary texts and cultural references:

Study of works in German from the Romantic period up to Naturalism in the context of topic areas with reference to the present; if necessary, essential works of world literature can be included.

Media:

Presentation techniques used by the media and possibilities of communication.

Media design; making use of the media for design purposes (creating video clips, producing a school magazine, news programmes).

Year Five (3 units/wk):

Oral communication:

Giving talks. Discussion. Interview.

Presentation.

Conversation and questioning techniques.

Written communication:

Analysing, arguing, appealing, documenting, commenting.

Text interpretation and textual criticism.

Free creation.

Literary texts and cultural references:

Works in German of the 20<sup>th</sup> century in the context of topic areas; if necessary, essential works of world literature can be included.

### **Didactic principles:**

The main criterion for the selection of the actual course content is its positive effect on the students' ability to communicate, to co-operate and to criticise.

Cross-curricular and project-oriented teaching concepts help to combine school subjects and topic areas with a clear view of authentic everyday and professional issues.

Such classroom set-ups and patterns of communication which are adapted to the situation motivate the students to act independently and responsibly and to participate actively. This allows them to make a number of communicative experiences, both with themselves and with others, which will contribute to their personal development.

Tasks which require problem-solving and take into account the students' interests and scope of experience as well as current events increase the realism of the teaching and the students' motivation.

The computer can be used in a practical and motivating way in the teaching of German, for example to create material for presentations, information, school magazines and documentations of projects.

Working in libraries and excursions encourage students to find, choose and structure information independently.

Exercises focusing on normative accuracy should orient themselves by the individual needs of the students and be a centre of interest, as different kinds of previous knowledge should be balanced and existing deficits should be reduced. The use of language games and creative activities has proved to be motivating.

The regular use of the “Österreichisches Wörterbuch” (Dictionary of the Austrian German Language) leads students towards independence and increases their understanding for language as a complex system which is continually changing.

Exercises focusing on creative writing train the understanding for different forms of language and lead to the development of individual style.

The pleasure of creating, independence and self-confidence are encouraged, inhibitions about writing and difficulties in communication are overcome more easily.

Experiencing literature takes priority over the literary aspect itself; a reference to the present has to be established.

The orientation towards cultural history makes it necessary to refer to the interrelation between literature and the socio-cultural environment, for example the fine arts, music, philosophy, psychology. Cultural activities (for example, assisting to theatre performances, authors’ readings, visits of museums and exhibitions) increase the readiness to go into the arts and encourage creative activities.

The topic area “Media design and making use of the media for design purposes” encourages personal initiative, team spirit, creativity and the critical handling of media. The independent development and presentation of a media product leads to a higher identification with the task, one’s own performance and the work done in a team; in addition to this, it prepares in a realistic way for taking up a job or studying.

Written exams:

Years One and Two: two written exams a year (one unit each);

Years Three and Four: two written exams a year (two units each);

Year Five: two written exams (three units each).

### 3. ENGLISH

#### **Educational and teaching objectives:**

The teaching should ensure that the students

- are able to use listening, speaking, reading and writing skills to communicate effectively and adequately in the English language, making use of communication technology as well as knowledge acquired in other subjects,
- are able to execute business transactions orally and in writing, taking into account the forms of communication common in business,
- are able to sum up in German facts given in English and vice versa, with a focus on what is essential according to a clearly stated criterion,
- are able to use English to interpret facts and to react adequately,
- know the economic, political, ecological, social and cultural realities of English-speaking countries, as far as this is necessary for adequate social behaviour and communication at home and abroad,
- are able to use English to present Austrian conditions, to inform about Austria’s touristic offer and to arouse interest for it,
- are able to demonstrate independence and initiative in acquiring language skills and competence,
- are ready to communicate and co-operate on an international level.

#### **Course content:**

Year One (3 units/wk):

Integration of previous knowledge.

Topics drawn from the personal environment of the student.

Topics of current interest.

Situations of everyday life.

Language structures:

Acquisition of structures which are necessary for communicative competence.

Year Two (3 units/wk):

Topics drawn from the social environment of the student.  
The English-speaking world, special cultural and social features.  
Topics of current interest.  
Standard situations of professional life.

Language structures:  
Acquisition of structures which are necessary to deal effectively with the communication topics.

Year Three (3 units/wk):

Topics mainly relating to Austria.  
Cultural life.  
Topics of current interest.  
Restaurant, catering, front office/reception.  
Standard forms of hotel correspondence - case studies within a professional context.  
Case studies - services, office.

Language structures:  
Acquisition of structures which are necessary to deal effectively with the communication topics. Specialist terminology (words and phrases).

Year Four (3 units/wk):

Topics mainly relating to international aspects in the areas of culture and society.  
Economy and politics of the English-speaking world.  
Economic areas, international organisations.  
Topics of current interest.  
Case studies - services, office.

Specialist terminology with reference to the communication topics: structures, words and phrases.

Year Five (3 units/wk):

Topics mainly relating to current social and ecological problems and attempts at solving them.  
Topics of current interest.  
Case studies - public relations, marketing.

Specialist terminology with reference to the communication topics: structures, words and phrases.

### **Didactic principles:**

The main criteria for the selection of the actual course content are

- its positive effect on the ability to communicate,
- its applicability in a professional context,
- its contribution to the educational aims as defined in the educational and teaching objectives.

With respect to the general educational objectives it is advisable to offer a variety of topics, text types and forms of communication and to take the students' interests into account.

Previous knowledge of the students makes it possible to use the foreign language as the medium of instruction from the very beginning. This applies to all teaching issues except for those where the contrastive consideration of languages is the actual teaching objective.

It is important that all skills are trained continually on their own as well as in an integrated way. The change between working individually, with a partner or in a group corresponds to the requirements of real life on the one hand and leads to a more varied form of teaching on the other hand. It is therefore important to create realistic situations.

Authentic materials, modern information and communication technology, appropriate extra-curricular activities, projects such as language study weeks abroad, student exchange schemes, work placements also abroad, co-operation with Austrian companies as well as the assistance of native speakers allow teachers to illustrate the content of teaching and to motivate the students.

According to the objective of teaching and training, communicative competence has priority over cognitive competence, and comprehensibility rather than linguistic perfectionism should be promoted.

British English and American English are to be seen as equally relevant.

Co-operation with teachers of other subjects is advisable, in particular when dealing with job-related topics.

Written exams:

Years One to Four: 2 written exams a year (one unit each);

Year Five: 2 written exams (two or three units each).

#### 4. SECOND MODERN FOREIGN LANGUAGE

##### **Educational and teaching objectives:**

The teaching should ensure that the students

- are able to use the target language to understand, to process and to apply information from the private and professional fields that they have heard and read,
- are able to use the target language actively and adequately in everyday and professional situations, orally and in writing, also making use of communication technology and knowledge acquired in other compulsory subjects,
- are able to sum up in German professionally relevant texts presented in the foreign language, with a focus on what is essential according to a clearly stated criterion, and to use the foreign language to sum up and comment on a text presented in German,
- know the political, economic, ecological, social and cultural realities of the countries where the target language is spoken, as far as this is relevant for communication in everyday and professional life,
- are able to use the target language to answer common questions about Austrian conditions and to draw a comparison with the society of the target language,
- are able to use the target language to inform about Austria's touristic offer and to arouse interest for it,
- are able to use aids for language transfer skilfully,
- respect the characteristics of life and culture of the area where the target language is spoken.

##### **Course content:**

Year One (3 units/wk):

Communication topics:

Simple everyday situations.

Topics of current interest.

Language structures:

Acquisition of structures which are necessary for communicative competence.

Year Two (3 units/wk):

Communication topics:

Facts taken from life within society as well as from the professional environment.

Topics of current interest.

Language structures:

Acquisition of structures which are necessary to deal effectively with the communication topics.

Year Three (3 units/wk):

Communication topics:

Tourism including handling of standard situations. Political, economic, ecological, social and cultural topics specific to Austria. The world of employment.

Topics of current interest.

Language structures:

Acquisition of structures which are necessary to deal effectively with the communication topics. Specialist terminology (words and phrases).

Year Four (3 units/wk):

Communication topics:

Handling non-standard situations of professional life.

Political, economic, ecological, social and cultural topics of the country/the countries where the target language is spoken.

Topics of current interest.

Specialist terminology with reference to the communication topics: structures, words and phrases.

Year Five (3 units/wk):

Communication topics:

Handling complex situations of professional life.

International economic, cultural, political, ecological and social topics.

Topics of current interest.

Specialist terminology with reference to the communication topics: structures, words and phrases.

### **Didactic principles:**

The main criteria for the selection of the actual course content are

- the extent to which it contributes to the students' communicative competence, first of all regarding the listening and speaking skills, secondly the reading and writing skills,
- its applicability in a professional context,
- the extent to which it allows to teach tolerance and co-operation.

The educational and teaching objectives demand that the students master a number of skills. Intensive practice allows them to learn each of these skills independently, but also in an integrated way. Therefore the use of the target language is of great importance, even with beginners.

Listening and reading comprehension exercises should focus on understanding gist as well as detail.

If used with caution, the presentation of language structures and indications of similarities and differences between the target language and German or other languages can support the mastering of the communicative skills.

The change between working individually, with a partner or in a group makes the lessons more varied and increases the listening and speaking skills of the student. In this context role play is of particular importance in simulations of authentic situations.

The teaching results will be improved by illustrating the subject matter and motivating the students. This can be achieved through

- using authentic materials, including audio-visual media, from the first year,
- teaching projects,
- the integration of assistants and guests from the language area in question,
- correspondence individually and in groups,
- language study weeks abroad, student exchange schemes and work placements abroad.

There should be consultation with the teachers of the compulsory subjects “German”, “English” and “Word Processing” in order to use the same terminology for linguistic categories. Co-operation with teachers of other subjects is advisable, in particular when dealing with job-related topics.

Written exams:

Years One to Four: 2 written exams a year (one unit each);

Year Five: 2 written exams (two or three units each).

## 5. HISTORY AND SOCIAL STUDIES

### **Educational and teaching objectives:**

The teaching should ensure that the students

- possess historical knowledge necessary for his/her everyday life and job with special reference to Austrian history and are able to use it for political and social action;
- are able to get hold of and interpret information necessary to comprehend the present global situation as well as political, economic and cultural correlations;
- are able to analyse and judge critically current political, social, economic and cultural situations and processes by drawing on historical models;
- feel positive about the preservation of cultural heritage;
- are ready to participate actively in public and cultural events and accept political and social responsibility;
- feel positive about democratic principles, be prepared for intercultural contacts and peaceful conflict management;
- know the significance of Austria’s cultural heritage for tourism - particularly its main tourist destinations - and give information about it.

### **Course content:**

Year Three (2units/wk):

Role of history (objectives, subjects, methods).

Major cultural, political, economic and social factors and powers in their historical development from prehistory to the Middle Ages.

The Middle Ages:

Culture and society at the time of feudalism.

Works of art from the Romanesque and Gothic periods relevant for tourism.

Empires of faith.

From a God centred image of the world to a human centred one.

Church and empire.

Travels (pilgrimages, students’ and merchants’ travels)

Developments in Austria.

Age of Transition:

Inventions and discoveries.

Non-European cultures. Economy (early capitalism and ‘putting-out’ system). Arts, science and society (Renaissance, Humanism, Reformation).

Developments in Austria.

Age of Absolutism:

Political and economic strivings towards centralisation.

The Thirty Years War and Ottoman expansion.

Culture and society (the baroque, rococo).

Developments in Austria.

#### Year Four (2 units/wk):

Age of Enlightenment and bourgeois revolutions.  
Philosophical fundamental principles. Political sciences. Origin of the USA.  
Napoleon and Europe. Restoration and revolution.  
Nationalism and liberalism. Industrial revolution and its social consequences; working class movement.  
Society, economy, culture (Classicism, Biedermeier).  
Science and technology.  
Developments in Austria.

#### Age of Imperialism:

National movements towards unification. Europeanising the world.  
Europe before World War I. World War I.  
Society (Bourgeoisie, industrial society, strivings towards the emancipation of women).  
Ideologies and political movements. Economy, science, culture.  
Travels (beginning of modern tourism).  
Developments in Austria.

#### Developments after World War I.

Russian Revolution. Reorganisation of Europe.  
Austria – the first republic.  
Totalitarian ideologies and systems (politics, persecution, resistance; anti-Semitism, fascism in Austria). Democracies in crisis.  
International organisations.  
Non-European developments.  
World War II.  
Society, women's politics, economy (inflation, world economic crisis, state intervention in economic systems), science, technology, culture.  
Tourism (beginning of mass tourism, social tourism).  
Developments in Austria.

#### Year Five (2 units/wk):

#### Age of pluralism:

United Nations. East-West conflict (block formation, centres of crises).  
European integration.  
De-colonisation and movement of nonalignment.  
Racism, alternative movements, terrorism, social conflicts, North-South conflict.  
Society, economy (social partnership; growth of economy and ecology, science, technology).  
Current trends in tourism.  
Culture as a factor of economy.  
Developments in Austria (domestic and foreign politics of the second republic, neutrality).

#### World in transit:

Revolutions in Eastern-European countries, collapse of the socialist states.  
Neo-nationalism and multicultural society.  
European integration.  
Migration and related issues. Current topics.

#### **Didactic principles:**

The main criteria for the selection of the actual course content are the degree of relevance for Austria as well as the significance for decisions of the present day.  
Changes in the development of women's role in society in all periods have to be considered throughout the entire programme.  
The term culture always includes arts.  
Subjects for cross-periodical and/or problem oriented teaching prove to be particularly motivating and are increasing students' comprehension.

## 6. BIOLOGY & ENVIRONMENTAL STUDIES

### **Educational and teaching objectives:**

The teaching should ensure that the students

- accurately observe and describe natural processes and phenomena and are able to classify various sections of biology;
- understand the relationship of the soil, water and air with the living world up to the level of the cycles;
- understand human involvement in nature and society;
- have a positive outlook on nature and are prepared for active involvement in environmental protection;
- make rational decisions in answer to environmental and economic questions;
- are able to assess the effects of disturbances in the ecological balance;
- recognise the capabilities of the regulatory system and assess the consequences of human intervention;
- are able to use biological working methods, in particular the principles of learning biology;
- know about important ergonomic relationships for professional practice.
- assume responsibility for their own health and the health of others.

### **Course content:**

Year Two (2 units/wk):

Development of life:

Origin of the earth, evolution, hydrosphere and atmosphere.

General biology:

Biological structures (cytology, tissue, organs); biological functions (growth, development, sensitivity, movement, reproduction, metabolism).

Micro-organisms.

Somatology:

Anatomy and physiology of human organs; human development, sexuality, sexual hygiene and family planning; ontogeny of the child

Health Care:

Physical awareness and physical hygiene; mental hygiene. Endangering of people through environmental factors; addiction and dependency problems. Prevention and fight against infectious diseases. Precautionary medicine.

Ergonomics.

First Aid and health training.

Year Five (2 units/wk):

Genetics:

Molecular biology and heredity, genetic engineering, human genetics.

Ecology:

Cycles, balance and regulations in ecosystem, interaction of biotic and abiotic factors.

Ecosphere (soil, water, air).

Natural and artificial ecosystems.

Conservation and environmental protection, problems of environmental structure.

Interaction of ecology and tourism.

Current problems of ecology and economy.

Special aspects of human ecology:

Use and qualities of building materials, atmosphere, town ecology.

**Didactic principles:**

The main criteria for the selection of the actual course content include the contribution to personality development, especially in the field of political awareness and responsibility, as well as the awareness of difficulties, integrated thinking and the ability to make decisions and take action in biological and ecological areas. In this respect the integration of course contents from various biological-ecological areas is recommended.

Intimate and ethical questions must be dealt with carefully.

Problem-orientated ways of dealing with tasks not only gives the student more of an idea about working life, but also increases the motivation of the student.

Working and teaching methods, such as group and project work, role-plays, case studies, presentations, promote communication, co-operation and innovation skills as well as creativity.

## 7. MATHS & APPLIED MATHS

**Educational and teaching objectives:**

The teaching should ensure that the students

- grasp mathematics in logical contexts and are able to use the mathematical algorithms to solve problems in professional practice;
- are able to describe processes of nature, technology and economics with help of suitable mathematical examples and look at the importance of these processes in the non-mathematical fields;
- possess knowledge, skills and abilities in the mathematical field and are able to master the necessary algebraic methods and numerical processes, in order to meet the requirements of a university course or future profession;
- possess the necessary mathematical knowledge in order to be able to apply modern tools and support material effectively;
- are ready and willing to employ mathematical processes at work.

**Course content:**

Year Two (2 units/wk):

Integration of previous knowledge:

Logic, set theory, theory of numbers, concept of relation and functions, linear functions, basic arithmetical operation and multiplication of whole numbers with terms, numerical calculations.

Equations and inequations:

Linear equations and inequations

Linear system of equations.

Functions:

General properties.

Geometry:

Planimetry

Year Three (2 Units/wk):

Equations and inequations

Quadratic equations and inequations, root equations, exponential equations.

Functions:

Rational functions. Function of circles and arcs (unit circles and graphs, right angled triangles and other triangle).

Exponential functions, logarithmic functions.

Geometry:

Stereometry.

Complex numbers:

Graphs and presentations, basics arithmetical operations.

Year Four (2 units/wk):

Business mathematics:

Financial mathematics, cost and price theory, linear optimisation.

Differential calculus:

Infinite numbers, limits, continuity and differentiation. Difference and differential quotient, rules of differentiation.

Curve tracing, extreme value constants.

Year Five (2 units/wk):

Integral calculus:

Indefinite and definite integrals, rules of integration.

Probability and statistics:

Classical and statistical concept of probability. Probability calculus.

Distribution (graphs, statistics).

Statistical tests (sample statistics, random spreads, confidence intervals ).

Regression and correlation.

### **Didactic principles:**

The main criterion for the selection of the actual course content is the applicability in professional practice and the close connections with other subjects. Arithmetic, and in particular job related aspects are an essential part of all theoretical subject areas. The selection of application techniques in both the professional and personal areas contributes to integral education.

Consultations with the teachers of theoretical subjects makes the provision of mathematical experience possible whenever it is needed. In this way, cross-curricular set-ups of course content contribute to the motivation of the students as well as to the consolidation of their skills in intellectual integration.

Double periods are a possible solution if the interface with other compulsory subjects causes didactic problems.

Written tests:

Years Two to Five ( 2 one hour tests).

## 8. TOURISTIC GEOGRAPHY

### **Educational and teaching objectives:**

The teaching should ensure that the students

- develop and use topographical knowledge as well as regional and global concepts of space relevant for their occupation and everyday life;
- get hold of, analyse and describe the information essential for the examination and evaluation of tourist areas;
- understand the importance of natural and cultivated landscape for tourism;
- develop knowledge on economic geography;
- are able to explain the social, economic and ecological interaction between touristic demand and supply in typical tourist regions;
- know about the limitations of social and regional resources in tourist regions and analyse the conflicts of exploitation and distribution;
- are able to explain the importance of environmental planning to ensure the quality of life in tourist areas;
- can give information on organising and undertaking travels for the most important tourist places in Austria, Europe and the rest of the world;
- are ready to work responsibly on the shaping and preservation of their personal environment / lebensraum.

**Course content:**

Year Three (2 units/wk):

Orientation on earth.

Natural factors:

Climatic zones on earth, interaction of ecological systems and the trading people.

Holiday destinations outside Europe:

Main data (size, inhabitants, time zones, currencies, travel information) natural and cultivated landscapes, areas of tourism. Social, political and economic development (reasons, interaction with tourism), natural and cultural factors of attraction for tourism, national and international transit routes, means of transport used in tourism.

Year Four (2 units/wk):

Nature and human/cultural geography in Europe:

Major regions, climatic regions, cultural regions and economic structures.

European holiday destinations (except Austria):

Main data (size, inhabitants, time zones, currencies, travel information). Natural and cultivated landscapes, what makes these landscapes attractive for tourists, superstructure. Tourist areas (position, special features). National and international transit routes, means of transport used in tourism.

Social, political, economic and ecological developments (reasons and interactions with tourism)

Year Five (2 units/wk):

Austria:

Nature and human/cultural geography and patterns.

Demographic structures and processes, mobility and social change in connection with tourism.

Austria's position in European tourism; influence of tourism on the economy (country and region).

Tourist areas (natural and cultural factors of attractivity, transit routes, structural changes, touristic main data).

Environmental planning and environmental politics for tourist areas.

**Didactic principles:**

The main criteria for the selection of the actual course content are:

- the applicability in the professional world,
- the fostering of an understanding of economic structures and processes,
- reference to Austria and Europe,
- topicality.

The integration of case studies is truly supportive to the development of a comprehensive understanding of geographical concepts of varied degrees.

Teaching methods which encourage the students' participation are simulations and role-plays, the use of geographical software, geographical fieldwork as well as subject related and cross -curricular projects.

## 9. TOURISM AND MARKETING

**Educational and teaching objectives:**

The teaching should ensure that the students

- understand the cultural, social and economic importance of tourism and take human as well as ecological aspects into consideration when making economic decisions,
- are familiar with the businesses and organisations of the tourism and leisure industries on a local, regional and national level as well as with their international connections,

- know the function of marketing and its tasks and objectives in businesses and organisations of the tourist industry,
- are able to develop and apply marketing strategies.

### **Course content:**

Year Three (2 units/wk):

Tourism:

Concept; system, development, motives; types and forms, statistics. Requirements (nature, culture, infrastructure and supra-structure in tourism). Cultural, social, economic and political importance. Legal foundations for tourism in Austria.

Businesses, institutions and facilities of the tourism and leisure industries (tasks and aims; co-operation).

Year Four (2 units/wk):

Marketing of enterprises and organisations in the tourist business:

Objectives, system, instruments.

Market research:

Forms, bodies, content; evaluation of results; market segmentation, target group policy.

Marketing instruments:

Designing and adapting offers.

Pricing policy; sales methods.

Communication policy:

Public relations; sales promotion; advertising (psychological basis, elements of design; advertising media in tourism). Choice of media.

Co-operation of the bodies involved in tourism marketing.

Job profiles in marketing.

Territorial organisations of tourism (tasks, management).

Year Five (2 units/wk):

Marketing for sectors of the tourism market:

Tourism for reasons of health and wellness (trends, legal foundations, health resorts, enterprises specialising in cures, facilities).

Urban tourism (special features, designing the offer according to the demand).

Short trips, day trips.

Trips for professional reasons (congresses/conventions, exhibitions, fairs, incentives).

Tourism motivated by personal preferences (culture, sports, hobbies; club holidays).

New trends in leisure time:

Soft tourism, alternative forms of travelling; leisure centres; theme parks.

Tourism policy:

Objectives, bodies, measures.

### **Didactic principles:**

The main criterion for the selection of the actual course content is its applicability in a professional context. Therefore the use of authentic documents and co-operation with local and regional institutions involved in tourism are of great importance.

To ensure that previous knowledge is available in good time, consultation with the teachers of the compulsory subjects “Business Administration, Economics & Catering Administration” and “Practical Work” is important.

## 10. TRAFFIC AND TRAVEL AGENCY

### **Educational and teaching objectives:**

The teaching should ensure that the students

- understand the importance of traffic and of travel agencies for national and international tourism,
- are familiar with the activities of individual transport and of transport services which are important for tourism, as well as with their economic and legal requirements,
- are familiar with the economic functions of tour operators and their relationship with the whole of the tourist industry,
- are familiar with the types, the planning, the realisation and the sale of marketable travel products, and are able to carry out appropriate activities and handle working devices customary in the trade,
- show considerate and environment-friendly behaviour when travelling.

### **Course content:**

Year Four (2 units/wk):

Travel agency:

Types of companies. Enterprises. Organisations. Legal foundations.

Structure (staff, technical equipment, necessities concerning the location); organisation of operations (advising; package tours; sale of tickets, insurances, hotel vouchers; correspondence).

Transport:

Development, forms.

Transport in Austria:

Development, facilities, enterprises, organisation.

Air traffic:

Types of aircraft, airports (locations, facilities). Scheduled and chartered flights, airlines, air routes. Organisations.

Shipping:

Forms, facilities. Passenger shipping in inland and ocean traffic (forms, enterprises, routes).

Timetables and tariffs.

EDP-assisted practice (0.5 units/wk):

In accordance with the areas covered in Year Four.

Year Five (2 units/wk):

Travel agency:

Package tours (preparation, calculation and realisation).

Road traffic:

Road construction (tasks in Austria; problems concerning the planning, financing, construction and maintenance of roads). Regular and casual traffic. Organisations in road traffic (types, tasks, services).

Legal framework.

Railway:

Railway network, stations and control centres (types, facilities); cable railways in Austria. Offers for tourism.

Transport in Austria:

Current problems of transport policy. Importance of the transport industry for tourism and economy. Marketing of transport services.

EDP-assisted practice (0.5 units/wk):

In accordance with the areas covered in Year Five.

### **Didactic principles:**

The main criterion for the selection of the actual course content is its applicability in practical work at travel agencies and other enterprises of the tourist industry.

As the educational and teaching objectives are practically oriented it is advisable

- to practise in particular the areas of information, sale and organisation of tours,
- to use aids common for the profession (start a collection) and
- to simulate practical work at a travel agency (created for teaching purposes).

To ensure that previous knowledge is available in good time and to avoid doubling content, consultation with the teachers of the compulsory subjects “Touristic Geography”, “Tourism and Marketing” and “Business Administration, Economics & Catering Administration” is important.

## 11. BUSINESS ADMINISTRATION, ECONOMICS & CATERING ADMINISTRATION

### **Educational and teaching objectives:**

The teaching should ensure that the students

- understand basic economic relationships and be able to assess their consequences on society;
- understand the legal framework, the structure, performance factors and production areas of firms, business affairs including the external relationships of firms;
- are aware of the types and problems of the personnel systems and patterns and of the work flow of businesses in the hotel and catering trade;
- know about business functions with particular reference to investment and financial decisions, are familiar with important legal regulations, as well as with the principles of business and staff management.
- observe business management problems with a critical attitude and are able to offer solutions;
- are able to produce the documents necessary to communicate successfully in business situations;
- gain knowledge of the functions of national and international economy and understand patterns of interactions between economy and ecology;
- understand business management decisions in a general context which is relevant to general public life;
- are able to follow media reports about processes in the Austrian national and world economy and to assess their consequences on the community and individuals and are able to develop a critical viewpoint in all such matters;
- are aware of the value of professional work and the responsibility of the economist.

### **Course content:**

Year One (2 units/wk):

Businesses in the hotel and catering trade:

Differentiation based on company performance, location ,opening hours, legal relations, legal status and environment, supplying and supporting partners, structure of personnel, payment, spatial organisation, equipment of individual departments (classification, minimum equipment).

Personnel:

Rights and duties of employees; staff related correspondence (Letter of Application, CV, Contract of Employment, Letter of Resignation, Reference ).

Year Two (2 units/wk):

Bill of Sale:

Legal basis, components, form, practice; completion (initiation, business deal, delivery, payment).

Breach of agreement (delivery of faulty goods; delivery, acceptance and payment in arrears).

Correspondence related to Bill of Sale and consumer protection.

External relations of businesses in the tourist industry:

Performance of suppliers, financial institutions and insurance, professional associations and authorities.

Accommodation department:

Tasks at work and work flows, Austrian hotel contract requirements, visitors books, registration law and tourism statistics decree, protection against fire, insurance coverage.

Catering department:

Work tasks and work flows, checks and balance system, organisation of kitchens, organisation of stocks, bookkeeping of stocks, contract of deposit.

Year Three (2 units/wk):

Basics of Economy:

Needs, demands, market.

Economy, economic subject, economic object.

Economic cycles (business - household - state).

Production factors, economic sectors.

Business – legal factors:

Trade rights (traders, firms, legal authority within the firm, accounts).

Foundation of firm, legal framework, factors influencing legal framework.

Business – general aspects:

Types of business, areas of production within a company, choice of location.

Intake and storage:

Intake and provision of goods; services and items of capital expenditure, payment transactions, storage functions and storage, checks.

Performance:

Production of goods and services, production factors;

economic viability; profitability, productivity

Trade:

Trade regulations; trade division; trade within the tourist industry. Entitlement, commencement, performance, transition, completion; trade authorities and trade methods.

Year Four (2 units/wk):

Money and Currency:

Money (functions, amount, circulation, value of currency, exchange rate).

The Austrian National Bank.

Price:

Market and price, price formation, business mergers, economic concentration, political-economic exertion of influence.

Integration of foreign trade:

Balance of payments, institutions of international trade and payment transaction, international economic aid, economic communities.

Economic total account:

Cycle analysis, Gross National Product, origin, usage and distribution of goods, services and income, theory of economic situation and growth. Economic and growth policy.

Economic total targets:

Economic growth, balance of payments, currency stability, equity of income, budget rehabilitation, full employment.

Economic Policy and Economic System:

Economic order, unions and management, relationship between economy and ecology, supports and instruments of the economic policy, political-economic measures.

Public economy:

National economy, national budget, public services and expenditure, public debt, social policy, taxation policy, redistribution of income.

Year Five (2 units/wk):

Financing and Investment:

Financing and capital, types of financing, special forms, financial principles and flows, investment planning and investment decision-making, promotion of investment, economic preview (profitability and liquidity), investment and assets (types, functions), investment accounting, process of business valuation.

Foreign Trade:

Types, significance, forms of co-operation, special types of payments (letter of credit, collection of documents, exchange), protection against risk (market risk, dubious risk), customs.

Management:

Objective, planning, organisational structure and development, disposition, checks, decision-making process and rules, management conception.

Employees:

Employee-orientated management functions, structure requirement of employees, management style, personnel needs, development of personnel, job market, recruitment and selection, contract of employment, collective agreement, introduction, payments and checks, completion of working relationship, training and further training within the company, assessment and reward, employee motivation, humanisation of working world.

### **Didactic principles:**

The main criteria for the selection of the actual course content include the applicability within the contexts of Austrian firms, in particular in the tourist sector, as well as the regional relevance and topicality.

Business correspondence is an integral part of each business administration topic.

Successful teaching and learning is dependent on knowledge and skills gained in other compulsory subjects and provides, for its part, the necessary requirements for other subject areas. Consultation and co-operation with the teachers involved are vital, so too is the avoidance of back tracking.

When developing theoretical concepts and an integrated view of business patterns, the teaching will have to depart from authentic materials and situations (case studies) and pay particular reference to cases covered by the mass media.

The practically oriented educational and teaching objectives ask for methods and strategies which truly generate student interaction and include the use of authentic materials of support and reference (forms, calculators, audio-visual aid, data processing equipment etc.), as well as target focused discussion, case studies and simulations.

Correctness in both the written and spoken language as well as professional behaviour in the lessons and communication are of the utmost importance when trying to meet the expectations of any profession.

Teachers are required to be qualified in Economics to run the course in Year Four.

## 12. ACCOUNTING & CONTROLLING

### **Educational and teaching objectives:**

The teaching should ensure that the students

- know about accountancy within a company;
- are able to keep suitable records in the form of receipts in accordance with income and expenditure and double entry bookkeeping, in particular for trade and tourism, and also keep a record of sales tax;
- independently set up accounting in a small or medium sized business and carry out tasks of medium management in the area of accounting within the company;

- are able to use and process information of business statistics without guidance;
- are able to produce budgets;
- are able to draw up, analyse and evaluate balances;
- use cost accounting as an important decision-making instrument within a firm;
- know about the personal and organisational technological requirements and work flow of accounting as well as the functions of controlling and its relationship with accounting;
- understand regulations about the assessment of business assets and debts as well as auditing principles and rules about rights to taxation and are able to employ these when setting up annual accounts of individual firms or groups of firms;
- are able to use economic calculation process including calculation of relevant taxes as well as personnel accounting;
- solve bookkeeping problems with the help of standard programmes, and are able to present the results.

### **Course content:**

#### Year One (3 units/wk):

##### Economic calculation:

Percentage calculations, currencies and rates, tourist trade calculation, calculation of interest.

##### Basis of accounting:

Concept, tasks and legal basis.

Bookkeeping system ( overview ).

##### System of double entry bookkeeping:

Concept of features, accounts, opening of accounts, records of business cases, closing of accounts, types of accounts. Framework and plan of accounts. Balance and record of success.

##### Sales tax:

System and legal requirements, sales tax recordings and preliminary tax. Receipts.

##### Records of business cases:

Recording of business cases, balances, record of receipts.

##### Organisation:

Rules of bookkeeping, records of double entry bookkeeping (journal, ledger, help books and supplementary ledgers).

#### Year Two (3 units/wk):

##### Records of business cases:

Redemption of goods and production and payment transactions in businesses of hotel and catering trade as well as travel agents with particular consideration of basic records (book of receipts for goods and cash book).

##### Records of income in tourist industry:

types of income, registration of income, records of payments, checks, hotel vouchers, credit cards and accounting of outgoing goods. Records of foreign currency income.

Tax and contributions in the tourist industry.

##### Records of proceeds in tourist industry:

types of proceeds, records of proceeds, provisions for personnel, own consumption.

##### Personnel Accounting:

Deductions from current earnings, deductions from additional payments, surcharges, expense allowance, special payment, record of wages, deduction of worker's tax, special cases. Particulars of personnel accounting in businesses in the hotel and catering trade.

##### Organisation.

Help records and supplementary books in businesses of hotel and catering trade.

##### Computer enhanced accounting (1/2 unit/wk):

Solutions of simple problems of office organisation and accountancy by use of standard software.

EDP use in personnel settlements (employee- master data administration, administration of wages, evaluation ) and in cost accounting, business results (calculation, presentations in the form of graphs and tables).

Year Three (3 units/wk):

Annual accounts:

Basic valuation of materials and goods, depreciation of investment, separation of accounts, reserves, valuation of claims and liabilities, annual accounts of individual firms.

Proceeds accounting and cost accounting:

concepts, system of cost accounting

Problem of accounting.

Full cost accounting and partial cost accounting

( types of costs, accounting of cost centres, cost allocation accounting);

analysis of cost cover, business invoices

Organisation:

Organisation of bookkeeping within small or medium sized businesses ( especially with introduction of EDP )

Collaboration with tax adviser.

Computer supported accounting ( 1 hour a week )

Use of EDP in bookkeeping ( initiation, records of business cases, management of credits and debits, management of stocks, invoices, investment accounting, monthly settlements and annual accounts with receipts, evaluation ).

Year Four (2 units/wk):

Accounting - travel agency:

Records of typical business cases.

Annual accounts of companies.

Controlling:

Principles, tasks, controlling-cycles, organisation of controlling.

Computer supported accounting (0,5 units/wk)

EDP-use in cost accounting and in controlling in particular in businesses of hotel and catering industry. Business results (calculation, presentations in the form of tables and graphs).

Year Five (3 units/wk):

Income and expenditure:

Legal requirements, current records, analysis of success.

Taxes:

Division, tax inquiries ( tax return, audit ) tax payment ( correspondence, deadlines ),

tax investment advantage

Auditing theory:

Purpose and types of audit, auditing principles, balance of tax and trade

Annual Accounts:

Basic annual accounts of partnerships and companies with limited responsibility, settlements made in view of difficult valuation problems and tax investment promotion

Computer supported accountancy (0,5 units/wk):

EDP-use in controlling (principles of financial planning and budgeting, business statistics, analysis of audit, criticism of audit, budgets, comparisons of nominal and actual values, and analysis).

**Didactic principles:**

The main criteria for the selection of the actual course content include the applicability in a professional context and the contribution to integrated thinking. This requires practical examples and an organisation of work which matches the standards in a company or firm (interdisciplinary ways of looking at a problem, group work, use of practical aid).

Understanding the necessity of keeping financial records about events within the company, the correctness of students records and formulations is of the utmost importance. Independent work, rash and rational evidence and the correct interpretation of screen images and computer terminology are the most essential aspects of practical work in order to meet the expectations of any business or firm.

A basic understanding of payment in Year One as well as the domination of commercial calculation processes and appropriate aid (calculators, reference tables, etc.) can be achieved and developed through problem-orientated exercises. Plausibility checks are of particular importance for calculation results.

Tests:

Year One to Year Four: 2 one hour tests;

Year Five: 2 two or three hour tests.

### 13. COMPUTER SCIENCE

**Educational and teaching objectives:**

The teaching should ensure that the students

- know the structure, functions and application possibilities of electronic processing systems;
- are able to operate the equipment;
- are able to select and set up standard software in order to solve problems in professional life;
- are able to obtain and pass on information by electronic means;
- are aware of the effects of the introduction of electronic data processing on the employees, the firm, culture and society and are also able to evaluate such effects.

**Course content:**

Year One (1 unit/wk):

Data processing systems:

Structure, function, combination of components. Operating system. Operation.

Standard software:

Calculation tables, graphs

Consequences of data processing:

Individual, society

Data security, data protection, protection of copyright.

**Didactic principles:**

The main criterion for the selection of the actual course content is the applicability in a professional context. Various social forms as well as practical examples and assessment of performance are a methodical contribution to the relevance of business information technology. At the same time interdisciplinary competence in the fields of discussion, communication and teamwork will be achieved.

In order to meet the standards expected at work the students must apply the software without trainer support, then, the instructions of use taken from handbooks and other documentation are of particular importance.

The motivation of the student will be increased and their memory load minimised, when lessons based on theory are followed by periods of practical work.

Ways of looking at problems will be dealt with effectively by working together with teachers of other subjects taking into consideration what progress has already been made as well as the experience of the student.

The teacher will decide what the focus of each lesson will be, bearing in mind the capabilities and progress of the students as well as the hardware and software available.

Written exams:  
2 one hour tests.

## 14. WORD PROCESSING

### **Educational and teaching objectives:**

The teaching should ensure that the students

- achieve a minimum typing capacity of about 200 gross-strokes per minute using the touch system on the keyboard, including the extra-digit keyboard,
- are able to independently draw up and design documents and texts from various professional as well as personal fields which are accurate from a formal and a linguistic point of view, making use of all common methods of application,
- know the principles of text design according to ÖNORM and are able to apply them,
- master audio typing skilfully,
- master a word processing programme usual for the market with all possibilities of design and rationalisation and are able to link it with data from other software,
- acquire basic knowledge about the functions of one software to be able to design master copies ready for print,
- are able to make use of the current type of office technology and means of office communication, including the use of the world wide web to access information,
- are able to apply organisational knowledge necessary for office practice,
- are able to manage personal data, to organise dates and appointments,
- are able to apply specialist standard software with the aid of help functions after a short settling-in period.

### **Course content:**

Year One:

Touch-typing of all the characters of the keyboard. Achieving a writing skill of about 130 gross-strokes per minute.

Functions of a word processing programme.

Fundamentals of text design and layout. Principles of text production according to ÖNORM. Simple documents from the professional and personal fields.

Introduction into audio typing.

Office management: handling the post, telephone, fax.

Year Two:

Extended functions of the word processing programme allowing the user to design documents efficiently.

Serial letters.

Optional adaptation of the user/system interface.

Design of demanding internal and external correspondence (e.g. contract of sale, correspondence with authorities) based on dictations and sound carriers.

Introduction into independent text production.

Fundamentals of typography and layout.

Possibilities to transfer and access data on an internal, regional and world wide level; use of a world wide web (E-mail, accessing information); news groups.

Achieving a writing skill of about 170 gross-strokes per minute.

Office management:

Basics and facilities of modern telecommunication.

Year Three:

Design of difficult documents and case studies based on professional reality.

Designing and drawing up comprehensive documents efficiently, including all relevant elements such as table of contents, footnotes, quotations and index, making use of modern working techniques.

Drawing up internal and external documents independently.

Linking the word processing programme with other programmes (spreadsheets, databases etc.).

Basic knowledge of one software used to design master copies ready for print.

Incorporating and linking graphs and pictures, processing them.

Direct mail making use of a database with conditions and selection criteria.

Achieving a typing skill of about 200 gross-strokes per minute.

Office management:

Administration of dates, appointments and address files. Working with the electronic appointments book.

Directions of development in the areas of office technology and communication.

### **Didactic principles:**

The main criterion for the selection of the actual course content and the practice texts is their professional relevance.

Among other things, this requires the student to

- be made familiar with the keyboard and the peripherals (mouse, scanner),
- be encouraged to use the extra ten-digit keyboard when entering numbers on a computer,
- have access to current standard software (if necessary, versions designed for demonstration purposes).

The numbers of gross-strokes mentioned have to be considered as guide numbers. Greater attention has to be paid to the careful drawing up of documents.

Tasks which require the use of different types of standard software in order to solve various kinds of problems independently are particularly useful.

Consultation with the teachers of the compulsory subjects “German”, “English”, “Second Modern Foreign Language”, “Business Administration, Economics & Catering Administration” and “Accounting” is important in particular because they can provide concepts for the documents that have to be drawn up. Consultation with the teacher of the compulsory subject “Computer Science” ensures that basic knowledge is acquired in time and avoids doubling content.

Written exams:

Years One to Three: two written exams a year (one unit each; if necessary, two units each in Year Three).

## 15. CIVICS

### **Educational and teaching objectives:**

The teaching should ensure that the students

- acquire the knowledge necessary to understand political and social life and enabling them to make use of their rights and duties as citizens,
- are able to analyse the current political and social situation and occurrences and to judge them critically,
- are familiar with the laws which are of importance for their private and professional lives and are informed about ways in which rights can be pushed through,

- know about development tendencies in today's society,
- are able to obtain and evaluate political and legal information in order to solve personal and professional problems,
- approve of the principles of the Austrian Federal Constitution,
- respect other people and cultures and aim at solving conflicts,
- are willing to take part in public and cultural life and to accept political and social responsibility.

### **Course content:**

Year Four (2 units/wk):

The State:

Components of the state, duties of the state, forms of government and regime.

International law:

International relationships and organisations; peacekeeping.

The Austrian Federal Constitution:

Guiding principles (democratic, republican, federal and constitutional principle; neutrality, comprehensive national defence; environmental protection, human rights). Legislation of the Federal Government and of the Länder, administration (structure, self-governing bodies).

Development of a political mind:

Political parties, representative bodies, media.

Judicial system:

Kinds of law, interpretation, access to law.

Jurisdiction (levels, court procedure and legal proceedings).

Control of state authority (highest courts, public counsel, audit office).

Year Five (2 units/wk):

Private law:

Personal law, family law, law of succession, property law, law of obligations; law of contract, indemnity law, consumer protection law.

Industrial law and social legislation:

Individual and collective industrial law; social security.

Commercial law:

Trader, Registrar of Companies, business transactions, contract of sale signed by two entrepreneurs, company types.

Trade law:

Starting and practising a trade.

Criminal law:

Offences directed against life and limb, honour, another person's property, morality.

### **Didactic principles:**

The main criteria for the selection of the actual course content are the extent to which it contributes to the understanding for problems of public life and for complex connections in economy and law, as well as topicality.

According to the task-based approach towards the educational and teaching objectives it is advisable to choose authentic legal and professional issues as starting points. Activities such as the discussion of law cases, the drafting of simple statements, the discussion of relevant reports in the media as well as the solution of case studies in single and pair work motivate the students and make them participate.

In the field of political education it is recommended to deal with current topics (also from within the students' immediate scope of experience).

## 16. NUTRITION

### **Educational and teaching objectives:**

The teaching should ensure that the students

- realise the importance of proper nutrition for maintaining health and energy;
- understand the role of a healthy mode of living in avoiding lifestyle-related ailments;
- know the elements of nutrition, standard foods and stimulants, balanced nutrition and popular diets;
- plan meals and choose foodstuffs in a responsible manner with regard to both the national economy and the environment.

### **Course content:**

Year One (2 units/wk):

Nutrition and health:

Eating habits and patterns.

Functions and elements of food.

Digestion and metabolism; enzymes.

Acidity and alkalinity

Energy and nutrient requirements:

Basal metabolism, burning up calories, total energy requirements, weight charts, working with calorie and nutrient charts.

Types, composition, nutritional and economic significance of

- carbohydrates
- fat
- proteins
- vitamins and food rich in minerals
- spices and stimulants

Handling food:

Food hygiene, altering the quality of food through technology and preparation, toxicology, alternative ways of growing food, preservation methods, legal requirements.

Diets rated according to age, occupation and mode of living, large-scale cooking (types, significance, problems), dieting (importance, balancing a diet, dietetic treatment of common metabolism, related illnesses).

Eating habits and eating patterns:

Consequences of overeating and imbalanced eating habits. Current nutritional theories.

### **Didactic principles:**

The main criterion for the selection of the actual course content is its applicability in everyday kitchen practice.

Market observation and special publications are essential to guarantee a practical approach in teaching the subject as stated in the guidelines.

Co-ordination with and consultation of instructors teaching "Cooking and Catering Organisation" will be necessary to avoid overlaps.

Practical teaching aids should help illustrate and understand complex theoretical backgrounds.

## 17. COOKING AND CATERING ORGANISATION

### **Educational and teaching objectives:**

The teaching should ensure that the students

- are able to prepare dishes of national and international origin, applying their knowledge of nutritional science as well as observing the requirements of food hygiene, ergonomics, ecology and cost efficiency;
- handle all utilities, appliances and utensils needed for that purpose in an efficient and safe manner;
- buy and store food items, stimulants, flavourings and other kitchen supplies under the correct conditions and maintain accurate computerised records;
- prioritise and organise work in canteen kitchens and provide efficient leadership for staff;
- know all relevant terms;
- realise the importance of cleanliness and orderliness, a well-groomed appearance and good manners;
- take on responsibility as a team member and in a leadership position in the catering trade.

### **Course content:**

#### Year One (4 units/wk)

##### Kitchen organisation:

Types of kitchens, the role of the cook.

Kitchen helpers.

Buying, receiving and storing food items. Figuring out cost of materials.

##### Kitchen technology:

Furnishings and fittings, appliances, equipment and utensils (usage, maintenance, inspection).

Ergonomics.

Food hygiene – legal requirements, maintaining a safe and secure working environment, fire regulations.

##### Food preparation and cooking:

Slicing, dicing, cubing; dressing, preparing, decorating. Cooking methods. Simple dishes (hot and cold starters, soups, cold sweet soups, hot and cold basic sauces, vegetable preparation, side dishes, egg dishes, basic dough products and pastry dishes, fruit preparation, simple hot and cold desserts).

#### Year Two (3 units/wk):

##### Kitchen organisation:

Product range; purchasing, storing, handling food deliveries; keeping records, usage of food items.

Quantity and price estimates.

Guidelines for menu planning; menus.

Food preservation techniques.

##### Food preparation:

Hot and cold sauce variations, hot and cold starters; breakfast buffets; handling and preparing raw meat, offals, poultry, game; fresh water and ocean fish; vegetable accompaniments: salads, dressings, marinades; preparing cheese; ice cream and sherbet variations; hot and cold desserts.

#### Year Three (3 units/wk):

##### Kitchen organisation:

Computer-aided kitchen records; kitchen systems, catering.

Types of menus, planning balanced menus.

##### Food preparation:

Crustaceans; menus consisting of several courses; cocktail parties; hot and cold buffets, "speciality weeks", canteen cooking; catering; convenience, natural foods and wholefoods; special diets.

#### Year Four (3 units/wk):

##### Kitchen organisation:

Computer-aided kitchen organisation and records; work/time study projects.

##### Food preparation:

Menus reflecting Austria's regional and national cuisine; banquet menus; a-la-carte dishes; specialities; hot and cold buffets for special occasions.

**Didactic principles:**

The main criterion for the selection of the actual course content is its applicability in the future professional field of the students and its contribution to a greater degree of independence as well as to character formation. For that reason it is recommended to

- hold short briefings, followed by thorough practical instruction and practice units,
- simulate professional requirements as far as possible (maintaining a safe and secure working environment - machines, appliances, utensils, health and safety regulations, appropriate clothing, working techniques),
- teach the application of professional software,
- maintain effective working relationships within kitchen teams,
- engage in catering for school members and outside visitors as long as aspects of pedagogy retain priority.

Work analysis, time management, rational work flow and analysing the results of the students' practical work should be an essential element of all theoretical lecturing.

Co-ordination with and consultation of instructors teaching "Business Administration, Economics and Catering Administration", "Nutrition", "Restaurant Catering" and "Practical Work" will be necessary to avoid overlaps and to pre-teach certain areas of the syllabus.

Particular attention should be paid to the preparation and follow-up evaluation of the students' practical training.

## 18. BEVERAGES

**Educational and teaching objectives:**

The teaching should ensure that the student

- are familiar with the origin, the composition and the proper maintenance of beverages, including the legal regulations connected with beverage service;
- are able to efficiently buy, store and sell beverages;
- are able to advise guests in choosing beverages.

**Course content:**

Year One (1 unit/wk):

Non-alcoholic beverages:

Water, mineral water, fruit juices, soft drinks, milk – based drinks, coffee, tea, cocoa.

Alcoholic beverages:

Types of alcohol. Making and maintaining beers. Austrian wine (wine-growing regions, grape qualities, wine production and handling wine, wine legislation);

The dangers of alcohol abuse.

Serving methods:

Weights and measures – legislation. Post and pre-mix appliances. Electronic bar dispensers

Year Two (1 unit/wk):

Alcoholic beverages:

International wines (wine growing areas, quality standards); dessert wines, flavoured wines, ciders, sparkling wines, champagnes, brandies and liqueurs.

**Didactic principles:**

The main criterion for the selection of the actual course content is its applicability in everyday catering situations. The students should be able to apply their knowledge in restaurant dialog simulations. There is no need for detailed knowledge in production methods.

The realistic work environment required by the curriculum is best provided by maintaining contacts with the catering and hospitality trade.

## 19. RESTAURANT

### **Educational and teaching objectives:**

The teaching should ensure that the students

- are competent in serving food and drinks and in assisting guests in their choice of meals and beverages;
- are able to efficiently plan, organise and carry out work at a restaurant according to ergonomical, technological and administrative criteria;
- develop an awareness of the importance of maintaining cleanliness and orderliness, being well-groomed, having good manners and putting service first.

### **Course content:**

Year One (3 units/wk):

Performance criteria for waiting staff. Personal hygiene, maintaining a safe and secure working environment, proper behaviour, table manners.

Restaurant furnishings and supplies:

Selection; handling and efficient maintenance.

Service:

Methods and systems; table items in food service areas. Special skills (carrying dishes, basic and extended place settings, serving procedures and communication from arrival to departure of guest; basic breakfast service; providing basic drink services)

Year two (2 units/wk):

Assisting guests:

Setting up breakfast and food menus; beverage lists.

Maintaining and dealing with payments:

Order slip system, computer-aided account verification.

Service:

Specials of the day, efficient work flow. Special skills (serving different kinds of breakfast, room service, café service; advanced beverage service; serving extended courses with corresponding beverages including recommendations).

Year Three (2 units/wk):

Assisting guests:

Eating and drinking habits of Austrian and foreign customers; menus; setting up menus and beverage lists for various occasions.

Bar:

Types, equipment and utensils, bar drinks, cocktail recipes, calculation, account verification.

Special skills:

Serving multi-course meals of national and international specialities (special soups, vegetables, patés, crustaceans, seafood, fish specialities); preparing and finishing dishes in front of the customer (marinating, filleting, carving, flaming); preparing and serving mixed drinks

Year Four (2units/wk):

Catering events:

Table d'hôte service, à la carte service, banquet service, types of buffets, parties and catering, organisation and work flow (serving methods and serving systems; working in front of the customer).

Payments:

Taking customers' payments, computer-aided processing of payments.

### **Didactic principles:**

The main criterion for the selection of the actual course content is its relevance in everyday catering.

Students will be expected to have prior knowledge of the subject through their studies in "Business Administration, Economics and Catering Administration", "Beverages", "Cooking and Catering Organisation".

Students can only develop the skills required by the curriculum if they practice in all areas of serving food and drinks – table, restaurant and bar.

Students can gather experience at field excursions where they learn to work in the catering trade by taking on various tasks in accordance with the work flow of a restaurant.

## 20. PRACTICAL WORK

### **Educational and teaching objectives:**

The teaching should ensure that the students

- are able to carry the practical and organisational responsibility for the work in the reception, hotel and catering departments as well as the administration in subsidiary business of hotels,
- are able to recognise business procedures, to take over responsibility, to work both independently and in a team.

### **Course content:**

First Forms (3 weekly lessons)

Second Form (3 weekly lessons)

Third Form (2 weekly lessons)

Fourth Form (2 weekly lessons)

Exercises pertaining to the subject matter of the following compulsory core subjects: "Tourism and Marketing", "Travel and Travel Agency", "Business Administration, Economics and Catering Administration", "Accounting and Controlling", "Computer Science", "Word Processing", "Nutrition", "Cooking and Catering Organisation", "Beverages, "Restaurant" and in accordance with the respective subjects; application of the most relevant EDP software.

## **Didactic principles**

In order to ensure the most possible practical experience the school administration and the teachers shall carry the responsibility for the organisation and planning of the business lessons. For his part the student shall be responsible for understanding the situation and adjusting himself accordingly.

The main criterion for the choice of subject matter is the pedagogical goal, whereby the necessary administration of the school hotel must be taken into consideration. For this reason detailed conferences and continual instructions are of great importance.

Furthermore, it is important that the students shall be instructed and continually advised in the use of machines and tools and the respective measures taken to ensure safety on the job site. Importance shall be placed on the humanisation of the working place.

Due to lawfully made agreements it is also possible for the practical business experience to take place in approved businesses off school premises.

## 18. PHYSICAL EDUCATION AND ANIMATION

Based on the regulations in the national curriculum for physical education (National Law Nr 37/1989) the curriculum shall be extended to cover the area of animation:

### **Educational and teaching objective:**

Planning, organising and executing of target specific leisure time activities while taking regional possibilities into consideration.

### **Didactic principles:**

Practical and methodical exercises shall be executed.

The theoretical basics of animation shall be transferred into practice across the curriculum.

The principle of effective teaching shall be fulfilled through the variety of organisational forms and teaching methods, using all the possibilities presented in class teaching, age group teaching or cross-scholastic teaching, i.e. in groups of chosen sports. The teacher shall elaborate on the field of animation.

Educational emphasis:

## THIRD MODERN FOREIGN LANGUAGE

### **Educational and teaching objectives:**

The teaching should ensure that the students

- are able to understand simple information from the private and professional fields heard and read in the target language,
- are able to apply the target language actively and adequately in everyday and professional situations, orally and in writing, also making use of knowledge acquired in other compulsory subjects,
- are able to sum up in German professionally relevant foreign-language texts, with a focus on what is essential according to a clearly stated criterion,
- are familiar with the political, economic, ecological, social and cultural realities of the countries where the target language is spoken, as far as this is relevant for communication in everyday and professional life,
- are able to use the target language to answer common questions about Austrian conditions and to draw a comparison with the society of the target language,
- are able to use aids for language transfer skilfully,
- are able to understand business correspondence in the target language and to render it into German,
- are able to apply commercial vocabulary and phraseology of the target language as required by the situation, both orally and in writing.

## **Course content:**

Year Three (3 units/wk):

Communication topics:

Simple everyday and professional situations.

Topics of current interest.

Language structures:

Acquisition of structures which are necessary for communicative competence.

Year Four (2 units/wk):

Communication topics:

Facts taken from life within society as well as from the professional environment.

Topics of current interest.

Language structures:

Acquisition of structures which are necessary to deal effectively with the communication topics.

Year Five (3 units/wk):

Communication topics:

Tourism including the execution of standard transactions. Political, economic, ecological, social and cultural topics specific to Austria. The world of employment.

Professionally relevant topics and topics of current interest.

Language structures:

Acquisition of structures which are necessary to deal effectively with the communication topics. Specialist terminology (words and phrases).

## **Didactic principles:**

The main criteria for the selection of the actual course content are

- the extent to which it contributes to the students' communicative competence, first of all regarding the listening and speaking skills, secondly the reading and writing skills,
- its applicability in a professional context,
- the extent to which it allows to teach tolerance and co-operation.

The educational and teaching objectives demand that the students master a number of skills. Intensive practice allows them to learn each of these skills independently, but also in an integrated way. Therefore the use of the target language is of great importance, even with beginners.

Listening and reading comprehension exercises should focus on understanding gist as well as detail.

If used with caution, the presentation of language structures and indications of similarities and differences between the target language and German or other languages can support the mastering of communicative skills.

The change between working individually, with a partner or in a group makes the lessons more varied and increases the students' listening and speaking skills. In this context role play is of particular importance in simulations of authentic situations.

The teaching results will be improved by illustrating the subject matter and motivating the students. This can be achieved through

- using authentic materials, including audio-visual media, from the first year,
- teaching projects,
- the integration of assistants and guests from the language area in question,
- correspondence individually and in groups,
- language study weeks abroad, student exchange schemes and work placements abroad.

There should be consultation with the teachers of the compulsory subjects “German”, “English”, “Second Modern Foreign Language” and “Word Processing” in order to use the same terminology for linguistic categories. Co-operation with teachers of other subjects is advisable, in particular when dealing with job-related topics.

Written exams:

Years Three and Four: 2 written exams a year (one unit each);

Year Five: 2 written exams (two or three units each).

Educational emphasis:

## FOREIGN LANGUAGES AND BUSINESS

### **Educational and teaching objectives:**

The teaching should ensure that the students

- increase their general as well as job-specific language competence significantly,
- develop intellectual flexibility and flexibility in language use, intercultural awareness as well as adequate communicative skills in order to be prepared efficiently and realistically for professional life,
- meet the demands of a multicultural society and an international market,
- have particular rhetoric skills,
- show confidence, self-assurance and flexibility in particular when appearing and speaking in public,
- are able to process facts with the aim of giving an effective presentation,
- are able to adapt verbally and non-verbally to their interlocutors,
- are able to decide on conversation objectives and to realise them,
- are able to guide talks and negotiations with confidence.

### **Course content:**

Year Three (3 units/wk):

Foreign language and compulsory work placement:

Intensive preparation for the work placement from the language point of view.

Presentation of Austrian/regional conditions in the target language.

Receiving, attending to and seeing off foreign guests.

Service, food & beverage, front office/reception.

Presenting and organising leisure-time activities, guided tours.

Year Four (2 units/wk):

Communication technology and media:

Telecommunication - telephone, telex, fax, E-mail.

Electronic word- and data processing (exemplary use within job-specific case studies).

Presentation of data.

Public relations:

Materials and strategies (professionally relevant examples).

Year Five (3 units/wk):

Business terminology:

Transfer of information and data (oriented towards professional reality).

Rendering the content of foreign-language texts into the mother tongue.

Writing short reports, minutes etc. in the mother tongue and in the foreign languages.

Interpretation and presentation of graphic/statistical data.

Simulations based on core areas of professional reality.

## Didactic principles:

Building upon previous knowledge as defined in the curriculum of Years One and Two and in accordance with the aims of foreign language teaching in Years Three, Four and Five, instruction shall be guided by the principles of relevance, practical applicability and practical orientation of the skills and contents taught. This entices permanent updating and adaptation of the teaching programme.

According to the teaching content, the language skills are to be developed in an integrated way if possible. The language competence that is targeted and the necessary factual knowledge shall be acquired through case studies, acoustic and visual stimuli and information, discussions, presentations, through reading and, occasionally, translations, and be practised mainly in interactive working phases. Role play situations should aim at the students' (simultaneous) multilingual competence.

Integration of foreign languages into the cross-curricular teaching concept should be aimed at by encouraging the students to adopt a cross-curricular way of working and dealing with topics whenever possible and useful. This entails the realisation of cross-curricular teaching projects. In keeping with the teaching objectives, relevant contents of other subjects shall be presented and worked upon in the target languages, thus enabling the students to handle the corresponding working materials independently.

For the purposes of creating a link as close as possible between foreign language training and professional reality, the planning and realisation of joint ventures with companies and/or external institutions of further education should be aimed at. It may be necessary to combine separate units for a longer session to achieve this.

As defined by the educational and training objectives, contacts with foreign partners should be established, maintained and made use of. A project week in a foreign-speaking country is a valuable addition to the teaching programme. Long-term partnerships with companies and/or training institutions in the target countries should be aimed at. Exchange projects which contribute to the training objectives (such as exchange of work placements with foreign partner schools, for example) are to be encouraged.

In view of a job market that is becoming more and more international, those exams are undoubtedly of great significance which are internationally recognised and certify a particular language and/or professional competence. If students are explicitly prepared for such (external) exams (for example Cambridge RSA EFL Examination, Chambre de Commerce et d'Industrie) and pass them successfully, their career prospects within the European job market will be considerably increased.

## Distribution of weekly units:

### English

Year Three:	1 <sup>st</sup> term:	1 unit/wk
	2 <sup>nd</sup> term:	2 units/wk
Year Four:	1 <sup>st</sup> term:	1 unit/wk
	2 <sup>nd</sup> term:	unit/wk
Year Five:	1 <sup>st</sup> term:	2 units/wk
	2 <sup>nd</sup> term:	1 unit/wk

### Second modern foreign language

Year Three:	1 <sup>st</sup> term:	2 units/wk
	2 <sup>nd</sup> term:	1 unit/wk
Year Four:	1 <sup>st</sup> term:	1 unit/wk
	2 <sup>nd</sup> term:	1 unit/wk
Year Five:	1 <sup>st</sup> term:	1 unit/wk
	2 <sup>nd</sup> term:	2 units/wk

### Written exams:

Years Three and Four: 2 written exams a year (one unit each);

Year Five: 2 written exams (two or three units each).

Educational emphasis:

## HOTEL MANAGEMENT

### **Educational and teaching objectives:**

The teaching should ensure that the students

- independently master tasks involving planning, organisation, financing and controlling in businesses of the catering and hospitality trade while not losing sight of the principles of economy and ecology;
- are able to apply the principles of staff management and to maintain effective working relationships with staff members.

### **Course content:**

Year Three (3 units/wk)

Gastronomy and the environment:

F&B management, production planning, selection, cost-conscious purchase and inspection of equipment, utilities and appliances; environment-friendly concepts of procurement and disposal, legal requirements.

Housekeeping:

Maintaining utilities and safety equipment, environmental legislation, setting up staff work schedules.

Front Office:

Developing and maintaining constructive exchanges with customers, the salesmanship attitude; creating initial contacts; guest history; check-in/check-out control systems

EDP-assisted project work (1unit/wk):

Choice of topic from the course content of Year Three.

Year Four (2units/wk):

Applied finance management:

Financial planning, budgeting, investment planning and analysis, investment decisions, dealing with financiers.

Event management:

Hotels in holiday resorts, health resorts and cities:

Going into business:

Starting a gastronomy business (leasing, franchising).

EDP-assisted project work (0.5 units/wk):

Choice of topic from the course content of Year Four.

Year Five (3 units/wk):

Business management:

Interpreting key business data, controlling.

Internal operational supervision (labour laws, technical standards, internal operations).

Co-operation in the catering and hospitality trade (purpose and types).

Strategic personnel management:

Planning, selection, training and motivation.

EDP-assisted project work (1unit/wk):

Choice of topic from the course content of Year Five.

**Didactic principles:**

The main criteria for the selection of the actual course content are its relevance in everyday catering and hospitality operation and its contribution towards integrating theoretical knowledge and practical application.

The contents of the core curriculum need to be summarised and adapted for their practical use in hotel management. Overlaps with core curriculum subjects should be avoided.

Syllabus-related lectures, excursions and field trips are to be included.

It will be essential to make good use of modern information and communication technology. Strategy games and role plays will be particularly appropriate in order to simulate complex business operations.

Project work will necessitate lesson blocks.

Provided all legal aspects are taken into account, it is possible to choose outside locations as a teaching site.

Educational emphasis:

**TOURISM MANAGEMENT****Educational and teaching objectives:**

The teaching should ensure that the students

- independently master tasks concerning tourism administration, tour operation and travel agency work, travel and transportation and the organisation of conferences and exhibitions, while not losing sight of economic, social and ecological aspects;
- are able to plan, carry out and supervise computer-assisted projects following project management guidelines.

**Course content:**

Year Three (3 units/wk):

Tourism and the environment.

Regional tourism:

Sights and events in the area, guided tours.

Tourist authorities:

Local and regional information.

Businesses:

Local and regional businesses in the tourist trade.

Sources of information:

Austrian timetables.

EDP assisted project work (1unit/wk):

Choice of topic from the course content of Year Three.

Year Four (2units/wk):

Travel agencies:

Range of services. Putting together travel packages (incentives, adventure holidays, sports and culture packages) for individual and group travel. Collective bargaining and income determination.

Sources of information:

Foreign train timetables, flight schedules, fares. Software applied by tourism and airlines.

Touristic geography:  
Popular destinations, means of transportation, routes.

Counter:  
Techniques for customer counselling and closing a sale, issuing travel documents, billing, after-sale services.

Public sales drives and incentives:  
Attendance, participation, feedback and evaluation.

Guided tours:  
Types of tours, requirements, training, technical and organisational tasks, leadership skills.

EDP-assisted project work (0.5 units/wk):  
Choice of topic from the course content of Year Four.

Year Five (3 units/wk):

Meetings, seminars, conventions:  
Room requirements and technical facilities, organisational hierarchy and structures, staff, domestic and international organisations.

Fairs and exhibitions:  
Types and purpose, location, infrastructure, commercial and financial aspects, marketing.

Tourism management:  
Legal, organisational and financial foundations of local tourism strategies. Integration tasks and co-ordination requirements on location.

EDP assisted project work (1unit/wk):  
Choice of topic from the course content of Year Five.

### **Didactic principles:**

The main criteria for the selection of the actual course content is its relevance to the real-life professional practice (with a special focus on requirements of the region) and its contribution towards integrating theoretical knowledge and practical application.

Since the syllabus is intended to expand and deepen the students' knowledge in the subjects "Tourism and Marketing" and "Traffic and Travel Agency", consultations between the teachers involved seem to be of particular importance. Overlaps with core curriculum subjects should be avoided at any rate.

Syllabus-related lectures, excursions and field trips are to be included

The practical orientation of the curriculum makes practical work in mock-up travel agencies and tourist offices imperative; it will be essential to employing modern information and communication technology to the maximum possible.

Project work will necessitate lesson blocks.

Provided all relevant legal aspects are being taken into account, it is possible to choose outside locations as a teaching site.

Educational emphasis:

## URBAN TOURISM AND EVENT MANAGEMENT

**Educational and teaching objectives:**

The teaching should ensure that the students

- discover that all over the world urbanisation and the change that values are undergoing in society increase the importance of cultural experiences gained in leisure time,
- realise that an experience-oriented approach to making the cultural potential accessible is a future-oriented strategy of Austrian tourism policy on all levels,
- are familiar with the cultural traditions and the holiday behaviour of guests from various countries of origin and are able to react accordingly,
- are able to plan, develop, pass on and realise programmes and strategies of procedure for the forms of urban tourism,
- are able to orient themselves in the various arts (fine and performing arts, music, literature, painting, architecture) and to develop their own points of view as far as the manifold expressions of cultural life are concerned,
- see the importance of attitudes (politeness, self-confidence and sensitivity) when dealing with guests as essential components of the culture of tourism.

### **Course content:**

Year Three:

Urban tourism:

Development, structural characteristics and perspectives, general set-up and accessibility, target groups and reasons for travelling, potential of cities in the areas of tourism, culture and leisure time.

Tourism in Austrian cities:

Profiles of the regions and the Länder, regional cuisine, natural and artificial attractions, package deals and guided tours of cities.

Austrian guests:

Culture and customs, behaviour when travelling, looking after guests.

Customer-oriented behaviour:

Types of animation, advising and presenting, conflict management.

Projects to be chosen from the areas dealt with in Year Three, taking into account new media and software relevant for tourism.

Year Four:

Cultural tourism:

Importance and development, offers and target groups, cultural and educational policy and cultural management, types of cultural tourism (event and festival tourism, study tours and language trips, theme-related tourism).

Tourism in European cities:

Profiles of regions and countries, regional cuisine, natural and artificial attractions, package deals and guided tours of cities.

European guests:

Culture and customs, behaviour when travelling, looking after guests.

Organisation of events:

Objective, planning and realisation, financing, public relations, control of success.

Projects to be chosen from the areas dealt with in Year Four, taking into account new media and software relevant for tourism.

Year Five:

Business tourism:

Importance and development, offers and target groups, types of business tourism (congress-, conference- and seminar-related tourism, incentives, fairs, exhibitions).

Tourism in cities outside Europe:

Profiles of regions and countries, regional cuisine, natural and artificial attractions, package deals and guided tours of cities.

Guests from Asia and America:

Culture and customs, behaviour when travelling, looking after guests.

Marketing of cities:

Methods and strategies concerning primary and secondary statistics, public relations, new developments in tourism.

Projects to be chosen from the areas dealt with in Year Five, taking into account new media and software relevant for tourism.

Educational emphasis:

## CULTURAL ANIMATION

### **Educational and teaching objectives:**

The teaching should ensure that the students

- discover that all over the world the change that values are undergoing in society increases the importance of cultural experiences gained in leisure time,
- realise that an experience-oriented approach to making the cultural potential accessible is a future-oriented, “soft and intelligent” strategy of Austrian tourism policy on all levels,
- understand the cultural-historical, psychological and sociological background as well as the economic importance of cultural experiences gained in leisure time,
- are familiar with possible uses and methods of cultural animation as part of the general offer in tourism and of professional cultural management,
- are able to analyse leisure time needs and trends,
- are able to plan, develop, pass on and realise corresponding programmes and strategies of procedure,
- are able to orient themselves in the various arts (fine arts, performing arts, music, literature, multimedia) and to develop their own points of view as far as the manifold expressions of cultural life are concerned,
- see the importance of attitudes (politeness, self-confidence and sensitivity) when dealing with guests as essential components of the culture of tourism.

### **Course content:**

Year Three (3 units/wk):

Fundamentals:

Basic aspects from the sociological and psychological point of view and from the point of view of leisure education; stages of animation (stimulation, programme, procedure and effect); types and trends of the structures of motivation, need and demand in tourism. Communication methods used to render animation effective (discourse management, information carriers).

Areas:

Man-made landscape; music; fine and performing arts; literature; film; arts and crafts; clothing and table culture.

Austria’s cultural offer:

Special features of individual parts of the country in view of their landscape, their history, their local history, their architecture and their society.

EDP-assisted projects (1 unit/wk):

To be chosen from the areas dealt with in Year Three.

Year Four (2 units/wk):

Elements of the offer:

Jour-fixe programmes, calendars of events, bad weather programmes, package deals, theme routes and trails; integration into a database offering cultural information; connecting the various elements of the cultural offer.

Preservation of culture, educational and cultural policy:

Tensions between popular culture, folk culture, elitist culture, youth and subculture; protection of historic buildings and monuments; music, folklore, customs; theatre, galleries, exhibitions. Cultural initiatives. Animation in museum education.

Animation for music and crafts:

Music programmes, visits of artists' workshops and studios, exhibitions, workshops, creative course programmes.

Animation in the field of cultural history:

"Journeys through time"; historical and religious celebrations in the yearly cycle; organisation of festivities, calendar of festivities; guided tours of cities, monasteries, churches, castles. Regional cuisine.

EDP-assisted projects (0.5 units/wk):

To be chosen from the areas dealt with in Year Four.

Year Five (3 units/wk):

Cultural management:

General set-up for the realisation of cultural activities programmes on a company, local and regional level. Legal, economic and tax aspects.

Stages in project management (objective, planning, realisation, control of success). Co-operation and co-ordination with cultural institutions and the media.

Cultural marketing:

Instruments; cultural database; financing and cultural sponsoring; marketing and communication policy.

EDP-assisted projects (1 unit/wk):

To be chosen from the areas dealt with in Year Five.

### **Didactic principles:**

The main criterion for the selection of the actual course content is its applicability in a professional context.

The educational and teaching objectives being practically oriented, experience-oriented teaching methods suggest themselves, in particular independent work on case studies based on problems of current interest.

The students' creativity, spontaneity and ability to improvise shall be encouraged through excursions, visits, contributions by visiting lecturers, workshops and participation in events. Therefore considerations from a cultural-historical point of view and encouragement to become active in the fine arts and music are particularly important.

The teaching should refer to the compulsory subjects "History/Social Studies", "Touristic Geography", "Tourism and Marketing" and "Computer Science"; therefore consultation with the teachers of these subjects is important.

As there are legally covered agreements it is possible to do part of the teaching outside school in suitable companies and institutions.

## COMPULSORY SUBJECTS WITH EXTENDED LESSON HOURS

### **Educational and teaching objectives:**

The student shall acquire in depth and /or extended knowledge in the respective compulsory core subject.

### **Didactic principles:**

Compulsory core subjects with extended hours may be offered in the following manner:

1. by extending the number of weekly lessons in those forms in which the compulsory core subject is taught and / or
2. by continuation of the compulsory core subject in one or more of the following years in which the compulsory core subject is no longer taught.

Additional educational and teaching tasks, lesson plans and didactic principles may be established for compulsory subjects with extended lesson hours. If a compulsory subject is increased according to 2), then such additional tasks are necessary.

Should additions in the educational and teaching tasks, in the lesson plans or in the didactic principals be necessary, they shall be made in careful accordance with the regulations of the respective compulsory subject. It shall be carefully observed that in the lesson plans of the individual forms there are no overlaps in relation to the other compulsory core subjects.

The evaluation of a student's work in a compulsory core subject with extended hours shall be unified with that of the compulsory core subject itself.

## SEMINARS

### **Educational and teaching objectives:**

Through seminars which are in accordance with the general educational objectives of the College, the student shall -- in addition to the attitudes, knowledge and skills acquired in the core subjects and the main vocational training, -- develop his creative and communicative potential in cultural, ecological, economic and social competences and behaviour, especially in those areas which are of major importance for his professional and private life and which can be directly taken to account after completing his school education.

### **Course content:**

The content of the seminars should include areas which can not be covered in in-depth or detailed teaching of the core subjects already listed in the core curriculum.

### **Foreign language seminars:**

The lesson plans of an additional modern foreign language should be analogous to those plans for modern foreign language teaching in the core curriculum.

### **General education seminars:**

The contents of these seminars should deepen the knowledge in general educational fields, whereby professional aspects should be included.

### **Vocational seminars:**

The contents of these seminars should deepen the theoretical vocational training, whereby great emphasis should be placed on application skills.

### **Practical seminars:**

The contents of these seminars should be in direct relation to theoretical vocational training.

### **Didactic principles:**

Within the given framework of the syllabus, and subject to the personnel, objective and financial resources, the school shall decide on those seminars which offer the student the best possible additional educational contents which can not be fulfilled in the mandatory core curriculum subjects. According to the given educational and teaching tasks, close attention shall be paid to the fact that the contents of these seminars extend beyond exclusively cognitive aspects.

The chosen seminar must be defined in its educational and teaching tasks, in contents and in didactic principles within the framework of pedagogical autonomy, whereby, formally, the basis is the structure given in the description of the

mandatory core curriculum subjects. In order to make the seminar clear to parents and teachers, a subject name should be chosen which includes the concrete contents of the seminar.

The choice of a seminar within the framework of autonomous mandatory core curriculum subjects can be varied: a seminar can be limited to one academic year or may be extended over a number of years; fluctuation of seminars for the following forms can be made quickly, a seminar can also be taught to the succeeding forms over the years.

Especially in the seminars by using all the pedagogical resources possible the student shall have the opportunity to learn to work independently in teams and in co-operation with his fellow students and teachers.

Wherever possible, project work is recommended.

Two written one hour exams are required in the modern foreign language seminars.

## B. COMPULSORY WORK PLACEMENT

### **Educational and teaching objectives:**

The work placement should ensure that the students

- in addition to the knowledge and skills which are gained in the vocational training subjects, by working in real-life tourist industry environments, develop the skills and competence which are necessary to practice a trade, for which they are qualified as school leavers;
- apply the skills acquired in school in the working world;
- gain detailed insight into the organisation of offices, agencies and industries;
- acquire knowledge concerning the duties and rights of employees and the ability to check over immediate working conditions;
- behave correctly, self-confidently, efficiently and in a friendly manner towards their employers and their fellow employees;
- develop a positive attitude toward the working world in general and, in particular, toward the immediate field of work through the combination of their experience in school-based vocational training and the experience they have gained while doing their work placement.

### **Time and subject frame:**

As a rule, the compulsory work placement totals 8 weeks annually and is to take place in the school holidays between the first and second year, between the second and third year, between the third and fourth year and between the fourth and fifth year in the tourist industry (hotels, catering industry, spa and health resorts, travel agencies, tourist management) according to the subject matter taught in the year preceding the work placement.

In certain cases it is possible to fulfil the work placement requirement in the holidays during the academic year.

### **Didactic principles:**

The compulsory work placement shall be performed on the basis of a precisely stated agreement between the appropriately chosen industry and the student or his parents.

The school shall offer help in choosing the appropriate industry but is however not responsible for the number of working places available.

The school should ensure that the work placement contract fulfils the relevant and necessary work and social regulations. As a rule, it shall be ensured that the contract concluded for the work placement conform with the agreements made among the social partners of the government.

The students should be encouraged by the school to draw up a report which includes information on the activities pursued during their work placement, the report is to be analysed in the appropriate subjects in the following academic year.

Before the students begin their compulsory work placement they are to be informed of their rights and responsibilities and the consequences of non-fulfilment.

At the same time, it is advisable for the school to contact the industries where the students will be working as well as the employers and the trade unions.

Work placements may be done either in Austria or abroad. In the latter case, it is the duty of the school to inform the student of the special features of working in a foreign country. The suitability of work placements abroad shall be documented accordingly.

Competent and trustworthy guidance given to the students by the head master, departmental head and teachers of the school is of particular importance for the organisation and planning of the work placement in order that the experience be valuable and encourage the student to pursue this field of work upon conclusion of his education.

### **C. Non-compulsory subjects and electives**

a) in the area of school autonomy

#### **Educational and teaching objectives, didactic principles:**

Non-compulsory subjects and electives may either deepen the subject matter of existing compulsory subjects or impart knowledge in other areas. The name of the subject is to coincide with the respective compulsory subject in the core curriculum, in the educational emphasis or in the area of seminars. If necessary, an additional code may be added to the name in order to clarify the contents of the subject for students and their parents. In all other cases the regulations dealing with school autonomous compulsory subjects apply.

It is possible to teach the non-compulsory subjects and electives in blocks during the academic year. Depending on the area of emphasis, it may also be sensible to have students of different classes, ages or even schools attending the lessons.

b) Insofar as no school autonomous curriculum regulations apply:

#### Elective INSTRUMENTAL MUSIC

#### **Educational and teaching objectives, course content and didactic principles:**

Year One to Year Five (1 unit/wk):

The choice of music studied depends on the equipment provided (i.e. Orff instruments) and accordingly the selection of music literature from the following areas: folk music (especially Austrian), modern music, „old music“ (from the Middle Ages to Baroque) original pieces and adequate literature from classic to contemporary music.

Occasional sessions with the school choir are suggested as well as participation in school events, festivities and school religious services.

#### Elective CHOIR

#### **Educational and teaching objectives, course content and didactic principles:**

Year One to Year Five (1 unit/wk):

Singing of suitable choral compositions from the following areas: folk music from Austria and from foreign countries, canons, Gregorian chants, choral music from all periods arranged for several voices.

Occasional sessions with instruments and, if possible, with the entire instrumental music group.

The students should be prepared to participate in school events, festivities and school religious services.

## **D. Remedial instruction**

### **Educational and teaching objectives:**

Remedial teaching shall enable those students who are affected or threatened by a temporary decline in performance but who are capable and willing to work, to revise and practice the covered subject matter in compulsory subjects.

### **Course content:**

The subject matter is the same as that of the respective compulsory subject but shall be limited to the necessary repetition and practice.

### **Didactic principles:**

The educational and teaching tasks make it necessary to repeat and practice the subject matter of the respective compulsory subject. As the weaknesses of the students are usually found in differing areas, the importance of group work should not be overlooked.

Continuous contact with the teacher of the compulsory subject is a vital prerequisite for the success of remedial instruction.

As a rule, remedial instruction may not be applied to expand, add or to deepen the subject matter of the respective subject.