

COLLEGE FOR TOURISM

Syllabus¹⁾

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

A. Compulsory subjects	Lessons per week					total	teaching contract
	I.	II.	form III.	IV.	V.		
A.1. Core area							
1. Religion	2	2	2	2	2	10	(III)
2. Language and communication:							
2.1. English.....	3	3	3	3	3	15	(I)
2.2. Further modern foreign language (s) ^{2),3)}	3	3	2	2	2	12	(I)
2.3. Information and office management ⁴⁾	2	2	-	-	-	4	III
2.4. Applied computer science.....	-	-	3	-	-	3	I
2.5. Communication and presentation ⁵⁾	-	2	-	-	-	2	III
3. General education:							
3.1. German	3	3	2	2	2	12	(I)
3.2. History and culture.....	-	-	2	2	2	6	III
3.3. Biology and ecology.....	2	2	-	-	-	4	III
3.4. Mathematics and applied mathematics.....	-	2	2	2	2	8	(I)
4. Tourism, economics and law:							
4.1. Tourism geography and travel industry	-	-	-	3	2	5	III
4.2. Tourism, marketing and travel agency	-	-	3	2	2	7	II
4.3. Business management and national economics.....	2	2	2	2	2	10	II
4.4. Accounting and controlling ⁶⁾	3	2	2	2	3	12	I
4.5. Political education and law	-	-	-	2	2	4	III
5. Nutrition, restaurant and hotel industry :							
5.1. Nutrition	2	-	-	-	-	2	III
5.2. Kitchen management and cooking	3	3	3	3	-	12	IV
5.3. Beverages	-	2	-	-	-	2	III
5.4. Service organization and serving	2	2	2	2	-	8	IV
6. Company work placement	3	3	2	2	-	10	(Va)
7. Physical education; athletic entertainment	2	2	2	2	2	10	(IVa)
Lessons per week in the core area	32	35	32	33	26	158	
Compulsory subjects of the school autonomous extension area according to chapter A.2.							17
Total lessons per week						175	

	Lessons per week					teaching contract
	form					
	I.	II.	III.	IV.	V.	
A.2. SCHOOL AUTONOMOUS EXTENSION AREA ⁷⁾ (SCHOOL AUTONOMOUS COMPULSORY SUBJECTS)						
1. Educational emphases: ⁸⁾	-	-	2-5	3-6	3-6	
1.1. Educational emphases with pre-determined contents:						
Tourism and leisure time management						II
Hotel and restaurant management						II
1.2. Educational emphases without pre-determined contents: ⁹⁾						
Focus on modern foreign languages						I
Focus on IT						I
Focus on specialized theory						III
Lessons per week educational emphases	-	-	2-5	3-6	3-6	8-17
Seminars: ⁹⁾						
Modern foreign language seminar						I
Business organizational seminar						I
IT-seminar						I
General educational seminar						III
Science seminar						III
Personal development seminar						III
Specialized theoretical seminar						III
Practical seminar						IV
Lessons-per -week seminars						0-9
Lessons per week in the extension area						17
B. Facultative work placement						
In total 32 weeks before form V.						
C. Non-compulsory subjects and electives ⁷⁾						
D. Tutorials ⁷⁾						

1) Curriculum decisions can be amended autonomously according to the provisions of part III.

2) One or two further modern foreign languages can be taught, whereas each modern foreign language must comprehend at least 6 lessons per week. (see IIIb.).

3) In official documents the foreign language term must be stated in brackets.

4) Including computer-supported text processing.

5) Determination by school-autonomous curriculum provisions (see part III).

6) During the entire education period the education focus is to be held in extent of at least 8 hours per week.

7) In official documents the more defined term of the educational emphasis without pre-determined contents and/or of the seminar must be stated.

II. GENERAL EDUCATIONAL OBJECTIVE

The College for Tourism provides a comprehensive education (according to §§ 65 & 72 when taking into consideration § 2 of the state law of school organization) in the field of the tourism and leisure industry.

Particular attention shall be paid to thought processes as well as working- and decision-making attitudes which will enable the students to take up a management level career in the economic fields, especially those areas dealing with the tourism and leisure industry, as well as entitle the students to take up studies in the field of research.

The educational curriculum comprises the areas of general education, language and communication, tourism, economics and law, specialized practice as well as compulsory work placements.

The main objective of the training course is to gain professional qualifications and social competency. Students acquire competence in selling as well as competence in the areas of customer-oriented work, communication and presentation by using current techniques and various foreign languages.

Students should be able to

- be mobile and flexible
- take/ give criticism as well as
- be self-responsible,
- socially engaged,
- creative,
- gender equitable,
- independent and
- ready for permanent further education

in all aspects of their lives .

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

The students are familiar with Austrian cultural and economic life and are aware of the relationship between environment and tourism.

An acquaintance with other cultures should lead to a cosmopolitan and tolerant attitude by protecting the values of democracy.

III. SCHOOL AUTONOMOUS CURRICULAR REGULATIONS

IIIa. General regulations

Autonomously made curriculum decisions (§6 par.1 of the state law of school organization) grant each school the scope for development in their core and extension areas by creating the compulsory subjects (except the compulsory subject “religious education”), the elective and non-compulsory subjects as well as the tutorial lessons. In order to use this freedom sensibly it is necessary to consider the needs and problematic situations in the individual school or grade as well as the wishes and goals which result thereof. It is necessary to base this autonomous freedom on a concept that fulfils the needs of the students, the school partners as well as those in the academic, general-cultural and economic environment.

The school-autonomous curricular regulations are to consider the provided framework of lessons per week for teachers and the possibilities of personnel, space and equipment at the school.

School autonomous curricular regulations have to take into consideration the general educational goal of the syllabus explained in chapter II, and particularly the compatibility of the Austrian school system (§3 of the state law of school organization).

The duration of written tests is to be determined within the legal framework for the entire training course by the committee representative for the entire school community.

IIIb. School autonomous deviations from the syllabus

To optimise the training content coordination of the various areas of scholastic extension the distribution to the individual forms of weekly lessons in all compulsory subjects included in the syllabus can be modified school-autonomously according to the following regulations:

1. In individual compulsory subjects of the core area the number of lessons per week can be reduced in all up to six lessons per week during the entire education in order to increase (within the extent of the reduction) the number of lessons per week of other compulsory subjects of the core and/ or the school-autonomous extension area.
A compulsory subject of the core area with three or four lessons per week is allowed to be reduced by one lesson per week at most; a compulsory subject of the core area with more than four lessons per week is allowed to be reduced by two lessons per week at most.
2. Moreover during the entire education the extension of lessons per week of the core area can be increased in all up to nine lessons per week from the school autonomous extension area.
3. During the entire education the school-autonomously chosen educational emphasis (educational emphasis on pre-determined contents or educational emphasis without pre-determined contents) is not allowed to make up fewer than eight lessons per week.
4. The number of lessons per week of all compulsory subjects in the individual forms (in the core and extension area) is not allowed to exceed 38 lessons per week.
5. The over-all number of lessons per week of all compulsory subjects is not allowed to go below or to exceed 175 lessons per week.

One or two further modern foreign languages can be taught, whereas one language must comprise at least six lessons per week.

Should the number of lessons per week of compulsory subjects in the core area be increased or reduced, the educational and teaching tasks as well as the teaching contents must be school-autonomously adapted appropriately in any case.

The school autonomous syllabus must be developed for a complete course of education (form I to V) and it must be retained for the complete course of education.

IIIc. School autonomous distribution of the curriculum content

The curriculum content distribution to the individual forms according to evaluated teaching objectives can be amended at the beginning of a training course in agreement with the teachers of related subjects but divergent to chapter VI and is to be announced in an appropriate manner. This distribution of the curriculum content to the individual grades must be based on an overall school concept including all forms. This concept must take into consideration interrelationships between the teaching subjects and the compatibility of the Austrian school system (§3 of the state law of school organization).

III d. School autonomous extension area

The areas of educational emphasis are compulsory subjects that lead to specialized professional training. For each school the educational emphasis must be determined within the framework of the school-autonomous curriculum plan regulations. If parallel forms exist at a school, educational emphasis can be determined separately, whereas it must be taken into consideration the (estimated) number of students as well as the forms, in particular in the higher educational levels.

If the extension of lessons per week of an educational emphasis with pre-determined content is increased, the teaching objectives and contents are to be school autonomously adapted appropriately at any rate.

Should an educational emphasis without pre-determined contents be chosen, a more defined specification, the educational and teaching task as well as the teaching content must be determined school-autonomously.

The seminars (one or more), within the curriculum plan regulations in the framework of compulsory subjects, provide a further educational offer in other specialized areas that are in accordance with the general educational objectives of the school.

Should one or more seminars be held at a school (in individual forms), their choice as well as their subject title, their educational and teaching tasks, their teaching content and their lesson extent must be made school-autonomously.

IIIe. Electives, non-compulsory subjects and tutorials

Possible electives and non-compulsory subjects as well as tutorials must be determined according to their title, their content and their lesson extent by school autonomous curriculum plan regulations, whereas the regulations on school autonomous compulsory subjects must be used correspondingly.

IV. DIDACTIC PRINCIPLES

The curriculum is to be understood as a framework that enables changes and innovations in society, economy and culture to be taken into account.

Lessons must be held in a cross-curricular manner and are to derive a holistic educational effect. Important instruction principles such as e.g. political education, health education, media education, education in environmental awareness and of gender equality are to be taken into consideration in all teaching subjects.

Teaching objectives structured according to forms are to be determined. It is recommended to exploit all possibilities of individual support measures especially in the 1st form to reach a standardized level.

Instruction has to take into consideration regional specialties and current events as well as the objectives of gender mainstreaming. Measures of the school development at the particular location are to be implemented in instruction.

The curriculum content distribution to the individual forms according to evaluated teaching objectives can be amended at the beginning of a training course in agreement with the teachers of similar subjects but divergent to chapter VI and is to be announced in an appropriate manner. A deviation of the teaching content distribution to the several instruction forms pre-determined in the curriculum is standardized and mandatory for all teachers and has to take into consideration the contents and the imparting of basic competences.

The written instruction plan has to consider the various teaching and learning methods as well as social forms. Pedagogic advice, written teaching content distribution plans and other appropriate measures have to secure instruction quality and evaluation. Instruction objectives and performance evaluation criteria are to be made transparent for all students.

Teaching subjects can also be taught alternatively by several teachers according to their education and specialized knowledge. Performance evaluation has to occur according to common determined criteria in close cooperation with the teachers.

The lesson extent determined in the syllabus can be fulfilled entirely or partly in the form of a block-release, in order to enable an in-depth treatment of the teaching contents. The maintenance of the total lesson extent pre-determined in the syllabus must be ensured. The block-release has to be organized in such a way that in case of student's absence an assured evaluation can be made by all means.

The teaching content is based on current models as well as on vocational and social developments, by means of descriptive examples as well as by consulting respective specialized vocabulary. It is recommended that the teacher imparts in-depth knowledge of a necessarily limited field rather than superficial generalized knowledge. It is therefore necessary to teach and learn in an exemplary manner.

The teacher shall therefore choose a method of teaching which will capture the interest of the students and encourage them to recognise what is important. To strengthen practice-related learning it is recommended to perform excursions with the appropriate pre- and post-processing.

Problem and action-oriented work as well as cooperation on projects, case studies and simulations should lead to logical, creative and networked thought processes as well as to responsible decision-making. Project-oriented work is a method to use basic knowledge acquired in different training lessons, to use learning and working techniques as well as to further develop communicative skills and teamwork.

Each student has to perform at least one project in the educational emphases, preferably in a team.

Students should be enabled to individually work out teaching contents to the best possible extent by using all pedagogical possibilities, particularly in teamwork, in cooperation with class-mates and teachers. The language component is an integral part of the subject performance.

Close attention shall be paid to the proper language use in all subjects and mistakes in pronunciation, orthography, grammar and lexis shall be brought to the student's attention.

In language instruction general strategies of language learning are to be imparted which facilitate the students to learn further modern foreign languages and support their independent further development in languages. If respective resources exist the use of modern foreign languages as the working language in individual teaching sequences is especially suitable.

Language structure, idioms and vocabulary are to be principally integrated in all classes and are to be imparted depending on the student's needs.

Current communication technologies are to be implemented in written and oral communication.

All available media are to be used to provide information.

During company work placement appropriate to the education emphasis company-practical exercises and implementations are to be performed. Students should recognize company processes, take responsibility, independently fulfill special tasks by implementing knowledge gained in other subjects as well as work in teams. Cooperation with selected touristic service providers as well as integration of a practice firm appropriate to the educational and teaching tasks and performing case studies is recommended.

Compulsory work placement is to be extensively prepared and post-processed in the respective teaching subjects.

Work placements abroad are recommended in terms of linguistic competences, whereas the suitability of foreign work placement jobs is to be examined.

The school has to induce the students to keep appropriate reports of their occupation as student apprentices, that can be evaluated in the special respective teaching subjects of the following semester.

Before starting the work placement the students should be informed of their rights and duties as student apprentices and also of actions necessary in case of serious problems during the work placement.

It is recommended for the school to maintain reasonable contact with the companies where the students fulfill their work placement as well as with the employee and worker's representatives.

V. CURRICULA FOR RELIGIOUS EDUCATION

- a) Catholic religious education
see publication BGBl (Federal Law Gazette) Nr. 571/2003 in the current version of BGBl (Federal Law Gazette) Nr.283/2004
- b) Protestant religious education
see publication BGBl (Federal Law Gazette) Nr. 515/1991.
- c) Old-Catholic religious education
In general, the Old-Catholic religious education is conducted as team training according to § 7a of the religious education law in its present valid version. Accordingly, the curriculum for religious education in the upper levels of high schools for general education is to be used.
- d) Islamic religious education
see publication BGBl (Federal Law Gazette) Nr. 421/1983.
- e) Jewish religious education
The publication BGBl (Federal Law Gazette) Nr. 88/1985 in the respective valid version is to be used appropriately.
- f) New-Apostolic religious education
see publication BGBl (Federal Law Gazette) Nr. 82/2006.
- g) Religious education of the Church Jesus Christ of the Latter-Day Saints
see publication BGBl (Federal Law Gazette) Nr. 239/1988.
- f) Oriental-Orthodox religious education
see publication BGBl (Federal Law Gazette) Nr. 201/2004.
- g) Greek-Oriental (Orthodox) religious education
see publication BGBl (Federal Law Gazette) Nr. 441/1991.
- h) Buddhist religious education
see publication BGBl (Federal Law Gazette) Nr. 255/1992.

VI. EDUCATIONAL AND TEACHING OBJECTIVES OF THE INDIVIDUAL SUBJECTS

A. Compulsory subjects

A.1. Core area

2. Language and communication

2.1 ENGLISH

Education and teaching objectives:

The teaching should ensure that the students

- are able to understand heard and read information from the private, public and vocational field, to recognize what is significant and to apply a target-group-oriented implementation;
- are able to independently develop information for the private and vocational area;
- are able to perform information transfer in a linguistically and grammatically correct way;
- are skilled in the general and vocationally specific active and passive vocabulary necessary for the target level and are able to lead vocational-specific conversations;
- master the specialized language of tourism and leisure time industry and are able to conduct tourism business cases in correct speech and content by using their knowledge acquired in other teaching areas;
- are able to present Austria as a tourism destination;
- are able to present cultural, economic, social, political and ecological factors and developments and to comment upon them;
- are skilled in intercultural competence and customer orientation;
- are aware of the importance of English as a means of global communication and of the necessity of permanent exercise for active command of the language;
- are able to logically structure their argumentation and successfully take part in talks and discussions.

The level reached corresponds to at least the level of the Independent User B2, whereas provided that there are additional exercise possibilities, the level of the Proficient User C1 should be strived for (see Common European Framework of Reference for Languages, chapter 3, common reference levels: Global scala; European Council, Strasbourg 2001, ISBN 3-46849469-6): That means the students are able to at least

(in particular with tourism content and in appropriate vocationally relevant situations)

- understand the main content of complex texts on concrete and abstract issues; also understand specialized discussions in their own special area;
- communicate spontaneously and fluently so that a normal discussion with a „native speaker“ is possible for both dialog partners without strain;
- express themselves clearly and in detail on a wide variety of issues, explain their point of view on a current issue and weigh the various possibilities of pros and cons.

Teaching content:

I. form:

Personal environment:

Everyday situations, personal interests, leisure time, social relationships;

Simple written personal messages and short reports on experiences

Vocational environment:

Everyday situations as a tourist (e.g. shopping, eating and drinking, using public transportation, weather, explaining directions, making evening plans)

Notices

General issues:

The most important sights of their own city/ region;

Simplified short texts on current issues

II. form:

Personal environment:

Discussions on experiences, situations in their everyday life, interests, personal experiences

Simple written personal messages

Vocational environment:

Standard situations of customer and guest care in accommodation facilities (giving advice on offers inside and outside the company, guest care from room reservation up to check-out) and in restaurants (comprehensive guest care);

Accommodations and gastronomic institutions;

Departments and activities in accommodation facilities and restaurants

General issues:

Cultural and social factors in Austria and in English-speaking countries

Short, prepared presentations on issues of various interest areas;

Basic statements of short media reports on general or vocational issues

Short reports and messages

III. form:

Personal environment:

The individual education and the education in English-speaking countries

Working environment and leisure time attitudes

Vocational environment:

Standard situations in customer and guest care in tourism and travel agencies

Sightseeing programs

Complaint management

Analyzing materials of tourism companies, finding out and presenting key information

Vocationally respective texts on a medium level of difficulty on issues such as e.g. travel motives, popular forms of travel, history of tourism

Simple forms of guest correspondence

CV, job applications, job application interviews

General issues:

Austria and English-speaking countries as tourism destinations

Simple presentations on general or vocational issues

Reflecting the most important information from current media reports on general or vocational issues

IV. form:

Personal environment:

Interests, personal and vocational objectives

Vocational environment:

Forms of tourism and current tourism offers, activities and products of various tourism service providers

Needs and cultural-specific characteristics of guests

Organization and performance of negotiations, conducting business among tourism service providers

Developments and trends in the tourism and leisure time industry

Case studies and business cases of vocational practice by means of materials of various suppliers

Reflecting on respective specialized texts by means of support

General issues:

Current issues and media reports, particularly inter-cultural issues

Reflecting on the most important content of speeches on familiar issues

Statistics

V. form:

Personal environment:

Interests, personal and vocational objectives

Vocational environment:

Tourism offers;

Current presentation and sales techniques

Complex sales and negotiation discussions

Fields of activity in the tourism and leisure time industry

Personnel profiles, customer profiles

Needs and cultural-specific characteristics of business partners

Summarizing written and oral texts from current specialized literature

General issues:

Cultural, economic, social, political and ecological factors and specialties of Austria and English-speaking countries

Important contents from demanding media reports

Written tests:

I.- IV. form: two one- or two-hour tests

V. form : two two-hour or three-hour tests

2.2. FURTHER MODERN FOREIGN LANGUAGE(S)

Education and teaching objectives:

Teaching should ensure that students

- are able to understand simple heard and read information from the private, public and vocational field, to recognize what is significant and to apply a target-group-oriented implementation;
- are able to independently develop simple information for the private and vocational area;
- have a command of the basic structure of the language
- are skilled in the general and vocational-specific active and passive vocabulary necessary for the objective level;
- are able to lead standard conversation in everyday and vocational situations
- are able to conduct tourism and leisure time industry business cases in a simple fashion in correct speech and content by using their knowledge acquired in other teaching areas;
- are able to present Austria as a tourism destination;
- know the special cultural, economic, social, political and ecological factors of the respective language area;
- are skilled in intercultural competence and customer orientation;
- are aware of the significance of permanent exercise for active command of the language and of the advantages of the knowledge of further foreign languages;

One further modern foreign language:

The reached level corresponds at least to

- the level of the Independent User B1 in oral and written communication, whereas, provided that there are additional lessons and exercise possibilities in oral communication, the level of the Independent User B2 should be strived for.¹(Common European Framework of Reference for Languages, chapter 3, common reference levels: Global scala; European Council, Strasbourg 2001, ISBN 3-46849469-6):

That means that students are able to at least

- understand the main content, if a clear standard language is used and if it concerns familiar situations from work, school, leisure time etc.
- master most situations confronting them when travelling in the language area
- express themselves simply and coherently on familiar issues and areas of personal interest
- report on experiences and events, describe dreams, hopes and objectives and give short explanations or reasons on plans and opinions

Two further modern foreign languages:

The reached level corresponds at least to

- the level of the Independent User B1 in oral communication, whereas, provided that there are additional lessons and exercise possibilities in oral communication, the level of the Independent User B2 should be strived for.²
- That means that students are able to at least
 - understand the main content, if a clear standard language is used and if it concerns familiar situations from work, school, leisure time etc.
 - master most situations confronting them when travelling in the language area
 - express themselves simply and coherently on familiar issues and areas of personal interest
 - report on experiences and events, describe dreams, hopes and objectives and give short explanations or reasons on plans and opinions
- the level of the Elementary User A2 in written communication, whereas, provided that there are additional lessons and exercise possibilities in oral communication, the level of the Independent User B1 should be strived for.²

That means that students are able to at least

- understand sentences and common expressions that are connected with the areas of immediate importance (e.g. information on person and family, shopping, work, closer environment)
- communicate in simple, routine situations that deal with a simple and direct exchange of information on familiar and common aspects
- describe by simple means their own origins and education, their close environment and matters in connection with basic requirements.

One further modern foreign language:

Teaching content:

I. form:

Personal environment:

¹Common reference levels: Global scala; European Council, Strasbourg 2001, ISBN 3-46849469-6.

Situations in everyday life, personal interests, leisure time, social relationships;

Notes

Vocational environment:

Everyday situations as a tourist (e.g. shopping, eating and drinking, using public transportation, weather, explaining directions, making evening plans)

General issues:

Simple information on current issues

II. form:

Personal environment:

Family, friends, work, school, living, health, interests and everyday events, personal experiences;

Simple personal messages

Short, prepared presentations on issues from one's own area of interest

Vocational environment:

Standard situations as a tourist (e.g. using public transportation and transport connections, simple hotel room reservations, ordering in a restaurant)

General issues:

Aspects of the target language area in that culture

Simplified short texts on current issues

III. form:

Personal environment:

Personal interests, work environment and leisure time creation;

Short reports on experiences

Vocational environment:

Standard situations of customer and guest care in accommodation facilities (giving advice on offers inside and outside the company, guest care from room reservation up to check-out) and in restaurants (comprehensive guest care);

Accommodation types and restaurant facilities;

Telephone calls

Simple forms of guest correspondence by means of drafts

General issues:

Austrian holiday destinations and their leisure time and entertainment offers

Short media reports on familiar, general or vocational issues

Simple presentations on current or vocational issues

Notes and messages

IV. form:

Personal environment:

Interests, personal and vocational objectives

Vocational environment:

Standard situations in customer and guest care in tourism and travel agencies;

Sightseeing programs

Complaint management;

Accommodation types;

Departments and activities in accommodation and/ or restaurant companies

Materials on tourism companies in the target language, questionnaires

Simple case studies and business cases of the vocational practice;

Understanding simple specialized texts and reflecting upon their main points;

CV, job application form, job application interview

General issues:

Austria and the countries of the target language as tourism destinations;

Short presentations on tourism facilities and holiday destinations;

Simple texts on economic, social and political factors in Austria and in the region of the target language area
Reflecting upon the most important information from current media reports in a simple way.

V. form:

Personal environment:

Interests, personal and vocational objectives

Vocational environment:

Travel motives, types of tourism (City travels, wellness, green tourism, culture tourism, etc.) and current developments in tourism;

Specialized texts on a medium level of difficulty on tourism developments and trends

Complex case studies and business cases of the vocational practice

Cultural events

Needs and cultural-specific attitudes of guests

General issues:

Cultural, economic, social, political and ecological factors and specialties of Austria and of the target language area;

Media reports on current, especially inter-cultural issues

Statistics

Written tests:

I.- IV. form: two one-hour or two-hour tests

V. form: two two-hour or three-hour tests

Two further modern foreign languages:

Teaching content:

Like a further modern foreign language but adapted to the language level and to the extent of hours available

Written tests:

I. - IV. form: two one-hour or two-hour tests

V. form: two two-hour or three-hour tests

2.3. INFORMATION AND OFFICE MANAGEMENT

Education and teaching objectives:

Students should be able to

- know the current state of tourism information and communication technology and estimate their implementation possibilities in the tourism and leisure industry
- know the importance of ergonomic factors and their effects
- know current offers of hardware components in the information technology
- master the basic functions of an operating system
- implement the Standard Office Software with focus on the area of text processing and presentation to solve tasks in tourism vocational practice
- recognize the tourism potential of the internet and use it optimally
- independently write and create tourism-specific texts formally and linguistically correct
- implement the current means in office and communication technology

Teaching content:

I. form:

Basics of information technology:

Important hardware components

Basic functions of an operating system

Various entry possibilities

Standard software:

Text processing and presentation programs

Linking up with other programs e.g. serial letters, direct-mailing

Text writing:

Standards (norms) of text writing

Independent formulation and creation of company- internal and -external papers

Rational writing and creation of comprehensive documents

II. form:

Publishing:

Introduction to a publishing program;

Text entries and processing by use of patterns including integration of graphics

Print creation, writing print files;

Writing static online contents

Personal information management:

Task and appointment administration

Formal and content guidelines of electronic communication

Internet:

Use of the World Wide Web

Written tests:

I. - II. form: two one-hour or two-hour tests.

2.4. APPLIED COMPUTER SCIENCE

Education and teaching objectives:

Students should

- be able to gather, analyze, prepare and secure information
- be able to implement standard software from the areas of table calculation and data bases to solve tasks in the tourism vocational practice
- be able to write and maintain digital online contents
- be able to implement knowledge in a practice-related manner from the areas of Cross Media Publishing
- know the basics and components of online content management systems
- have knowledge concerning data security and copyright
- know the structure and operation of networks
- be able to install and basically set up programs
- be able to perform tourism-specific projects.

Teaching content:

III. form:

Information analysis:

Information research and information check;

Analysis and compression of information;

Data security and copyright;

Data security and data backup

Standard software:

Table calculation, data bases and image processing programs

Data exchange:

Static and dynamic data exchange;

File formats.

Web publishing:

Writing dynamic online content;

User guidance and screen designs;

Basics and components of an online content management

Networks:

Basics and topologies;

Hardware and software requirements

Working in a client-server-environment

Basics of network administration

Written tests:

III. form: two one-hour or two-hour tests.

2.5. COMMUNICATION AND PRESENTATION

Education and teaching objectives:

Students should

- know the various communication levels;
- be able to build up, structure and, according to the situation, implement arguments, discussions and presentations as well as speeches in a practice-oriented manner;
- be able to lead goal-oriented sales and conflict discussions;
- be able to adapt themselves to their partners;
- be aware of the needs of various target groups;
- be able to recognize and implement their own strengths;
- be able to give and accept appropriate feedback;
- be able to deal with stage fright and fear of speaking;
- be able to select and implement the appropriate presentation media.

Teaching content:

II. form:

Communication:

- Levels and basic rules;
- Effects of language and body language;
- Vocal and breathing techniques;
- Use of common communication theories;
- Communication in groups (leading discussions)

Leading discussions:

Preparation, structuring, (forms and leading of discussions, argumentation structuring); discussion leading in difficult situations (e.g. recognizing, processing and solving conflicts, dealing with stress and troubles);

Sales and complaint discussions

Presentation:

Types;

Speaking and talking techniques, planning and structuring a speech, rhetorical means, use of media, creative work-techniques;

preparation, structure, visualization, performing and post-processing a presentation;

Presentation techniques applied to the situation and target group;

Role of the presenter, the presenter's personal impact (self-perception/ image of other people), presenter and audience (make contact with the audience, maintaining concentration, dealing with questions);

Giving and accepting feedback;

Self-presentation (interview)

3. GENERAL EDUCATION

3.1. GERMAN

Education and teaching objectives:

Students should

- articulate in personal and vocational life in a direct, clear and unmistakable way;
- be able to gather, process, reflect and critically evaluate written statements;
- be able to write and adequately create texts, particularly within the scope of tourism;
- be able to develop and implement linguistic creativity specific to the text sort;
- be able to shape and participate in intellectual, economic and political life based on a fundamental knowledge of German speaking literature and culture, particularly Austrian;
- be able to assuredly implement orthography, grammar and style;
- be able to critically use reference material, respective vocational-related information sources and new media, particularly the internet and be able to quote the sources.

Teaching content:

I. form:

Oral and written communication:

Analyzing, arguing, documenting, characterizing, discussing;

Vocationally oriented text types;

Journalistic text types

Literature and culture:

Literary genres and terms;

Reading and presenting texts;

Creative writing

Media:

Types and functions

Society and politics

Current society-relevant issues;

Correctness and reflection of language:

Implementation of orthography and punctuation rules;

Grammatical structures

II. form:

Oral and written communication:

Analyzing, arguing, documenting, commenting, discussing,

Language use towards the speaking partner;

Vocationally oriented text types;

Journalistic text types;

Tendencies in contemporary language

Literature and culture:

Literary genres and terms;

Exemplary selection of literary works up to the 21st century including international developments;

Cultural and social environment of selected issues and their present-day relevance;

Reading and presenting texts;

Creative writing

Media:

Analyzing media consumption;

Media language; information preparation in media

Society and politics:

Current society-relevant issues

Correctness and reflection of language:

Implementation of orthography and punctuation rules;

Writing and meaning of common foreign words and specialized tourism vocabulary;

Grammatical structures

III. form:

Oral and written communication:

Analyzing, arguing, documenting, appealing, commenting, discussing, debating;

Language use towards the speaking partner;

Vocationally oriented text types;

Journalistic text types;

Interpretation of texts;

Literature and culture:

Exemplary selection of literary works up to the 21st century including international developments;

Contemporary Austrian literature;

Cultural and social environment of selected issues and their present-day relevance;

Reading, presenting and interpreting texts;

Creative writing

Media:

Types and functions; media criticism;

Media language; information preparation in and with media

Society and politics:

Current society-relevant issues

Correctness and reflection of language:

Writing and meaning of common foreign words and special tourism vocabulary.

IV. form:

Oral and written communication:

Analyzing, arguing, documenting, appealing, commenting, discussing, debating;

Language use towards the speaking partner;

Vocationally oriented text types;

Journalistic text types;

Interpretation of texts

Literature and culture:

Exemplary selection of literary works up to the 21st century including international developments;

Contemporary Austrian literature;

Cultural and social environment of selected issues and their present-day relevance;

Text interpretation;

Creative writing

Media:

media criticism; information preparation in and with media

Society and politics:

Current society-relevant issues

V. form:

Oral and written communication:

Analyzing, arguing, documenting, appealing, commenting, discussing, debating;

Language use towards the speaking partner;

Vocationally oriented text types;

Journalistic text types;

Interpretation of texts

Literature and culture:

Exemplary selection of literary works up to the 21st century including international developments;

Contemporary Austrian literature;

Cultural and social environment of selected issues and their present-day relevance;

Text interpretation;

Creative writing

Society and politics:

Current society-relevant issues

Written tests:

I. - IV. form: two one- or two-hour tests;

V. form: two three-hour tests.

3.2. HISTORY AND CULTURE

Education and teaching objectives:

Students should

- possess historical knowledge necessary for their everyday life and job with special reference to Austrian history and be able to use it for political and social activity;
- be able to obtain and interpret information necessary to comprehend the present global situation as well as political, economic and cultural correlations;
- be able to analyse and judge critically current political, social, economic and cultural situations and processes by drawing on historical models
- be ready to participate actively in public and cultural life and accept political and social responsibility;
- know changing life situations and the role of the sexes in the course of historical development and be able to critically evaluate;
- gain a positive attitude concerning democratic principles, be prepared for intercultural contacts and peaceful conflict management;
- know the historical development of tourism;
- be able to recognize and use cultural heritage as a basis of Austrian tourism.

Teaching content:

III. form:

Significance of history (tasks, methods)

Development of governance and sovereignty forms, political systems

Social, cultural, political and economic developments from the beginnings up to the 18th century

Current historical and cultural issues

IV. form:

Age of Enlightenment and bourgeois revolutions

Imperialistic sovereignty and economic forms

Economy, science, art and culture up to the end of the Danube Monarchy

Current historical and cultural issues

V. form:

Interwar years

Developments up to 1945

Hot spots and regions – political, religious, ethnic;
Genocide and holocaust

Age of Pluralism

Current historical and cultural issues

3.3. BIOLOGY AND ECOLOGY

Education and teaching objectives:

Students should

- understand man's involvement in the systems of nature and society;
- know the value of a healthy human body and be able to take measures for health maintenance;
- be able to take measures in hygiene and health prevention in the personal and company environment;
- know the significance of cure and health tourism;
- be able to inform on comprehensive health prevention for travel tourism;
- have basic knowledge of ecology as well as be able to implement sensible ecological measures in tourism;
- be sensitive towards current social-political problems and concerns in the areas of health, genetics and ecology and be able to comment on them in a well-founded manner.

Teaching content:

I. form:

Basics:

Cell biology, micro biology and hygiene;

Hierarchy of metabolic functions

Health care in tourism:

Hygiene measures in tourism companies;

Travel diseases, contagions, epidemics and prevention;

First Aid

Wellness, health and health maintenance:

Movement, ergonomics;

metabolism (diseases; prevention measures in special problem areas, particularly in eating disorders, diabetes);

circulation system; immune system;

nervous system and sensory organs; psycho hygiene; addiction prevention;

Hormones, hormone therapy;

Civilization diseases (types, prevention);

Sexuality, sexual hygiene and birth control; ontogenesis of the child;

Special health care measures (cures; wellness)

II. form:

Behavioural biology:

Methods; congenital – acquired behaviour;

Animal and human behaviour

Genetics:

Basics;

Genetic engineering and biotechnology (application possibilities, developments, legal regulations);

Human genetics

Ecology by taking into consideration tourism aspects:

Basic terms;

significant eco-systems for tourism;

interaction between natural and/ or cultural landscapes and tourism; sustainable tourism;

Special aspects of ecology (e.g. human ecology; waste management concept; eco-balance of a company)

3.4. MATHEMATICS AND APPLIED MATHEMATICS

Education and teaching objectives:

Students should

- know basic, general mathematic structures and be able to apply them;
- be able to process practice-oriented problems by means of mathematical methods and models and solve them through independent logical thought;
- be able to interpret problem-oriented algebraic and/or graphic results;
- be able to numerically solve and graphically display practice-oriented examples and themes from economy, finance and science

Teaching content:**II. form:**

Number areas;

Numerical calculations

Calculating with terms

Calculating with powers

Linear equations and inequalities;

Linear functions;

Linear equation systems

Linear optimization.

Application examples and projects on functional interactions in economy and science (by use of modern technologies)

III. form:

Quadratic equations;

Equations of higher grades

Power functions.

Exponential and logarithmic equations

Exponential and logarithmic functions

Basic terms of elementary geometry;

Planimetry, stereometry and trigonometry

Application examples and projects on functional interactions in economy and science (by use of modern technologies)

IV. form:

Sequences and series;

Financial mathematics;

Limiting value;

Continuity

Differential calculus;

Cost and price theory

Descriptive statistics

Application examples and projects on functional interactions in economy and science (by use of modern technologies)

V. form:

Integral calculus

Probability calculus

Inferential statistics

Application examples and projects on functional interactions in economy and science (by use of modern technologies)

Written tests:

II. - V. form: two one- or two-hour tests per semester.

4. TOURISM, ECONOMY AND LAW

4.1. TOURISM GEOGRAPHY AND TRAVEL ECONOMY

Education and teaching objectives:

Students should

- have topographic knowledge on regional and global spatial visualization capacity for vocation and everyday life;
- know the limitations of the earth's resources and be able to analyze conflicts about their use and distribution;
- know the significant transportation operations and means in tourism as well as their economic and legal preconditions;
- know and use the operations in the travel economy and understand their relationships to the tourism branch;
- be able to evaluate the travel economy according to its social and ecological aspects;
- know the importance of nature and culture of tourism destinations;
- gain consciousness for a sustainable use of the natural resources of a destination

Teaching content:

IV. form:

Physical geography;

Position of the earth in the universe;

Orientation on earth

Physio-geographic and human-geographic structuring of regions on earth

Major regions on earth:

Nature potential;

Space and society;

Political and economic integration;

Hot spots

Selected long-distance travel destinations.

Travel economy:

Tourism transportation operations

V. form:

Selected European travel destinations

Austria.

Geographic information systems (GIS)

Travel economy:

Tourism and transportation;

Transport policy;

Vocations in the travel economy

4.2. TOURISM, MARKETING AND TRAVEL AGENCY

Education and teaching objectives:

Students should

- understand the cultural, social and economic significance of tourism and be able to integrate human as well as ecological aspects in economic decisions;
- know companies and organizations of the tourism and leisure time industry at the community, regional and state level as well as international networks;
- be able to recognize social developments and their effects on the tourism economy;
- understand the functions of marketing in tourism companies and organizations and recognize the benefits and necessities of co-operations;
- be able to apply marketing methods;
- know the issues of current tourism discussions, be able to form their own opinion and advance a view;
- be able to think in a customer-oriented manner;
- be able to work convincingly in a sales talk;
- understand the legal status of the participants when marketing tourism services;
- be able to operate current specialist-related online reservation and booking systems;
- understand concentration processes and conglomerate building in the tourism branch;
- be able to create, calculate and sell travel offers.

Teaching content:

III. form:

Tourism:

System tourism and marketing, determination of terms;

Cultural and economic significance of tourism, sustainability;

Preconditions for tourism offers;

Factor environment;

Development of tourism, statistics;

Tourism subject, travel motives, consumption trends;

Companies and facilities of the tourism and leisure time industry;

Tourism organizations in Austria;

Tourism politics;

Legal basics

Travel organization:

Incoming and outgoing;

Travel organizer, travel agent;

Legal basics

Work processes, customer advice.

IV. form:

Marketing:

Instruments, strategies, goals;

Market research, tourism source markets;

Development of labels;

Creation and marketing of tourism offers

V. form:

Sales techniques and modern marketing techniques, e-business;

Marketing for tourism market sectors such as health, city, trend and convention tourism

Special case examples

4.3. BUSINESS MANAGEMENT AND NATIONAL ECONOMICS

Education and teaching objectives:

Students should

- be aware of the importance of economic processes and relationships, their complexity and effects on a country's society;
- know the objectives, structure, system and process organization of tourism companies;
- know company functions with regard to investment, financing, company founding and company management;
- be able to think and decide in a business- and company-oriented manner;
- be able to apply the basics of employee management and quality management;
- know and understand instruments of personnel policy and their significance for company management;
- understand the value of vocational activity and the social responsibility of economically active persons in close connection with the principles of modern human resources and company management;
- be aware of the interrelation of internal and external performance factors on company management;
- be aware of the tourism and leisure time companies' significance for the economy;
- know the political and economic importance of the European Union for Austria;
- be able to analyze and critically evaluate issue-relevant media reports;
- be able to perform a business-economic project in a team;
- be able to apply for a job in a practice-oriented manner.

Teaching content:

I. form:

Economic basics:

Economic structures, cycles and sectors;

Service areas in the economy;

Basic terms in business management

Special service industry companies:

Insurance

Banks

Tourism and leisure time industry:

Supply and demand in tourism;

Restaurant industry (company forms and types, classification of companies, equipment)

Preparation for professional life:

Correct job application, job selection, rights and duties of employers and employees, employee talks, accident prevention.

II. form:

Organization of hotels (holiday hotel industry– city hotel industry, Austrian and international hotel groups; accommodation, boarding, administration, auxiliary companies and other services; equipment guidelines, classification);

hotel contract conditions

Contract of sale:

Legal basics, conclusion, fulfillment – non-fulfillment, form of contract;

Consumer protection

Internal and external control instruments

III. form:

Company:

founding, legal types, financing and investment

IV. form:

Company management (Organization development, quality management, project management, personnel management, cooperation and concentration);

Company evaluation, feasibility studies;

Evaluation, recapitalization;

Types of assessment

V. form:

National economics:

- Basic terms, objectives, accounting;
- Economic development;
- Direct and indirect added value;
- Foreign economy and account of payments;
- Money and currency;
- Economic, budget and social policy

4.4. ACCOUNTING AND CONTROLLING

Education and teaching objectives:

Students should

- know about the tasks of company accounting;
- be able to perform economic cost accounting processes including calculation in companies of the tourism and leisure time industry as well as to structure finance accounting and cost accounting in a small or medium enterprise;
- know the systems and methods of cost accounting specific for companies in tourism and leisure time industry and be able to use them as a business decision instrument;
- know the international and Austrian standards of accounting in companies of the tourism and leisure time industry and be able to implement them;
- know the regulations on the evaluation of company assets and debts significant in company practice as well as the principles of balancing and tax regulations and be able to implement them in simple examples;
- be able to display the balance as well as variations of the balance caused by business cases as well as be able to analyze and interpret balances;
- be able to perform simple personnel accounting taking into consideration tourism-specific types of payment;
- know the tasks and functions of operative and strategic controlling and be able to basically implement instruments of operative controlling;
- be able to perform simple budget planning for a company in the tourism and leisure time industry;
- know the basics of being able to book the taxes important for the companies in the tourism and leisure time industry;
- be able to solve the tasks of finance bookkeeping, cost accounting, personnel accounting and controlling by means of standard and user programs and to present the results.

Teaching content:

I. form:

Basics of accounting

System of double book keeping:

balance, balance analysis, opening, booking and closure of accounts, charts of accounts and table of accounts, balance and profit and loss account; balance variations.

Collecting and booking branch-typical business cases with sales tax by use of documents.

II. form:

Basic records

Collecting, charging and booking services and payment in a hotel and restaurant.

Personnel accounting:

Specialties of tourism and leisure time industry companies;

Payroll accounting for regular and other payments;

Booking of wages and salaries as well as social taxes

III. form:

Cost accounting in companies of the tourism and leisure time industry:

- Full cost accounting and marginal costing, direct-costing;
- Calculations;
- Accounting systems

Travel agency accounting

IV. form:

Annual account:

- Evaluation and booking of assets and debts;
- Annual account of one-man businesses and non-incorporated firms

Theory of the balance including international evaluation regulations

V. form:

Taxes and duties:

- Profit-related and company taxes and duties;
- Tax processes;
- Administration processes and company auditing;
- Cooperation with a tax accountant (tax return, tax bill, income tax account, payment plan)

Controlling:

- Operative and strategic controlling;
- Profit and cash budget;
- Analysis of the annual account;
- Ratios; benchmarking.
- Controlling in a travel agency

Written tests:

- I. - IV. form: two one- or two-hour tests;
- V. form: two two- or three-hour tests.

4.5. POLITICAL EDUCATION AND LAW

Education and teaching objectives:

Students should

- understand the basic principles of the Austrian Federal Constitution and know its value;
- be able to explain common terms from Austrian politics and legal practice used in public reporting and to correctly use them in respective discussions;
- have knowledge necessary to exercise their rights and duties as citizens;
- understand current political and social situations and their historical roots and be able to analyze and critically question ongoing developments;
- basically know legal regulations important for the professional and private life and know and be able to use paths of law enforcement and out-of-court settlement of disputes;
- recognize the importance of personal participation in public and cultural life as well as taking on political and social responsibility;
- know and be able to apply legal clauses relevant for tourism companies

Teaching content:

IV. form:

Legal structure in Austria:

State elements; state functions; government bodies;

Tasks of the state;

Structure of the legal system

Austrian Federal Constitution

Legislation

Jurisdiction and mediation

Administration

Political decision-making

Representation of interests and social partnership

European Union

Public international law:

Conclusion and effect of international agreements

International organizations;

Peace-keeping

Criminal law:

General principles; exemplary damages; precautionary measures; diversion

V. form:

General civil law:

Rights to privacy, family law, law of succession, law of property, contract law and tort

Consumer protection law

Business law

Employment and social law:

Individual and collective employment law;

Social insurance;

Unemployment insurance;

Employment and social jurisdiction

Trade law:

Types of trades, trades in tourism, access requirements;

Accession and practice of a trade;

Authorities and policies

Law of association

Insolvency law:

Settlement; insolvency.

5. NUTRITION, HOTEL AND RESTAURANT INDUSTRY

5.1. NUTRITION

Education and teaching objectives:

Students should

- know the significance of nutrition for health;
- know the mixture of selected food and luxury articles and their effects on nutrition;
- be able to follow economic and ecological principles in the purchasing process;
- know the important basics of dietetics;
- know specialized software and be able to interpret the results.

Teaching content:

I. form:

Functions and ingredients of nutrition

Digestion and metabolism

Energy and nutrient requirement

Types, composition, nutrition-physiological, economic importance of food and luxury articles

Purchasing, stocking and storing

Finished and partly finished products in nutrition;

Foodstuff additives and contaminants;

Treatment and conservation of foodstuffs

Production forms.

Applicable hygiene guidelines

Food law

Nutrition behaviour;

Consequences of malnutrition;

Current nutrition trends

Basics of dietetics

5.2. KITCHEN ORGANIZATION AND COOKING

Education and teaching objectives:

Students should

- have well-founded basic knowledge about food preparation and cooking;
- be able to perform work processes organizationally and ergonomically correct according to current hygiene standards;
- be able to organize kitchen processes by taking into consideration ecologic and economic aspects;
- be able to plan menus based on nutrition-physiological principles;
- be able to handle the necessary machines and devices in a rational and safety-conscious manner;
- be able to self-responsibly perform tasks independently and in a team;
- purchase with quality consciousness and be able to perform appropriate stock keeping.

Teaching content:

I. form:

The vocation of cook;
 Kitchen brigade
 Basics of kitchen organization
 Personnel, company and foodstuff hygiene
 Accident prevention and fire control
 Equipment and inventory
 Specialized language
 Kitchen-technical preparation work
 Cooking-technical basic skills
 Basic forms of preparation
 Basic doughs and masses

II. form:

Advanced basic preparation forms
 National dishes by taking into consideration seasonal and regional focuses
 Menu planning
 Purchase and storage
 Food law
 Quantity cooking

III. form:

International dishes by taking into consideration current trends
 Use of convenience products
 Selected forms of preparation
 Innovative cooking techniques
 A la carte cuisine
 Quantity costs and cost of sales calculation by use of current technologies

IV. form:

Multicourse meals for various events
 Buffet, banquet and catering
 Kitchen organization and time management
 Cost calculation and pricing

5.3. BEVERAGES

Education and teaching objectives:

Students should

- have basic knowledge about customary beverages;
- know the nutrition-physiological significance of beverages;
- know the legal framework conditions of production, sales and licensing of beverages.

Teaching content:**II. form:**

Non-alcoholic drinks

Alkaloid-containing beverages

Types of beer

Basics of wine production;

Wineland Austria;

Selected international winelands

Charged wines

Spirits

Applicable legal clauses concerning production, sales and licensing of beverages

5.4. SERVICE ORGANIZATION AND SERVING

Education and teaching objectives:

Students should

- be able to plan, organize and implement service processes in a rational and business-economic manner appropriate to the professional image of a restaurant specialist;
- be able to competently advise and care for guests;
- be able to self-responsibly perform tasks independently and in a team.

Teaching content:

I. form:

The vocation of restaurant specialist

Hygiene guidelines in a company

Accident prevention

Table culture;

Types of place settings

Table design

Basics of service organization

Inventory and mise en place

Manual skills for service processes;

Service of beverages

II. form:

Service types and systems

Bill of fare, menu card and beverage lists

Daytime-related service processes

Service of bottled wines and extended beverage service

The culture of the coffee house

Voucher and bill systems

Eating and drinking habits in different cultures

III. form:

Harmonizing dishes and beverages

Guest care and active sales;

Convention service

Serving special meals

Menu and á la carte service

Activities at the guest's table

IV. form:

Buffet, banquet, catering

Guest care and complaint management

Activities in a bar

Cost calculation and pricing.

Guest billing

6. COMPANY WORK PLACEMENT

Education and teaching objectives:

Students should

- be able to perform practical and organizational work occurring in tourism and leisure time industry companies appropriate to their educational level;
- be able to self-responsibly perform tasks independently and in a team;
- be able to administer management tasks;
- be able to react flexibly to challenges and to make company-relevant decisions structured on the gained basic knowledge.

Teaching content:

I. to IV. form:

Company-practical exercises and applications from selected areas of tourism agencies in accordance with the specific educational emphases at the respective school site

Specialized language

Branch-customary software

7. MOVEMENT AND SPORTS; ATHLETIC ENTERTAINMENT

See regulation Federal Law Gazette. Nr. 37/ 1989 in the respective current version

Amendments for the area “athletic entertainment”:

Education and teaching objectives:

The students should be able to plan, organize and perform target-specific leisure time activities by taking into consideration regional conditions.

Didactic principles:

Practical-methodic exercises are to be performed.

The theoretic basics of entertainment should be implemented in a cross-subject manner.

The principle of an effective instruction should be in accordance with a variety of organization forms and teaching methods with all the possibilities of instruction across classes, forms and school types, e.g. in groups with optional sports. Thereby the area of entertainment should be worked out more intensively.

A.2. School autonomous extension area (School autonomous compulsory subjects)

In the area of the school autonomous compulsory subjects there must be an educational emphasis; compulsory subjects can be strengthened or expanded upon and/ or seminars can be held.

For the best possible support for the students and depending on the school's personnel, object and financial resources contents are to be determined. The contents of the specialized areas should be topics that are not taught in the compulsory subjects. In terms of the teaching and educational tasks care should be taken that these contents noticeably go beyond the strictly cognitive aspect.

In the education emphasis without predetermined contents the description and the teaching content are to be determined school autonomously, whereby the structure of the compulsory subject's description is to be taken as a basis, and the education and teaching task is to be supplemented, if necessary. Within the educational emphasis at least one project is to be held, preferably in a team.

The selected seminars must be specified in the educational and teaching tasks and in the teaching content within the framework of pedagogical autonomy, whereas the structure of the compulsory subject description must form the formal basis.

An additional description must be chosen that specifies the concrete teaching content in order to make the training program transparent for the students as well.

Within the framework of the school autonomous compulsory subjects finalising the seminars is variable; a seminar can extend to one or more forms.

See also chapter III (school autonomous curriculum regulations).

1. EDUCATIONAL EMPHASES

Education and teaching objectives:

Students should

- have deeper knowledge and skills built on the basis of the core area;
- know the significance of important agencies in the tourism and leisure time industry,
- know the management tasks and be able to recognize them,
- be able to implement theoretical principles independently and in a team;
- be able to plan, perform, document projects and estimate and evaluate them regarding their effects,
- be able to use, administer and build up networks;
- take into consideration the principle of sustainability in tourism projects

1.1. EDUCATION EMPHASIS WITH PREDETERMINED CONTENTS

TOURISM AND LEISURE TIME MANAGEMENT

Teaching content:

III. form:

Tourism information management

Analysis of tourism concepts

Environmental management

Interdependency among the system of tourism and its environments (economic, ecological, social, political, technological)

Professional-related networks

IV. form:

Tourism information management

Destination management

Theme parks and leisure time facilities

Analysis of tourism concepts

Trade fair management

Quality management

V. form:

Tourism information management

Destination management

Analysis of tourism concepts

Benchmarking

Complaint management

Trade fair management: planning and evaluating performances.

Projects:

Performance of at least one project (cross-subject and in a team)

HOTEL AND RESTAURANT MANAGEMENT

Teaching content:

III. form:

Trends in the hotel and restaurant industry

Co-operations in the hotel industry

Reservation systems

Maintenance and environmental management

IV. form:

Planning and founding a hotel and restaurant company:

Creating a business plan;

Pre-opening planning, opening

Event management
Reservation systems

V. form:

Complaint management
Revenue management

Quality management

Professional-related networks

Projects:

Performance of at least one project (cross-subject and in a team)

1.2. EDUCATION EMPHASIS WITHOUT PREDETERMINED CONTENTS

Education and teaching objectives:

Teaching should ensure that students gain knowledge and skills that lead to a vocational-related specialization in harmony with the general educational objective. For more detailed regulations see chapter III (school autonomous curriculum regulations).

Teaching content:

Modern foreign language emphasis:

One further modern foreign language or specialization in the area of modern foreign languages of the core area

Written tests:

Per form in the emphasis:

Two one-hour tests

IT-emphasis:

Specialization in the area of information and communication technology

Specialized theoretical emphasis:

Specialization in the area of professional-related education

Projects:

Performance of at least one project (cross-subject and in a team)

2. SEMINARS

Education and teaching objective:

Teaching should ensure that students develop cultural, ecological, economic and social competences and attitudes in other specialist subjects that are in accordance with the general educational objectives through developing the creative and communicative potential in addition to the educational emphasis and the attitudes, knowledge and skills gained in the core subjects; especially those competences and attitudes that are presumably of special importance at work and at home and can be directly utilised after having finished school.

Teaching content:

Special additional contents that can be imparted neither through a strengthening in the compulsory subjects of the core subjects nor through the chosen educational emphasis

Modern foreign language seminar:

One further modern foreign language, distribution of the teaching content corresponding to the foreign language instruction of the core subjects

Written tests:

Per year, in which the seminar is held:

One one-hour test

Business organisation seminar:

Simulation of an actual situation (test firm) to perform organizational and practical work occurring in businesses in the economy by using specialist language with the help of customary software. In particular students should recognize business processes, take responsibility, independently carry out specialist tasks by using the knowledge acquired in other subjects and they should work in teams.

An organizational model must be worked out for every test firm, whereby teachers of other relevant subjects are to be addressed and consulted concerning the use of the knowledge and skills that the students acquired in their classes. If necessary additional lesson allocations can be included from other pertinent compulsory subjects by the assignment of relevant teachers and/ or lesson blocking is possible.

IT-seminar:

Current contents from the area of information and communication technologies

General educational seminar:

Contents that extend general education, whereby vocational-relevant aspects must be included, if possible

Natural science seminar:

Contents that extend natural science education, whereby vocational-relevant aspects must be included, if possible

Personal development seminar:

Supporting social competency, the culture of conflict, teamwork skills, competency in communication and problem solving; mental hygiene in professional life

Specialized theoretical seminar:

Contents that extend the vocational-related education in the area of theory; the emphasis on application is to be specially considered.

Practical seminar:

Specialized-practical content in connection with specialized-theoretical basics that are to be imparted in a clearly recognisable fashion

B. FACULTATIVE WORK PLACEMENT

Education and teaching objectives:

Students should

- acquire professional expertise in a respective tourism and leisure time company that meets the requirements of the particular professional areas of the students in this type of school supplementary to the knowledge and skills taught in the respective subjects;
- be able to implement their acquired business competency in the vocational world;
- gain comprehensive insight into the company organization;
- know about the rights and duties of employees and be thereupon able to examine the immediate job situation;
- show efficient, self-confident, proper and friendly behaviour to superiors and colleagues;
- gain an overall positive attitude to vocational life and to the specific vocational environment in particular by connecting training and practice experience.

Temporal and factual framework:

Before the start of year V in an extent of 32 weeks in companies of the tourism and leisure time industry in the vocational areas corresponding to special subjects taught in the respective work placement

Within the framework of the entire practice duration, one-week work placements as well are permissible during term breaks or other holidays during the term

Didactical basics:

The work placement must be served on the basis of an agreement made as precise as possible between the students and a relevant company corresponding to the educational goal of the school type.

The school shall offer help in choosing the appropriate work placement job but is, however, not responsible for the availability of work placement jobs.

The school should ensure that the work placement contracts fulfil the relevant and necessary work and social regulations. As a rule, it shall be ensured that the student work placement contracts conform to the agreements made among the social partners of the government.

It is recommended also for the school to keep in contact within a reasonable framework with the companies where the students fulfil their work placement as well as with the employers and employee representatives.

Work placements can be performed nationally or internationally. Work placements abroad are recommended with regard to the language competency, whereby the appropriateness of work placement jobs has to be checked.

Specialized and confidence-boosting advice of students by the headmasters, department heads and the teachers is of much importance especially in interrelation with the organization of the compulsory subject, so that it leads to a positive experience. It should bring students to feel associated with the vocational field even after having finished school.

C. Non-compulsory subjects and electives

Educational and teaching objectives, didactic basics:

Non-compulsory subjects and electives can supplement existing compulsory subjects or impart contents from other subjects. The course description is to be chosen from the relevant compulsory subject in the core subjects, the educational emphasis or the relevant seminar. In order to make the training program clearly identifiable also for students as well as for parents, an additional course description must be determined if necessary to specify the concrete training content.

Additionally the regulations on the school autonomous compulsory subjects are valid.

It is possible to block subjects during certain parts of the school year.

D. Tutorials

Educational and teaching objectives:

Students, who are willing to perform and are basically qualified, and yet are suffering from a reduction in achievement, should bring the knowledge and skills that enable them to fulfil the educational and teaching objectives of the respective compulsory subject.

Teaching content:

Such as in the respective form of the relevant compulsory subject restricted to those teaching contents that require repetitions and exercises

Didactic basics:

The educational and teaching objective necessitates repetition and intensified exercise of the relevant compulsory subject matter. Because the weaknesses of the students are generally in different areas, teamwork becomes especially important.

Permanent contact with the teacher of the respective compulsory subject is a significant requirement for the success of the tutorials.

Basically, tutorials are not allowed to be used to extend, to supplement or to deepen the training in the respective compulsory subject.