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DEVELOPMENT OF COMPETENCY BASED MODULES IN BANQUET, FUNCTIONS AND CATERING SERVICES PROCEDURES, AND COMMERCIAL BAKING (PATISSERIE)

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by:

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ABSTRACT

DEVELOPMENT OF COMPETENCY BASED MODULES IN BANQUET FUNCTIONS AND CATERING SERVICES PROCEDURES, AND COMMERCIAL BAKING (PATISSERIE)

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Purpose of the Study

The objective of the study is to develop competency-based modules in Banquet, Functions and Catering Services Procedures, and Commercial Baking (Patisserie) for Associate Level that can be used as a tool for E.O. No.358 (To Institutionalize a Ladderized Interface Between Technical Vocational Education and Training and Higher Education) and CHED M.O. No. 30 series of 2006-PS in order to optimize the students' training in the field of catering and baking.

Methodology

This study made use of descriptive method of research. The questionnaire was the main instrument used in the study. The questionnaire was adopted from ANTA Competency Standards for Commercial Catering and Patisserie. Data were collected from various managers and supervisors of hotels and restaurants located in Tagaytay City and catering establishments located in the nearby towns of Tagaytay City. Responses of the participants were coded, analyzed and interpreted using the frequency distribution, percentage and weighted mean as the statistical treatment.

Summary of the findings

1. **Profile of Participants**

1.1 Establishment. Majority of the establishments from Commercial Catering and Patisserie were fine dining, company managed and have been operating for 1 to10 years.

1.2 Individual Participants. Most of the participants from catering and patisserie were 31-40 years old. The greatest percentage was represented by male and married participants and had worked in restaurant for 7-9 years. They had attended both hotel and restaurant operations related. In commercial catering, majority of the participants were college graduates while in patisserie, most of the participants were college undergraduates.

2. **Relevance and practicality of the ANTA Competency Standards for adoption**

Based on the response of the respondents on the relevance and practicality of ANTA standards in commercial catering, it was found out that the competencies are "very relevant" in almost all areas which range from 4.63 to 4.90. However, two areas perceived that the competencies are "relevant" with a rating of 3.55 and 4.00. While in Patisserie, they perceived that the competencies are all "relevant". The ratings in the four areas ranged from 3.58 to4.11. It only indicates that the competencies are indeed needed in the workplace.

3. Competency based modules

Based on the findings of the study the six units of competencies in Commercial Catering which were rated "very relevant" were adopted in the development of competency-based modules in Banquet, Functions, and Catering Services Procedures. It encompasses five modules such as: planning and controlling menu-based catering; applying catering control principles; developing menus and preparing foods to meet special dietary and cultural needs; selecting catering systems; and transporting and storing foods in a safe and hygienic manner.

While in Patisserie, the following modules were developed: preparing and modeling of marzipan; preparing desserts to meet special dietary requirements; preparing and displaying sugar work; and preparing and displaying sweet buffet showpieces.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Competency standards of Australian National Training Authority (ANTA) have been found Relevant in the Philippine setting.
2. Since 80% of the Validated ANTA Standards were rated "Very Relevant" and "Relevant", this can be used as a guide in determining the relevance of developing competency-based modules.
3. The development of competency-based modules needs to follow systematic and logical steps and procedures.
4. Competency standards of ANTA validated by the local industry can be used as the BENCHMARK for developing competency-based modules.

5. The developed competency-based modules in Banquet, Functions and Catering Services Procedures, and Commercial Baking (Patisserie) can serve as a model in the development of competency-based syllabi and modules of other professional subjects under the BSHRM program. The procedures and processes may be revised and modified to tailor-fit the conditions and situations therein.

Recommendations

In the light of the findings of the study, the researcher recommends the following:

1. Pilot testing of the developed subjects of Competency-Based Modules for one semester in both private and state universities and colleges be conducted;
2. The process of developing Competency-Based Modules should be validated by TESDA and CHED as soon as possible to determine the loopholes in the process;
3. It is recommended that a Work Integrated Learning (WIL) in hotel and restaurant be included as a major subject in the second term of sophomore HRM students to develop competencies for entry-level jobs. Likewise, on-the-job training, which focuses on the development of supervisory competencies in hotel and restaurant establishments, be part of the last term of senior students;
4. Related activities can be conducted for the full implementation of CMO no. 30 s. 2006, Executive Order no. 358 and Philippine National Qualification Framework such as:
    a. Harmonizing qualification across all levels of education by joint TESDA Technical Panel;
    b. Regional, national consortia of education providers;

c. Educational providers: CHED and TESDA Technical Panel and Regional Directors and Industry Representative consultative meeting;

d. Program Development if the existing program does not meet the objectives of equivalency;

e. Establishment of a network of competency-based education and training providers to facilitate implementation of the program;

f. Preparation and signing of Memorandum of Agreement between concerned parties

g. Promotion of the program, monitoring of articulation activities, monitoring of enrolments, and Feedback gather from implementors, students and other stakeholders.

5. The use of competency-based modules in instruction must be implemented through seminar-workshops and training programs in order to orient faculty members/trainors on how to develop and use competency-based modules; and
6. The use of Competency-based modules are recommended for use of faculty members teaching catering and baking subject.

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Chapter 1

PROBLEM AND ITS BACKGROUND

Introduction

Over the years, the hospitality industry has increased in complexity due to factors such as globalization, volatile economic conditions, growing competition, and increased technological dependence. As Tse & Cannolly (2001) claims, "this rising complexity is putting strains on hospitality curricula around the world and forcing universities to address and update their course offerings in order to produce graduates capable of handling the many challenges that await them upon graduation and beyond". Yuchi Chu et, al. (2001) added that the hospitality Industry needs more qualified and well-trained employees. In order to meet this demand, more vocational schools, universities or colleges and even graduate schools offer hospitality program than ever before.

In order to be globally competitive, educational systems around the world are moving from Supply Driven to Demand Driven Curriculum. Industry requires that workers shall be trained with the knowledge, skills and attitudes needed for them to work productively. It is a fact that rapid changes dominate in the workplace because of the dominance of technology.

Pablo (2005) noted that the paradigm shift (from supply driven to demand driven) can be accomplished through the use of a "Competency-based Curriculum". In a demand driven education, learning is no longer confined to a classroom situation. Finch & Crunkilton (1999) defined competency-based education as the development of tasks, skills, attitudes, values and appreciations critical to success in life. In addition, it requires