

INVESTIGATING THE EXPERIENCE OF A SAMPLE OF
FORM 3 CLASSES TAKING HOME ECONOMICS AND
HOSPITALITY AS AN OPTION CHOICE

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ABSTRACT

Josef Tabone

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In September 2010, several vocational subjects have been introduced as a pilot study in a sample of state and church schools. If this project is successful, the Education Directorate envisages that the first cohort of students will get the necessary BTEC qualifications in three years time. This study focuses mainly on the insight of the experience of students and teachers of Hospitality, one of the new vocational subjects. It also sheds light on the factors involved when there is the introduction of a new subject in schools. The study compares the students' and teachers' involvement in these subjects, the content of subjects, the tasks set, the difficulties and the reactions to their chosen subjects. The study is original in nature as the introduction of vocational subjects in Maltese secondary schools is relatively new. Questionnaires and interviews were conducted with respondents piloting BTEC Hospitality in secondary schools. This enabled the researcher to analyse and compare differences between Home Economics and Hospitality. Seventy-eight questionnaires were distributed with Form 3 and Form 4 students studying Hospitality and three face-to-face interviews with Hospitality and Home Economics teachers were carried out to obtain information regarding the different experiences of both subjects. The analysis of both research tools showed that students studying both subjects together might have a prosperous career in the Hospitality Industry and that studying a vocational subject provides benefits for students who do not do well in examinations. Moreover, Hospitality proved to increase the popularity of Home Economics.

B.Ed (Hons) May, 2010

**BTEC HOSPITALITY
QUESTIONNAIRES**

**HOME ECONOMICS
INTERVIEWS**

**VOCATIONAL SUBJECT
EXPERIENCES**

Declaration of Authenticity

I am the author of this dissertation entitled “INVESTIGATING THE EXPERIENCE OF A SAMPLE OF FORM 3 CLASSES TAKING HOME ECONOMICS AND HOSPITALITY AS AN OPTION CHOICE,” being presented as a requirement for the Degree of bachelor of Education (Hons) at the University of Malta. I confirm that this dissertation is original and authentic.

Josef Tabone

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Dedication

This study is dedicated to all those Home Economics teachers who have given me the knowledge and experience, on the subject, throughout the years. I would also like to dedicate this study to my friends and family who stood close to me during time of need. Finally, I dedicate this dissertation to baby Emerson who brought so much joy and happiness during times of stress.

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List of Abbreviations

BTEC	Business and Technician Education Council
DOI	Department of Information
EE	Environmental Education
GCSE	General Certificate of Secondary Schools
HE	Home Economics
HFSD	Healthier Foods and Special Diets
HW	Home Work
ICT	Information and Communication Technology
IT	Information Technology
ITS	Institute of Tourism Studies
MATSEC	The Matriculation and Secondary Education Certificate
MCAST	Malta Council of Arts, Science and Technology
MUT	Malta Union of Teachers
PCFF	Prepare, Cook and Finish Foods
SEC	Secondary Education Certificate
SFT	Service of Food at Table
TVM	Television Malta
UK	United Kingdom

1. Introduction

1.1 Background to the Study: HE and Hospitality

Home Economics (HE) is a well established subject in many Maltese schools which usually influences students to further their studies at ITS or University. BTEC Hospitality is a vocational subject which is assessed only through assignments and not by a final examination, like HE. Hospitality is also a suitable subject which can help students to continue with their studies also at ITS or other postsecondary institutions. In this way, studying both subjects at a secondary school level offers benefits to student's future career.

1.2 Purpose and Need of the Study

The study examines and compares the factors and experience of a sample of Form 3 students taking HE and BTEC Hospitality as option subjects. Hospitality is still being piloted in schools and so the researcher was also able to find out more by including Form 4 students, who were the first cohort of students to start piloting the subject. Conducting this study; it was also possible to have an idea of the various stages, schools and the Education Directorate need to follow in order to ensure the best possible subject emergence of BTEC Hospitality.

Questionnaires helped to get students opinions regarding HE and Hospitality. Moreover, structured interviews held with Hospitality and HE teachers, enabled the researcher to get a deeper view regarding the introduction of BTEC Hospitality, the relation between HE and Hospitality and the result of the pilot project of Hospitality, so far.

1.3 Outline of the Dissertation

The following chapter, the Literature Review, shall provide a thorough overview of the studies and theories related to the introduction of a new subject in the school curriculum in order become aware of the situation of BTECs in the local

scenario. As a result, the methodology chapter helped the researcher to explore the experience, factors, opinions and limitations of the research tools used for this study.

The different opinions and experiences gathered through the interviews and questionnaires were then analysed in chapter four. Next, the results obtained were discussed clearly in chapter five where the researcher was capable to understand and compare the information with the theories mentioned in the literature chapter. Last but not least chapter six involved a quick summary of the main findings, recommendations and limitations of the study.

2. Literature Review

2.1 Introduction to BTEC

In 1983 the Business and Technician Education Council (BTEC), was an organisation which authorised and certified high quality, reliable vocational qualifications. Edexcel was established later in 1996, when there was a merger between BTEC and the University Of London Examinations and Assessment Council. This merge lead to the recognition of BTEC as a brand which incorporates work-related credentials owned and offered only by Edexcel.

BTEC is a “globally standardised and widely-recognised qualification” (Introduction to BTEC, 2010, p.1). A BTEC program provides a good quality vocational qualification which is recognised globally.

2.1.1 What is BTEC?

BTEC is a work related qualification which is appropriate for a wide range of students. They provide a practical hands-on approach together with a real-world approach to learning, together with an academic background. BTEC is provided in a number of schools, colleges, universities and other training providers. They have become popular credentials amongst young and adult students. It is a fact, that according to the BTEC website (www.edexcel.com), BTEC’s are providing students the opportunity to follow full-time or even part-time courses.

2.1.2 How are BTECs assessed and developed?

BTECS are not exam-based qualifications. In fact, some students find examinations rather discouraging and struggle to see how they fit in the real world of work. Thus BTECs provide students with real-life work-based case studies alongside hands on projects and assessments. All these contribute to achieving each unit the students will be studying.

BTEC is made of units and each unit is different because of the level and depth of the BTEC being studied. The following table shows the BTEC Levels;

BTEC Level 2 Firsts, BTEC Level 3 Nationals, BTEC Level 4/5 Higher Nationals
--

Table 1 - The Different BTEC Levels

For students to complete each unit there are a set of outcomes they must achieve. The assessment criteria address theory with practical exercises. It is also an ongoing process so it allows the student to analyse, improve and work on their own performance through their course, in much the same way as if they are in a real workplace. At the end students collect their unit results and are graded with a pass, merit or distinction.

As BTECs are developed through Edexcel, the latter works closely with different employers and professional bodies to finally develop BTEC qualifications that are specific and most importantly, related to today's industry. By doing this, Edexcel is ensuring that BTEC prepares students and learners for a successful future. This includes, whether they want to progress on to higher education or employment.

2.1.3 Sectors Currently Available at BTECs

Currently BTECs cover the following sectors:

Applied Science	Engineering	Languages	Security
Art & Design	Hospitality	Media	Sport and Recreation
Business, Administration & Support Services	Hairdressing & Beauty Therapy	Management & Team Leading	Public & Uniformed Services
Children & Young People	Health & Social Care	Performing Arts & Music	Training & Education
Construction	Information Technology	Retail	Transport & Logistics
Customer Service	Land-based & Environment	Sales	Travel & Tourism

Table 2 - BTEC sectors available

2.1.4 The Different BTEC Levels

BTECs have different levels which lead to a BTEC Award, Certificate and Diploma. These awards are the three different sizes of BTEC qualifications which vary at each level. Lowest recognized qualification is an award, followed by a certificate and a diploma. These certifications are gained through the following;

BTEC Level 2 Firsts: They are the equivalent of traditional GCSE's (MATSEC) they are graded A to C in the UK. There are over sixty BTEC First qualifications available which are mostly linked to industry sectors, some of which have been mentioned in Table 2.1.3. One needs to point out that BTEC Level 2 Firsts are suitable for those students studying at a secondary school level. They are

designed for those who wish to focus on a work related vocational qualification or work area.

This is indeed what this study will be looking at, as it will shed more light on the pilot group taking a BTEC Level 2 course as an optional subject in Maltese secondary schools. Also one needs to point out, at this stage that BTEC Level 2 is preparing students, to continue their studies at MCAST, ITS or other post secondary institutions.

BTEC Level 3 Nationals: This level is designed for specialised qualification. Students who continue their studies after secondary school and have a clear view of their career can choose this level. BTEC Level 3 Nationals are equivalent to 'A' levels and they are valued by universities, further education colleges and also by employers.

BTEC Level 4/5 Higher Nationals: These levels are recognised by universities and professional bodies. They are suitable for students aged sixteen plus and they are often studied part-time alongside a full-time employment. Students will develop management and higher level technical skills required by employers. At this level students will eventually progress towards a final year degree program.

2.2 BTEC Hospitality

In our modern world hotels, restaurants and bars are all about people. To work in such places, one needs to have the right attitude towards giving a service. This is essential for anyone who has an interest in entering the hospitality professions. According to Edexcel (BTEC in Schools, 2010 p.62), they state that, "Hospitality is a sector that doesn't suit everyone, but it is one in which others excel". This points out that, for those students who take this career, prospects are improving. Edexcel also stated that customer care provision is growing in its importance and that over the past six years; employment in the hospitality business has gained more strengths than the overall world economy. Thus in my opinion BTEC Hospitality is giving students the opportunity to apply their strong

interpersonal skills and also analyse things by supervising what they do in this sector.

Edexcel also commented that a BTEC course in Hospitality will give students an eye opener of what to expect in this industry. Students with a BTEC course in Hospitality can manage to find opportunities of employment in their future as chefs, waiters, in front of house operations like receptionists, cashiers or guest liaison staff.

2.2.1 BTEC Hospitality Certificates and Courses

According to Edexcel BTEC Hospitality is divided into the following three different sectors, referred to as 'Levels'

- i. BTEC Introductory – Provides an Introductory Certificate and Diploma courses which are designed to develop skills, experience and personal qualities that are essential for success at work. These qualifications also give students the basis for progression on to a range of further course at Levels 1 and 2 (BTEC in Schools, 2010, p. 64).
- ii. BTEC First – This level is a door opener for students seeking a nationally recognised, Level 2 qualification in their chosen occupation. It provides students with the necessary skills needed to enter the world of work and also to help them progress to a higher education and vocational qualifications such as BTEC National (BTEC in Schools, 2010, p. 64).
- iii. BTEC National – This provides a more in-depth education and training programme to give more help to students who enter in the world of employment in this chosen sector, Hospitality. They are recognised as Level 3 qualifications, thus they allow students to progress to higher education vocational qualifications such as BTEC Higher Nationals or onto a degree programme (BTEC in Schools, 2010, p. 64).

Edexcel also pointed out that the above Levels are all unit-based. This means that there is a choice of units from which students can select from. They can also choose units which match their interests in the sector.

The list below demonstrates the Course Listings according to Edexcel (2010) which clearly shows the different Hospitality Levels (p. 64);

Entry Level
BTEC Certificate in Skills for Working Life (Hospitality and Catering)
Level 1
BTEC Introductory Certificate in Hospitality, Travel and Tourism
BTEC Introductory Diploma in Hospitality, Travel and Tourism
Level 2
BTEC First Certificate in Hospitality
BTEC First Diploma in Hospitality
Level 3
BTEC National Award in Hospitality
BTEC National Certificate in Hospitality
BTEC National Diploma in Hospitality
BTEC Certificate in Food and Beverage Service
BTEC Certificate in Front Office Operations
BTEC Certificate in Hospitality Customer Relations
BTEC Certificate in Hospitality Small Business Operations
BTEC Diploma in International Cuisine
BTEC Certificate in International Cuisine

Table 3 - Course listing of different Hospitality levels

2.2.3 BTEC Hospitality – Teacher Training and Resources

Edexcel offers a flexible range of BTEC training courses to support teachers during the implementation, delivery and assessment of BTEC. There are two basic courses given where Hospitality is involved;

- Implementing the New Edexcel Level 2 BTEC Firsts in Hospitality
- Implementing the Edexcel Level 3 BTEC Nationals in Hospitality

These courses are given throughout the year and teachers can easily apply by simply checking for event description, course dates and location on the Edexcel website.

2.3 Subject Emergence in Schools

2.3.1 The introduction of new subjects in Secondary school.

According to Yueh et al. (2008), “New subjects are always emerging but only some gain a place in the formal school curriculum. In fact, most of the now accepted conventional school subjects have, at some stage, struggled to become established” (International Journal of Environmental & Science Education, 2008, p.265).

The four new BTEC subjects, which are currently being piloted over two scholastic years: 2011-12 and 2012-13, are Engineering, Hospitality, IT Practitioner, and Health and Social Care. These subjects are being piloted in a number of state and non-state schools in Malta, as from September 2011. The pilot study of these new subjects will provide results, if these new subjects introduced in schools will establish themselves in the school curriculum (Goodson 1983).

According to Goodson (1983), in order to gain stability and establish themselves, these new subjects have to undergo through a study which involves the responses of teachers, schools and educational entities. This is in fact what Layton and Goodson discussed during the introduction of environmental education (EE) as a new subject within the Taiwan national curriculum.

2.3.2 Introducing a New Subject.

According to Yueh et al. (2008) there are a number of factors and themes which influence the emergence of new subjects in schools. The most influential factors were discussed by Layton (1973) and Goodson (1983) and it is thanks to their studies that one can compare and take ideas of what these new BTEC subjects may be going through, as they are being piloted in schools. Also since this research revolves around BTEC Hospitality, one needs to discuss, what 'stages' or factors this subject must go through, in order to establish itself as part of the other subjects in school curriculum.

Yueh et al. (2008) pointed out that teachers had difficulty in building up pedagogies and methodologies for the inclusion of the novel subject i.e.: environmental education, in the school curriculum in Taiwan. Thus one needs to start this discussion by first describing the current state of curriculum, about the emergence of new subjects.

In 1973 Layton discussed a model of developing a new subject and later it was developed further by Ivor Goodson in the 1983. It was also further elaborated by many others, mainly in Europe and the United States. In other words, this leads to the next point, in order to discuss Layton's Model of subject emergence.

2.3.3 The Layton's Model of Subject Emergence.

This model is one of the first models of new subject emergence in the school curriculum. It is a model proposed by Layton (1973), which is based around the development of science in nineteenth century English schooling. Layton's model outlines a three-stage process for the internal evolution of a new subject in a secondary school curriculum.

In the first stage:

'A subject gains a place in the school timetable, "the callow intruder" (Layton 1973), with the support of enthusiastic, but usually untrained, teachers. Goodson and Radford outline two subject examples of this stage, Geography which had

very few lessons on the time table (Goodson, 1995) and French which had very few hours (Radford, 1985 as cited in Yueh et.al, 2008) in their early days of being taught in British schools. During this stage learners are attracted to this subject because it might concern them. Also as mentioned by Layton, teachers are rarely trained in the new subject still they bring forward their enthusiasm as prosperous pioneers to the new tasks ahead. Layton also points out that the 'dominant criteria is relevance to the needs and interests of learners.

The second stage "the interim stage":

In this stage subject specialists emerge and offer teacher professional development. At this stage Layton also points out that students are still attracted to the new subject but they are more attracted to its reputation and academic status. There is plenty of proof that this stage is successful, such as, science in England in the late nineteenth century (Waring, 1985 as cited in Yueh et.al, 2008), biology in England in the junior and middle school curriculum in the 1930s (Goodson, 1987 as cited in Yueh et.al, 2008), and physics in secondary schools in Canada in the 1960s (Rowell & Gaskell, 1988 as cited in Yueh et.al, 2008). In order for this stage to be well implemented, the mentioned schools were offered with evening classes, summer schools, conferences, lecture series, workshops, courses, or weekend sessions to enhance classroom teaching for teachers (Yueh et al. 2008).

The third stage "the final stage:

In the final stage teachers construct a professional body that establishes the subject as a specialised one with academic rules and values. Layton also discusses that the subject matter is determined by the judgements and practices of the specialist scholars who lead inquires in the field. He also points out that students start to be introduced to the subject in a traditional manner and so their positive attitude towards the new subject becomes passive. Thus they start looking at their chosen subject with certain disbelief (Layton 1973).

Goodson (1983) comments about these stages and according to him it would seem that, “far from being timeless statements of intrinsically worthwhile content, subjects and disciplines are in a constant flux” (p.10). In other words, one can understand that knowledge in our society should move beyond the philosophical detail and analysis towards a more detailed investigation to the reason and actions needed for the final presentation and promotion of subjects and discipline together.

2.3.4 Goodson’s Involvement in Subject Emergence

Goodson was one of the first researchers to use Layton’s Model. Goodson (1985 as cited in Yueh et.al, 2008) used this model to examine the emergence of environmental studies within British secondary schools in the 1960s-1970s. He also modified a particular stage as he expanded Layton’s third stage. He argued that the “internal academic evolution involves base subject groups achieving academic recognition in their schools and then seeking a pathway towards academic university study” (p.266). In fact this was applied to both geography and biology in the mid-twentieth century during their introduction in schools. Thanks to Goodson’s notion both subjects sought to gain a place in the external examination system and to become established as university departments during their emergence process. (Yueh et al. 2008).

Goodson (1985) also proposed other things when it came to subject emergence. He discussed that subject teachers’ material interests were crucial to the emergence of new subjects in British schools. He said, “Subject teachers, material interests (their pay, career prospects, and resource allocation) are important because teachers would be motivated to modify their teaching to gain better status in schools” (Yueh et al. 2008, p.266).

Goodson (1995) also added subject characteristics and external ideas to Layton’s model. He introduced the idea of ‘The identity of a subject is related to its subject characteristics’ (Yueh et al. 2008, p. 266). Meaning the subjects revolves around its end-use, for instance HE mainly focuses around its nutrition, family and consumer studies concepts together with health.

One other important factor to point out is the strength of a subject. Bernstein, 1971 (as cited in Yueh et.al, 2008) discussed that, a strongly bounded subject has a distinct subject identity due to the strong boundaries between it and other subject areas. Weakly bounded subjects have ambiguous identities and this can obstruct their emergence as a new subject. To have a clear view one can compare this to the example mentioned in the (Yueh et al. 2008), where in the 1960s-1970s, Environmental Studies and European Studies were weakly bounded and this was because they both have interdisciplinary and integrated characteristics, and they also encountered difficulty in gaining status within the school curriculum in Britain (Goodson, 1995).

Goodson (1995), also identified another model; the external area for a subject as an area which needs to include parents, employers, trade unions, universities, scholars, politicians, administrators and others in the public arena. Goodson brings along this point because the new subject needs to be promoted beyond the limits of the individual school, “new subjects have to gain support from a wider external constituency” (Yueh et al., 2008, p.267). Successful examples of this model include high school biology in United States (Rosenthal & Bybee, 1987 as cited in Yueh et.al, 2008), high school mathematics in United States (Stanic, 1987’ 1988 as cited in Yueh et.al, 2008), and the introduction of a physics curriculum in secondary school in British Columbia (Rowell & Gaskell, 1988 as cited in Yueh et.al, 2008). Here one needs to point out that each of these subjects followed this model because they called on groups outside the school to gain wider recognition. To sum up, the six themes identified by Layton and Goodson as pivotal to subject emergence have come out from following this model; ‘school time-table, teacher professional development, external examinations and university departments, teacher material interests, subject characteristics and external constituency’ (Yueh et al., 2010).

2.3.5 Introducing BTEC Hospitality using Layton’s and Goodson’s Models.

The first observation which immediately comes to mind is that any BTEC subject introduced in our Maltese curriculum, will be looked at as the “the callow

intruder” (Layton 1973). As discussed previously in this chapter, the introduction of a new subject will bring along enthusiasm, but many untrained professionals. This means that even though teachers may be interested in teaching this new subject, they will not have the necessary resources to teach the subject because no training was given to them, regarding the new subject. In the case of BTEC Hospitality, it seems to be working the same. BTEC Hospitality is being piloted as a vocational subject in three state and non-state colleges/schools, 2011/2012. Many schools have applied for BTEC subjects which show enthusiasm from the schools to introduce new subjects. Still as the Ministry of Education pointed out in the press release, teachers will be given training prior to commencement of teaching a BTEC subject; “As a preparation for the implementation of the pilot plan in September 2011, two teachers from each participating school will take part in a ten day training/readiness programme between February and May 2011” (Ministry of Education, 2010) (Refer to Appendix 4).

Teacher training was discussed by Layton in the first stage of his subject emergence model, where learners are attracted to this subject because it might concern them and because it will lead to a higher interest to the needs of the learner to learn more. Here one needs to also point out that in the introduction of these BTEC subjects no teacher is a specialist in BTEC but the specialised in other related subjects. “Following consultations with state and non state school sectors it was agreed by consensus that for the pilot teachers will be recruited at school level from related subjects” (Ministry of Education 2010).

BTEC Hospitality will have to go through the stages mentioned by Layton and since the subject is not weakly bound because of its vocational, hands on approach it might be a successful subject in secondary schools. In my opinion, in order to ensure that the pilot study is a success, the subject of Hospitality needs to focus on what Goodson’s model of subject emergence focused on. The subject needs to abide and work closely with external members. Parents need to know what their children will be studying and if the subject is related to their children’s future career. Employers need to know that the subject will create certification and that it will be taught in a manner which will guide the students to

a working environment. Trade unions, universities, scholars, politicians, administrators and others in the public arena need to certify the subject as a local qualification, according to the national qualification framework. As discussed before, this needs to be done in order to promote the subject even outside the school premises to make sure the subject not only establishes itself in the school but also in the eyes of other higher, external members of society.

2.3.6 The Introduction of Vocational Subjects

“A vocational subject introduced in schools will help students to develop the proper skills in order to be prepared for the world of work” (Edexcel, 2010). Goodson (1983) discussed the issue of vocational subjects in three ways, the academic, utilitarian and pedagogic traditions. “A new and important feature of the time that was to prevail was the redefinition of high-status knowledge as that which was not immediately useful in vocation or occupation” (Eggleston, 1978, quoted in Goodson, 1983, p. 28-29).

This shows that a vocational subject can be also looked at as a high status subject because it will not only develop the skills a student will need in the world of work but also the academic aspects about the subject he/she will be studying.

Goodson (1983) discussed Eggleston’s point by saying that the use of the terms vocational education or vocational knowledge are being referred to as “subject-based curriculum” (p.29). He also says that this name was given by the examination system as the, “academic tradition” (p.29), that is, although it is a vocational subject it still needs to offer all its academic aspects to students. The examination system uses another term which refers to low-status practical knowledge, the ‘utilitarian tradition’ (p.29), which refers to the hands on aspects of a subject. Goodson (1983) argues that “utilitarian knowledge thus becomes that which is related to those non-professional vocations in which the majority of people work most of their adult life” and this shows the true meaning of a vocational subject (p.29).

Thus BTEC Hospitality tends to open the doors to those who want to work in the Hospitality Industry because this industry provides different types of utilitarian jobs which need hands-on expertise but also academic knowledge.

2.4 Introduction of BTEC Subjects in Maltese Secondary Schools

The Ministry of Education, Employment and The Family (2010) argued that;

“Throughout the scholastic year 2009-2010, the Ministry of Education, Employment and the Family started exploring the possibilities of introducing vocational subjects as an option to Form 3 students in secondary schools alongside the other subject options at a time when more than 50% of school leavers who continue post-secondary education opt for vocational institutions” (Ministry of Education, 2010).

This clearly shows the popularity of vocational subjects in schools. Having 50% of the student's population shows that half continue their studies at institutions, offering them the knowledge and skills they will need, in order to prosper in their future career. Students will be given the opportunity to study their chosen subject for the duration of three years, which will eventually be a stepping stone for their next step in their studies.

The first step in the introduction of BTEC subjects in schools was the evaluation of the local situation. This evaluation involved, having a clear over view of the current, local situation in Vocational Education with the major stakeholders, namely, the MATSEC Examination Board, the Malta Qualifications Council, The University of Malta, MCAST, ITS, representatives of the Church and Independent sectors and officials from the Education Directorates. After having done this, discussions commenced with Edexcel regarding the introduction of BTEC in secondary schools (Ministry of Education, 2010).

After the discussions with Edexcel this is what the Ministry of Education had to say;

“BTEC programmes are robust and enjoy recognition on the European Qualifications Framework. An important consideration we had to make was the fact that institutes at MCAST offer BTEC courses that lead to a National Diploma, a Higher National Diploma and possibly a degree course offering students different routes to further and higher education. The Institute of Tourism Studies offer its own programmes and pathways that are similar to BTEC programmes” (Ministry of Education, 2010).

This shows that the introduction of BTEC subjects in schools will be beneficial for the students, as they will serve, as the initial ‘steps’ which students who want to further their career in a vocational subject will need. In other words BTEC Subjects in secondary schools will build a stronger ‘level of education’ between Secondary and Higher Education.

2.4.1 The Involvement of Local Institutions in Vocational Subjects.

Introducing new subjects in schools is never an easy task. Still according to Goodson (1983), “the school subjects and curriculum should be brought into a closer relationship with the educational needs of children/students and society” (p.vii). As has been discussed in the previous point, 50% of the students are considering continuing their studies in a vocational subject and so the Ministry had to first and foremost work with a number of local institutions in order to make sure that the introduction of these new subjects will be of help towards the needs of students and the community and relevant to the local qualifications.

The Ministry of Education, the Directorate for Quality and Standards in Education argued that work and discussions were held with a number of institutions towards the introduction of vocational subjects in secondary schools. These discussions were very important because institutions had to full-fill certain requests in order to accommodate the introduction of these new vocational subjects.

These are the discussed requests which have been implemented since October 2010;

<ul style="list-style-type: none">• The Malta Qualifications Council together with the Malta Qualifications Framework; are responsible for defining the levels of qualifications and competences within the NQF and for establishing standards related to qualifications within the Framework. Their request was to certify these new vocational subjects on Level 3 on completion of course (SEC Level – Graded 1-5) and Level 2 on partial completion of course (SEC Level – Graded 6-7).
<ul style="list-style-type: none">• The Senate of the University of Malta certified that these vocational subjects will have a SEC certification, and thus will be part of the six subject requirements for the MATSEC course in post-secondary institutions.
<ul style="list-style-type: none">• The MCAST Board certified these vocational subjects as part of the progression path of students to MCAST courses.
<ul style="list-style-type: none">• The ITS Board certified these vocational subjects as part of the progression path of students to ITS courses.

Table 4 - Requests to be implemented by 2010

(Source: DOI press release No 1251, Vocational Education – Reply to MUT’s Statement, 5th July, 2010)

2.4.2 BTEC Hospitality as a Pilot Study

According to the press release of the Ministry of Education (2010), gives a clear overview of where the pilot studies of these new BTEC subjects will be carried out in Maltese schools;

The pilot study for four BTEC subjects is planned to take place over two scholastic years: 2011-12 and 2012-13. The four vocational subject areas are Engineering, Hospitality, IT Practitioner, and Health and Social Care. These are being proposed for piloting in a number of state and non-state schools as from September 2011.

The Ministry also made it clear that the schools chosen for this pilot were visited and assessed to see the readiness of the different schools for the implementation of these subjects. Following favourable results, the decision was

taken to pilot one subject in every secondary school in the state sector which is no longer either a Junior Lyceum or an Area Secondary. The Ministry has also agreed that the non-state sector would pilot the 4 subjects as well, after following an expression of interest in the introduction of the subject and the readiness exercise.

2.4.3 BTEC and the Registration Fee.

It was pointed out that BTEC subjects have a registration fee, (Ministry of Education, 2010). The registration for each subject for the three year certification course amounts to £110, equivalent to €130. The ministry also said that social cases will be exempted from this fee as in the case of SEC examinations.

The registration fee became a strong issue, leading to debates and discussions between the MUT, political parties and the Ministry itself. This issue gave BTEC subjects a controversial introduction in secondary schools. The Labour Party was the one that pointed out that it is unacceptable that students in state secondary schools have to pay registration fee of £110 for each subject. The Labour Party also said that such courses should have been created in Malta with the help of the University, MCAST, ITS and the Malta Qualifications Council (www.maltastar.com, 2012).

The Malta Union of Teachers (MUT) had also accused the government of signing a secret contract with British vocation education agency: BTEC to introduce vocational education into secondary schools, behind the MUT's back. The Education Ministry had later denied the MUT officials' claims and said that talks were to be held with the union on the vocational subjects, the date of their introduction, and any impact on teachers' working conditions (www.maltastar.com, 2012).

2.4.4 Teacher Training

As a preparation for the implementation of the pilot plan in September 2011, the Ministry of Education pointed out that two teachers from each participating school will take part in a 10 day training programme between February and May 2011. The training process mentioned by the Ministry will be divided in two phases:

Phase 1 will include: One week (five day) training in the U.K. The training will also include visits to schools already running the BTEC subject programmes to be piloted in Malta.

Phase 2 will include: A continuation of the training in Malta regarding:
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- | |
|--|
| <ul style="list-style-type: none">• Quality Assurance training;• Subject up skilling; |
|--|

Table 5 - Teacher training phases

(Source: DOI press release No 1251, Vocational Education – Reply to MUT’s Statement, 5th July, 2010)

The Ministry also reassured that the teachers participating in the pilot will be offered the opportunity to read for a Diploma in Vocational Education and Verification, on a voluntary basis during these two years. He also continued by saying that; “Such training is only available to graduate teachers who are responsible for groups of students studying for BTEC courses (in-service rather than pre-service training)” (Ministry of Education, 2010).

2.5 Recent BTEC Results in Malta

Recently, the new Minister of Education, Evarist Bartolo has stated that a document which incorporates thirty-two measures on how to reduce the number of early school leaving students is in the process of consultation. In fact this document promotes the introduction of more vocational subjects in secondary schools. The Minister also said that this should be done in order to attract more students which do not do well in academic subjects.

However, after being interviewed on local news, Dr. Evarist Bartolo stated that “The difficulty is not the way students will learn about the subject but who will teach it to students when they are introduced in all secondary schools” (TVM, News Bulletin, 5th April, 2013, 20:00pm). This meant that the problem would increase, when trying to find suitable teachers, who are ready and willing to start teaching BTEC subjects on a national scale.

2.6 Conclusion

BTEC subjects have to pass through the stages Layton, Goodson and other researcher have so much argued upon, in order to establish a place in the school curriculum. The Education Directorate together with other educational entities are working hard upon this to ensure the best possible introduction to BTEC subjects.

Now that many studies and theories have been discussed, the researcher will analyse and compare the results gathered from the study with the findings included in the literature, in the coming chapters.

3. Methodology

3.1 Introduction

The following chapter will give a more detailed overview of the different sections of this research. This chapter will explain the aims and objectives of the study, research questions, the background of the study and the research methods that was used. It will also explain the data collection methods and the data analysis of the study.

3.1.1 Aims

The following are the aims of the study:

- i. Compare the emergence of a new BTEC subject, 'Hospitality' in Maltese state and non-state secondary schools, with HE.
- ii. Identify the factors involved in the introduction of a new subject in schools, through gathering knowledge, information and personal opinions from teacher's teaching Hospitality and HE.
- iii. Look at the student's opinions and experience, towards their chosen option subject BTEC Hospitality.

3.1.2 Objectives

The main objective of this research is to investigate the experience of teachers and students whom are introduced to the new BTEC subject Hospitality in secondary schools.

This study will also have other objectives;

- i. To provide knowledge towards the introduction of vocational subjects in Maltese state and non-state secondary schools.
- ii. To compare a related subject, HE to BTEC Hospitality, in order to find out the relation and difference in these subjects.

- iii. To obtain opinions towards the new introduced subject Hospitality from students and teachers whom are piloting this subject in three different Maltese secondary schools.

3.1.3 The Research Question

In the first 'thinking stages' this research revolved around many different aspects of subject emergence in secondary schools. Still the main research question focused on the different experiences of students and teachers, involved in the subjects of BTEC Hospitality and HE. Due to the fact that BTEC Hospitality is still being piloted as a subject in schools, sub questions had to be created, in order to help develop suitable questions for the questionnaires and interviews.

Main Research Question:

- What are the factors which will influence the experience of teachers and students taking up BTEC Hospitality for the first time in Maltese secondary state and non state schools?

Sub Questions:

- What type of subject relation is there between the new introduced subject BTEC Hospitality and HE?
- What stages are to be followed in the introduction of a new subject in secondary schools?
- What are the opinions of students and teachers regarding the new subject BTEC Hospitality?
- What are the factors and issues encountered in schools during subject emergence?
- Will there be a conflict of interest between already established subjects, such as HE and the new BTEC subject Hospitality?

3.2 Process of Methodology for Data Collection and Analysis

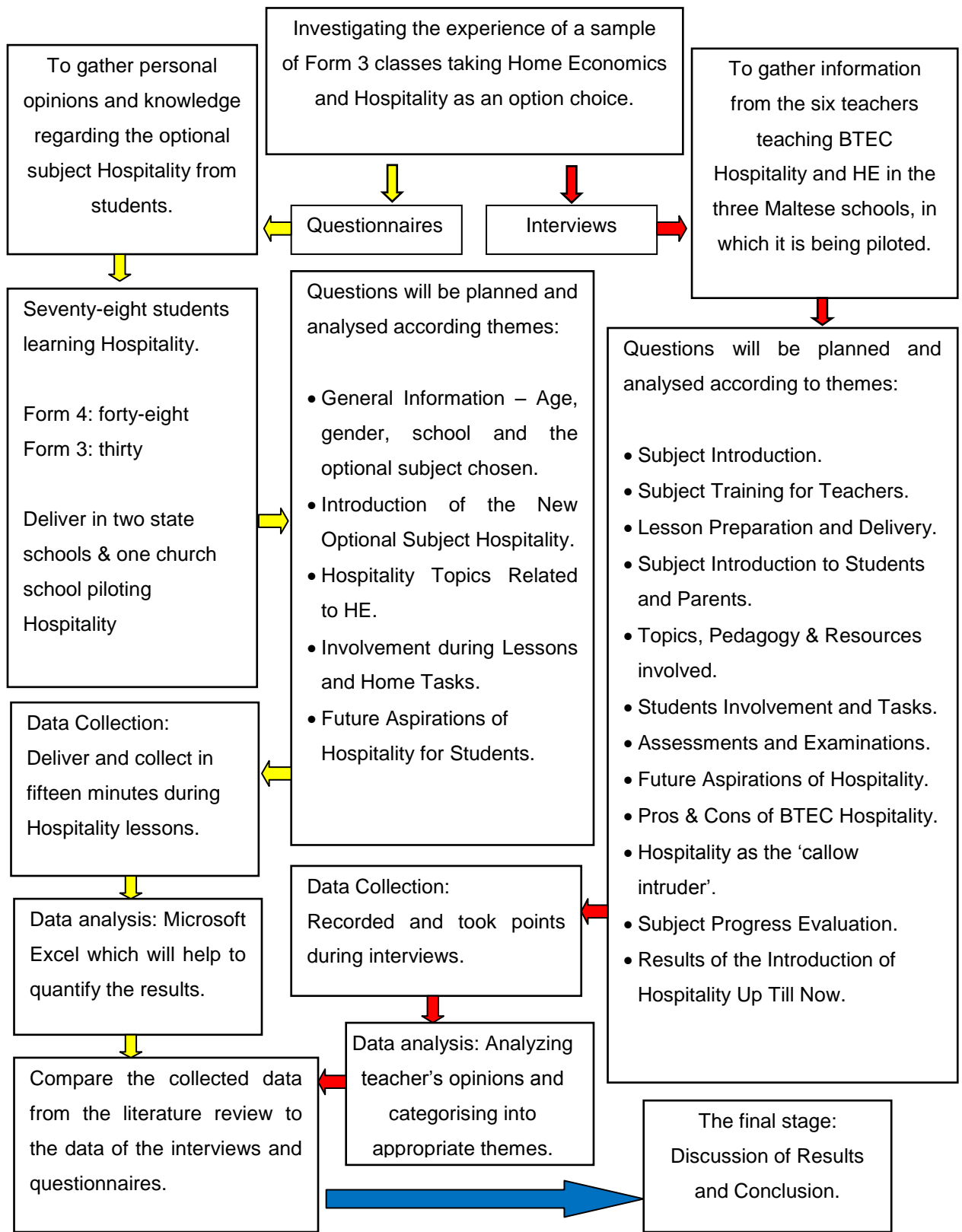


Figure 1 - Process of Methodology for Data Collection and Analysis

The researcher decided to write the process of data collection and analysis in a flow chart. The flow chart demonstrates that after having decided upon the topic for the research, the final data was collected through;

- i. Distributing seventy eight questionnaires to Form 3 and Form 4 students studying Hospitality as one of their option subjects. The study focuses on a Form 3 class, but since the subject is still being piloted, the researcher decided to distribute questionnaire to both classes, to have a better result. One also needs to point out that questionnaires have been distributed to all three schools which are piloting Hospitality. The questionnaires were handed to the teachers as hard copies. Teachers then delivered the questionnaires to their students during lessons and collected after fifteen minutes.
- ii. The interviews were conducted with all the six teachers teaching Hospitality. Five of the teachers interviewed also teach HE so it was easy to combine questions regarding both subjects together. The other teacher teaches Design and Technology. The researcher was informed prior to the interviews, that Hospitality is taught by two teachers in each school and that they co-teach the same class. This enabled the researcher to carry out interviews with both teachers present. Thus, three interviews with teachers who teach Hospitality and HE were held. The questions were kept equally in all the interviews. They were based on open-ended questions, to gather more detailed information.

3.2.1 Data Collection

The data collected from interviews was electronically recorded. This was done in order to use quotes and references during the discussion of results. Since most of the questions provided similar answers different quotes from teachers were used to give more depth to the discussion.

On the other hand the data collected from the distribution of the questionnaires was inputted using Microsoft Excel. This program was used because of the small quantity of questionnaires delivered. Also Excel will help to produce graphs and charts which will help deliver a more clear quantitative result.

3.3 The Research Methods

The next part of this chapter shall identify and justify the chosen methods of research for this study. The researcher used a mixed approach in this study. Interviews and questionnaires were necessary in order to reach the main aim of the study.

3.3.1 Quantitative and Qualitative Methods

Hughes (2006), argued that, in recent years there has been an extensive debate regarding the similar qualities of quantitative and qualitative strategies for research.

Many researchers have different views about using such research methods together, some think that “the two strategies are entirely separate and based on alternative views of the world, and then there are those who are happy to mix these strategies within their research projects” (Hughes, 2006, par.1). A clear example is given by Bryman, 1988 (as cited by Hughes, 2006) where he urged the researcher to use both methods together, “the best of both worlds approach” (par.1). Bryman (1988) clearly suggested that “qualitative and quantitative approaches should be combined” (Hughes, 2006, par.1)

Using both research methods in this study provided better results. According to Best and Khan, 1989 (as cited by Hughes, 2006), using both types of research methods can increase the validity of the research. The questionnaires used in this study included both closed and open-ended questions. The open ended questions required the students to show their ideas, knowledge, feelings, opinions or attitudes towards a particular question. The closed-ended questions required answers to be ticked from a possible set of answers and later quantified after collection for the data collection process.

A qualitative interview is a research tool where a good interviewer must prepare questions prior the actual interview date. The information is later collected and analyzed, to create a full report of results. Apart from just providing interview skills, interviewing is a philosophy of learning where the interviewer takes the role of a student and then tries to get people to explain their experiences in their own feelings, ideas and terms. Thus the results are extracted from each interviewee, with the intention of revealing the knowledge of a particular subject. "The qualitative researcher's philosophy determines what is important, what is ethical, and the completeness and accuracy of the results" (Rubin & Rubin, 1995, p.2, as cited by Hughes, 2012).

The qualitative interviews used in this research were conducted having both teachers teaching the subject of Hospitality, together in the same room. This had to be done because both teach the subject together at the same time. A structured interview was used with clear aims for each question and all questions were open-ended in order to obtain more detailed information. According to (Alasuutari, 1998, p. 145), in an interview, one always needs, to establish rapport and trust and this is because during an interview, the interviewee may decide to change their interpretation.

Triangulation was possible by the use of the questionnaires, interviews and research. Triangulation is a process where one verifies and checks for the truth, (Sevigny, 1978 and Wolcott, 1988). Thus one can comment and say that it increases validity by using three different research methods, such as like in this study; the questionnaires, the interviews and the literature research.

Sevigny, (1978, par.16) discusses that a combination of all three research methods, called 'triangulation', creates a "sociological process of viewing a situation from all three perspectives", thus creating a more valid result. Wolcott, (1988, par.16) also suggests that triangulated techniques are helpful "for cross-checking or for ferreting out varying perspectives on complex issues and events" (p. 192). That is, it will even be more helpful to compare and analyse results of all three research methods.

3.3.2 Quantitative Research

“Quantitative research consists of those studies in which the data concerned can be analysed in terms of numbers ... Quantitative research is based more directly on its original plans and its results are more readily analysed and interpreted. This type of research has much more validity and when used with a qualitative research method is much more useful. It is possible for a single investigation to use both methods” (Best and Khan, 1989: 89-90).

Prior to discussing the questionnaire one needs to discuss the strengths and limitations of using this research method in this study.

Strengths and limitations:

According to Burns (2000), using the questionnaire as a research method will bring along these strengths and limitations;

Strengths:

- Precision – more accurate results through the use of quantitative and trustworthy measurements.
- Control – in the design of questionnaire and questions and also the questionnaire could be sampled prior the use.
- Statistical techniques – are used which will allow a more refined analyses.

Limitations:

- It is difficult to exclude or organize all the variables, such will be the case when it comes to answer questions where one needs to tick more than one answer.
- Tends to leave out the concept of freedom, choice and proper responsibility if it is not designed or structured appropriately.
- “Quantification can become an end in itself” (p.9-10), that is the study will provide a more valid and final result.
- “It fails to take account of people's unique ability to interpret their experiences, construct their own meanings and act on them” (p.9-10). This is why including interviews as a qualitative research

method will provide a more valid research to this study. This is because the open ended questions which will be used can provide vaster knowledge of the experiences of the new subject being taught.

The Questionnaire in this study:

A questionnaire is a research instrument which has the purpose to gather information from the people taking part. The advantages of using a questionnaire over some other types of research methods is that they are cheap, they do not require a lot of effort like when using verbal or telephone surveys, and often have uniform answers that make it simple to gather data. Still some types of questionnaires, if they are not structured properly, can provide difficulty to some participants because respondents must be able to read and understand the questions before they respond to them. Thus, when constructing a questionnaire one needs to keep in mind the participants who will be invited to complete the questionnaire, in order to make it suitable for them to understand.

The questionnaires created for this study were made suitable for the type of respondents which will be invited to answers the questionnaires. Here are some points used to create a questionnaire which is suitable for this study:

- i. The use of sectioned questions according to their themes.
- ii. The use of different types of questions, in order to create a more user friendly approach with students:
 - Tick answer from a possible set of answers.
 - Open ended question, where one can give their own opinion.
- iii. Provided a clear introduction, to what the study will be about.
- iv. The use of easy vocabulary in order to make it suitable for students with different abilities to understand.
- v. Questions are to be kept to a minimum in order to make it less tedious for the students.

- vi. They were delivered during their Hospitality lesson in order to demonstrate to the students that their optional subject is being recognized by other members of the Education sector.
- vii. Prior to formulating the final questionnaire, a draft questionnaire was devised. It was also arranged and discussed with the tutor of this dissertation and also discussed with one of the teachers teaching Hospitality in schools.
- viii. After the sample was approved, a consent form was filed in order to be able to distribute these questionnaires in schools and have the access of having the students as participants.

3.3.3 Qualitative Research

“The qualitative research interview seeks to describe and give meanings of central themes in the life world of the subjects being studied. The main task in interviewing is to understand the meaning of what the interviewees say” (Kvale, 1996, p.21).

A qualitative approach provides a deeper knowledge of a particular subject because it provides facts and ideas from a person who already has the experience. According to McNamara (1999), interviews are mostly useful when one needs to get the story ‘behind a participant’s experiences’. McNamara also points out that an interviewer can ask for more ‘in-depth information’ around the topic in order to make sure to gather more reliable and valid results.

The Interviews:

After having chosen a qualitative research method one needs to choose the suitable type of interview method for his research. There are a number of different types of interview methods but for this research, a mix between a ‘General interview guide approach’ and a ‘Standardized open ended interview’ were chosen.

According to McNamara (2009), as cited by Turner (2010, par.5, p.755) the general interview guide approach is planned to certify that the same general information the interviewer is seeking is collected equally from each interviewee.

This is the case in the interviews conducted in this study because the same information needs to be collected in some types of the questions due to the fact that the interviews revolve around the experience of the new subject Hospitality in secondary schools. On the other hand the 'standardized open ended approach' will be used in those questions where the teachers interview will elaborate on the different approaches a school had to take in order to prepare for the subject's introduction in their school. The standardized open-ended interview is a normal structured interview, where a number of questions with clear aims were written for each. The same questions will be asked to all teachers but they will be given their time to elaborate on their answers. This is in line with what (Gall, Gall, & Borg, 2003 as cited by Turner, 2010) stated, "Participants are always asked identical questions, but the questions are worded so that responses are open-ended" (par.7, p.756).

The interviews in this study comprised of a series of thirty-six open-ended questions. The questions were grouped to clear aims set, before drafting the interviews. An appointment was set with teachers after having the approval from the school's Head. The interviews were recorded with both teachers together since they co-teach the subject.

3.4 The Sample of Questions and Questionnaire

In order to provide the best suitable questions for the interview and for the questionnaires a sample for both research methods was prepared prior to the implementation. Important factors to keep in mind were the aims and objectives which need to be reached through the use of these research methods and the type of audience that will be participating in helping obtain the results. They were then divided into different themes, to be structured and easy for the interviewee or questionnaire participant to follow.

As BTEC Hospitality in Malta is still at a 'pilot stage' the number of participants had to be students who are currently studying this subject. Although the study is to compare the experience of a Form 3 class studying Hospitality, it was planned

to distribute the questionnaire to Form 4 students who are also currently in their second year studying Hospitality. Thus Form 4 students participating in the questionnaire might provide further answers as they were the first cohort of students to be introduced to Hospitality.

3.5 Data Analysis

After the interviews and questionnaires were collected, the data was gathered to present results. For questionnaires Microsoft Excel was used and then graphs, pie charts as well as tables were created for each question, to discuss the findings.

The interviews were recorded on an electronic device and then Microsoft Word was used to discuss and present the results by using direct quotes from the teachers. The questions for both research methods were then divided into the themes mentioned in Figure 1 of this chapter to make them easier to discuss.

3.6 Ethical Issues

Before conducting the questionnaires with students, permission from the Education Directorate was sought. In addition permission from the respective Head of Schools and parents of students taking part, were needed to carry out the actual questionnaires. Teachers were given a copy of the questionnaire in order to have an idea of what questions the students will be answering.

The interviews and questionnaires conducted did not ask for any personal information from the participant, except for the age, gender and name of the school, which were only used for statistical data. School names were also labelled 'A', 'B', and 'C'.

3.7 Conclusion

This chapter focused on the details of the research methods involved in this study. It also involved the research methods description of the process of data

collection and analysis. The next chapter will discuss the quantified questionnaires and the final results accumulated during the interviews.

4. Analysis of Data

4.1 Introduction

This chapter will provide an analysis of the methodologies implemented. Interviews and questionnaires were conducted with teachers and students, currently taking part in the pilot study of the introduction of BTEC Hospitality. A total of three interviews with six teachers accepted to have the interview, after contacting them by phone or using a social network site. Each interview was conducted simultaneously with two teachers of HE and BTEC. Sixty-nine students, Form 3 and Form 4 studying Hospitality filled in the questionnaires. Both tools were analysed and results are presented in this chapter.

4.2 Logistics of Interviews and Questionnaires

This study investigates the experience of a sample of Form 3 classes taking HE and Hospitality as an option choice. Nearly all teachers participating in this research teach HE and BTEC Hospitality, with the exception of one teacher, who teaches Food and Textiles in the subject, Design and Technology. All students participating have both subjects as options, but since students chose their option subjects during Form 2, some students might not have HE as one of their option subjects.

Before one starts analysing, it is important to remember the following;

- i. BTEC Hospitality is a new subject being piloted in only three secondary schools, since October 2011. It is a new emerging vocational subject.
- ii. HE is an established subject in many secondary schools. This subject has gained importance in the Maltese schools because it “focuses on the development, use and management of individual, family and community resources” (HEiA, 2012) (www.heiamalta.wix.com).
- iii. HE and Hospitality might have related units or topics. This may lead to creating a strong bond between the subjects.

- iv. HE teachers have been well trained in their subject. Since HE is being related to Hospitality, HE teachers have been chosen to be the ones to teach Hospitality. However not enough training is given to teachers about Hospitality.
- v. In order to produce more reliable results the participation of Form 4 students studying Hospitality and HE as optional subjects was involved. Form 4 students are the first cohort of students who were introduced to BTEC Hospitality and they will also be the first students to finish a BTEC Hospitality course at a secondary school level.

4.2.1 Interview and Questionnaire Participation

The following tables describe the participants who took part in the implementation of the interviews and questionnaires.

School A

- Two teachers, both teaching HE and Hospitality
- Interview time one hour fifteen minutes (thirty-six questions)
- Both teachers were present at the same time during the interview.
- Both teachers took turns to answer question and to discuss certain points.
- Twenty-four students studying BTEC Hospitality – 16 students Form 4
– 8 students Form 3
- 22 out of 24 students answered the questionnaires
- Girls school following a pilot study in BTEC Hospitality

Table 6 - Interview and Questionnaire Participation of School A

School B

- Two teachers, teaching HE and Hospitality
- Interview time one hour (thirty-six questions)
- Both teachers were present at the same time during the interview.
- Both teachers took turns to answer question and to discuss certain points.
- Twenty-seven students studying BTEC Hospitality – 16 students Form 4
– 11 students Form 3
- 22 out of 27 students answered the questionnaires.

Table 7 - Interview and Questionnaire Participants of School B

School C

- Two teachers, both teaching HE and Hospitality
- Interview time one hour fifteen minutes (thirty-six questions)
- Both teachers were present at the same time during the interview.
- Both teachers took turns to answer question and to discuss certain points.
- Twenty-seven students studying BTEC Hospitality – 16 students Form 4
– 11 students Form 3
- 25 out of 27 students answered the questionnaires

Table 8 - Interview and Questionnaire Participation of School C

4.3 Questionnaires

4.3.1 General Information – Age, gender, school and option subject chosen

Since all schools taking part in this research are still piloting the subject Hospitality, only seventy-eight questionnaires were delivered. However, sixty-nine were collected for this analysis. The age difference ranged between thirteen and sixteen year olds. The highest percentage (39%) were students of fourteen years of age. The least (3%) were sixteen year olds. Gender of the students

taking part is mostly boys (68%) because Hospitality is piloted in three schools and two of these are boy's schools. The majority of the students have Hospitality as their chosen subject, however HE was the second most chosen subject (26%) with Hospitality (53%).

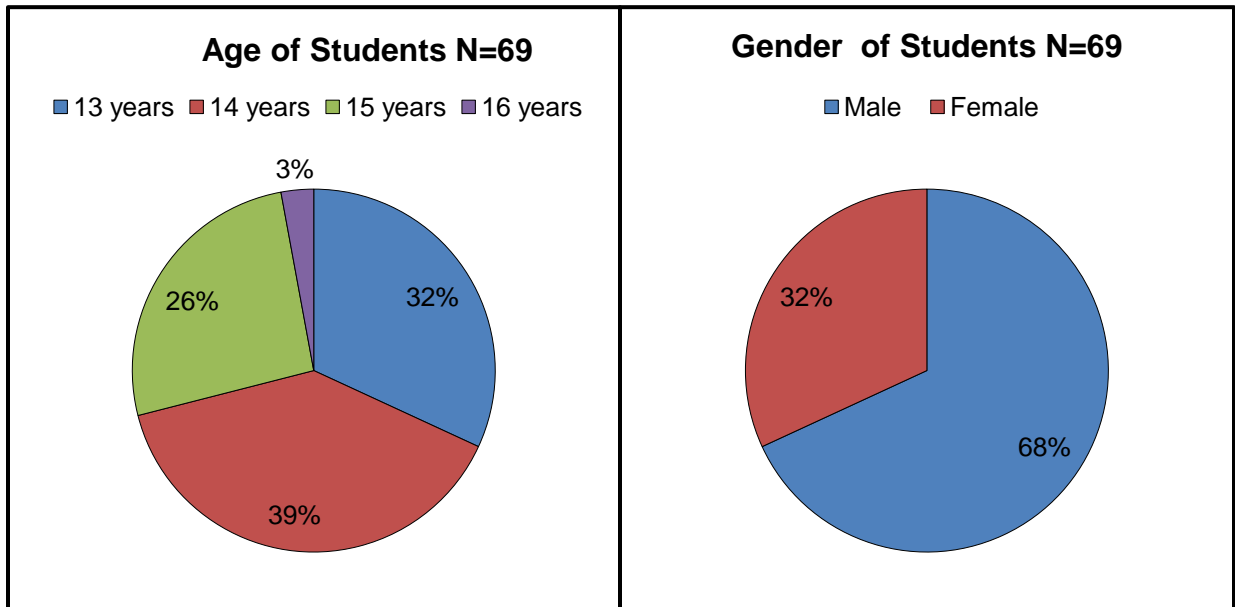


Figure 2 - Age of Students and Gender

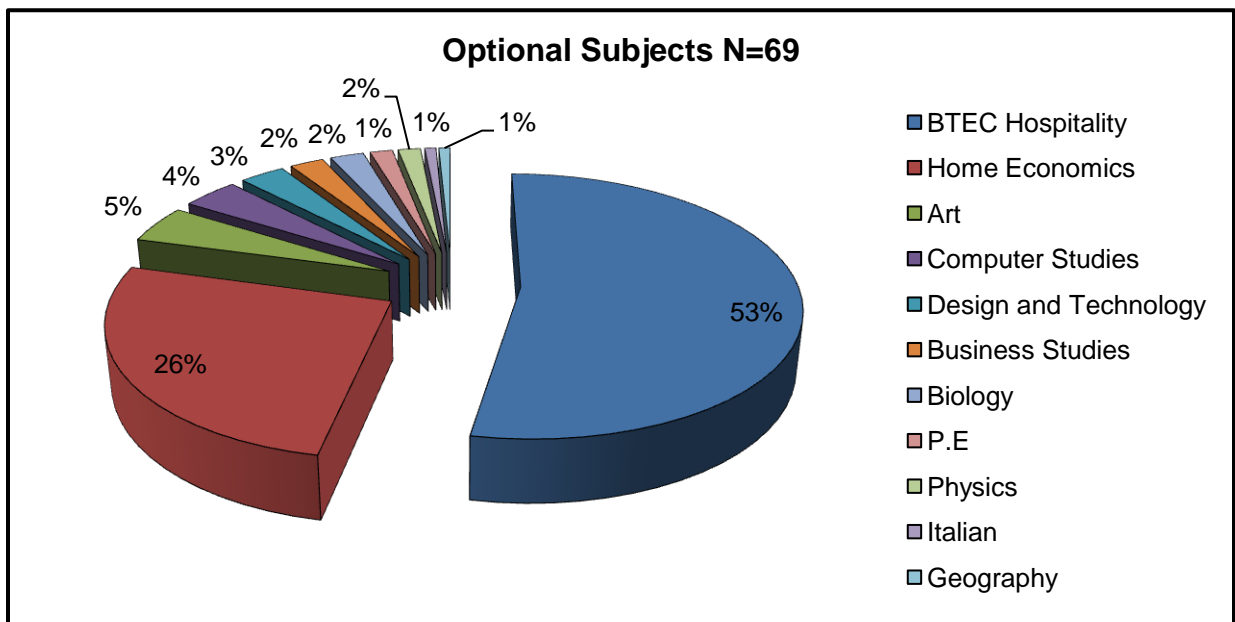


Figure 3 - The option subjects chosen by the students

4.3.2 Introduction of Hospitality.

Students were asked to tick at least three choices to describe how Hospitality was introduced to them. The majority (42%), from all three schools stated, they were informed during school meetings regarding option subjects. Subject teachers were the second most chosen choice (28%). Leaflets were also effective (17%). However, the internet did not play an important role in the introduction of Hospitality, even though it is a popular research tool amongst students. Parents, school friends and meetings held by the Education Directorates also influenced the introduction of Hospitality to students.

In order to obtain a clearer view on the introduction of subjects to students, respondents were asked a 'yes' or 'no' question on whether they have been well informed on other optional subjects available. The response was positive.

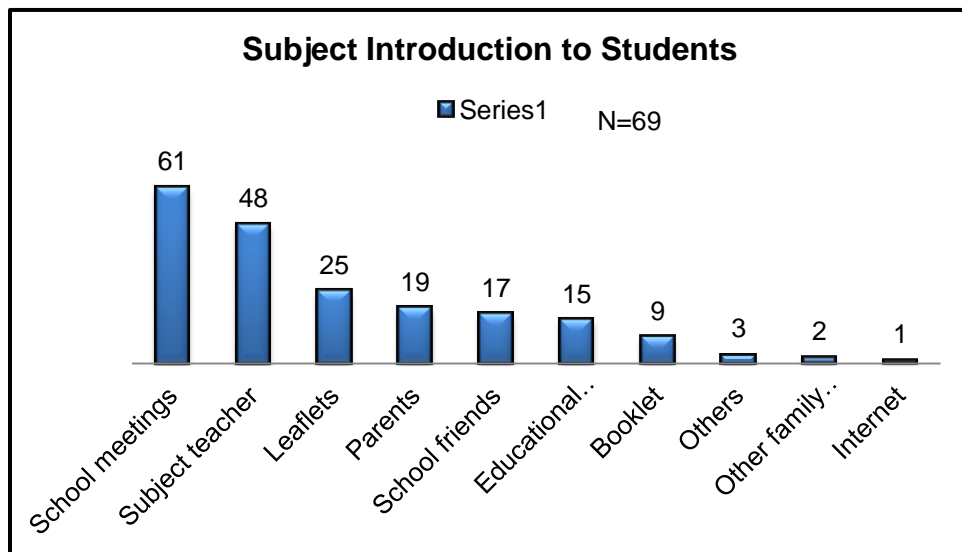


Figure 4 - How were you informed about the introduction of Hospitality?

The follow up question looked into how students were informed about other option subjects. School meetings were the most effective (42%) followed by subject teachers (36%). Also guidance teachers in School 'B' and 'C' had an important role in introducing option subjects. However, this was not the case in School 'A', where the majority did not opt for this choice. External factors such as, parents and school friends also influenced the introduction of option subjects.

As regards to leaflets, booklets, internet websites and seminars, they were very minimal. It was clear, that all of the students received all the necessary information.

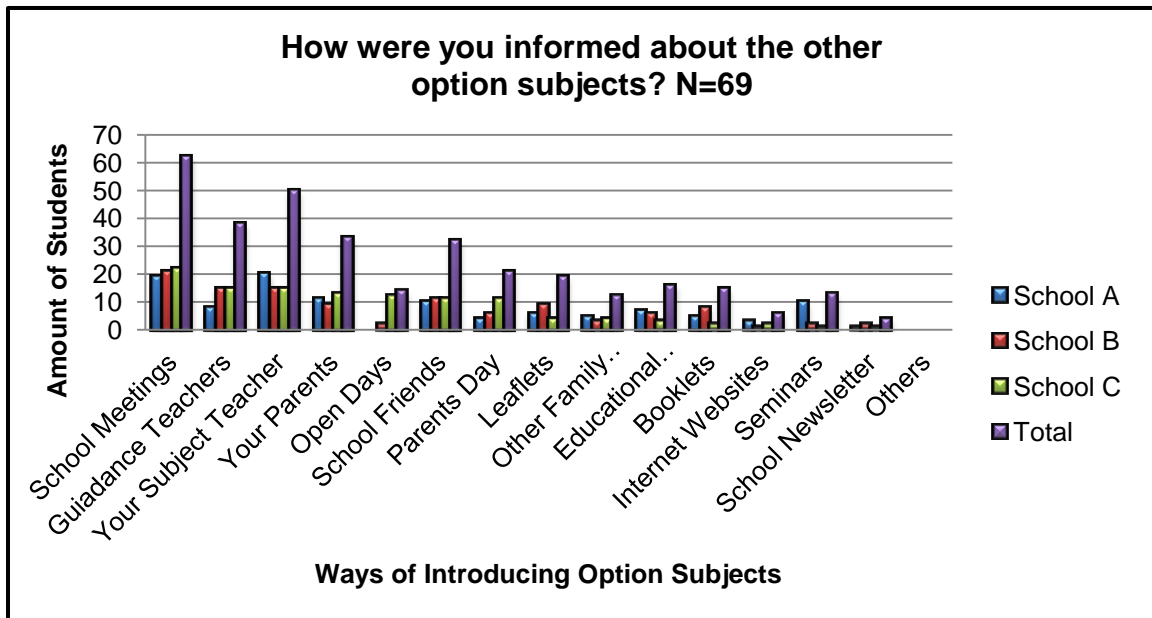


Figure 5 - If yes, how were you informed about the optional subjects?

Regarding if students agree with examinations, most of the students (78%) said 'no'. In the follow up question (Qs.11) they expressed their opinion. They stated that the subject should not have examinations because the assignments done in class require a lot of effort. Other students stated that an examination should be added in order to test student's knowledge or to serve as a second chance for students who fail in assignments. Students also said that Hospitality tests the ability and skills of the students and not their memory.

Nearly half of the participants from School 'A', a non-state secondary girl's school, stated that they chose Hospitality because it does not involve an examination (2%). This was not the case in the other boy's secondary schools because only five out of forty-seven students stated 'yes'. These students discussed that the subject is difficult and to cope with an examination would be stressful. Thus they prefer assignments because they can work in class or at home, in the leisure of their own time. Students also discussed that all subjects should be like Hospitality because it involves a more hands-on experiences.

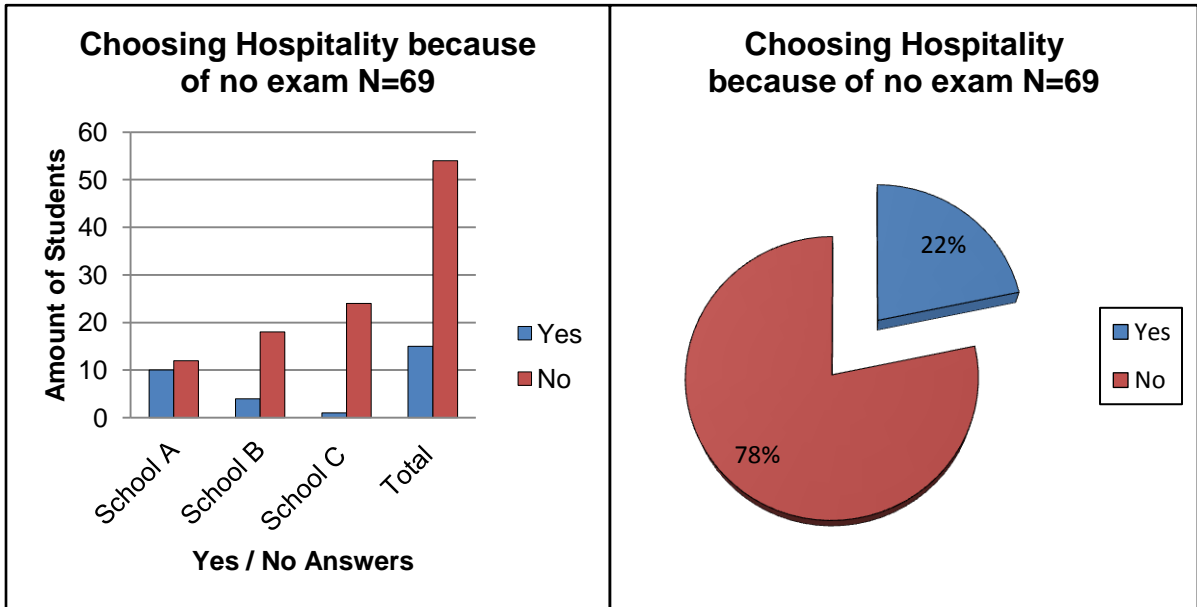


Figure 6 - Did you choose Hospitality because it does not include an exam in your final year?

4.3.3 Hospitality Topics Related to HE.

The majority of the students (88%) know about HE (Figure 7). Each respondent was also asked to answer the next questions, (Qs. 13 and Qs. 14) according to their answer.

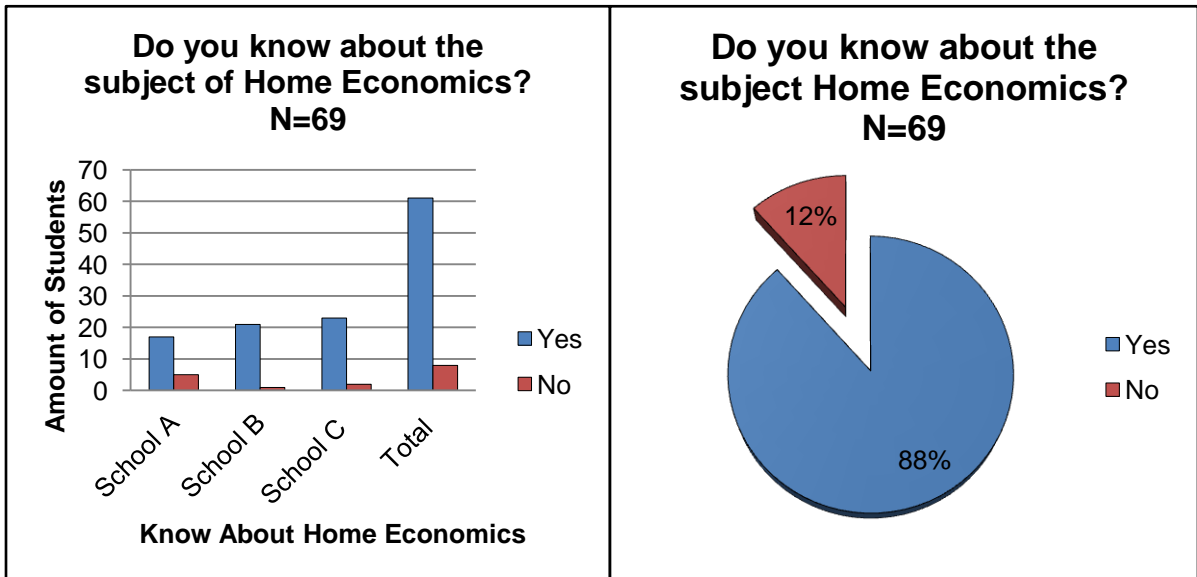


Figure 7 - Did you know about the subject Home Economics?

With reference to (Figure 7) only (88%) answered the follow up question. Question thirteen had to be answered by those students who ticked 'yes' in the previous question. Nutrients and health were two topics which were mostly associated to HE (13%). Twelve percent associated cooking with HE, however the topic of recipe engineering was not a very popular choice (7%), even though it is related to cooking and nutrition. Also a large percentage (10%) associated all topics to HE. However the least chosen topics were those which related to finance; consumer rights (2%) and budgeting (2%). This could be because students do not associate HE to financial topics.

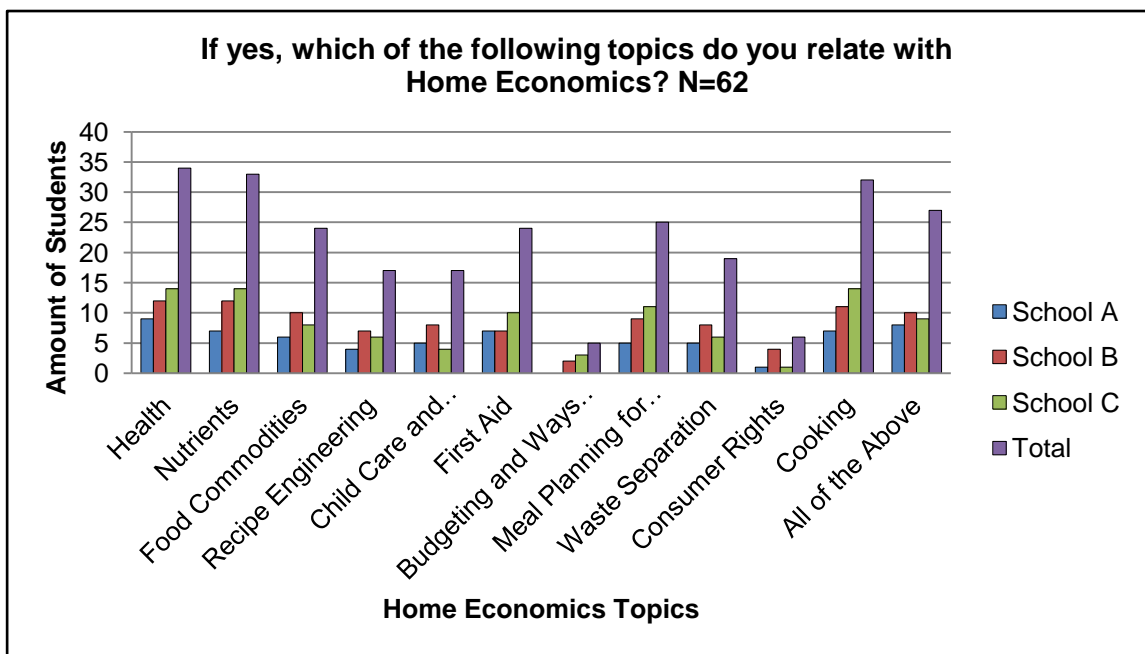


Figure 8 - If yes, which of the following topics do you relate with Home Economics?

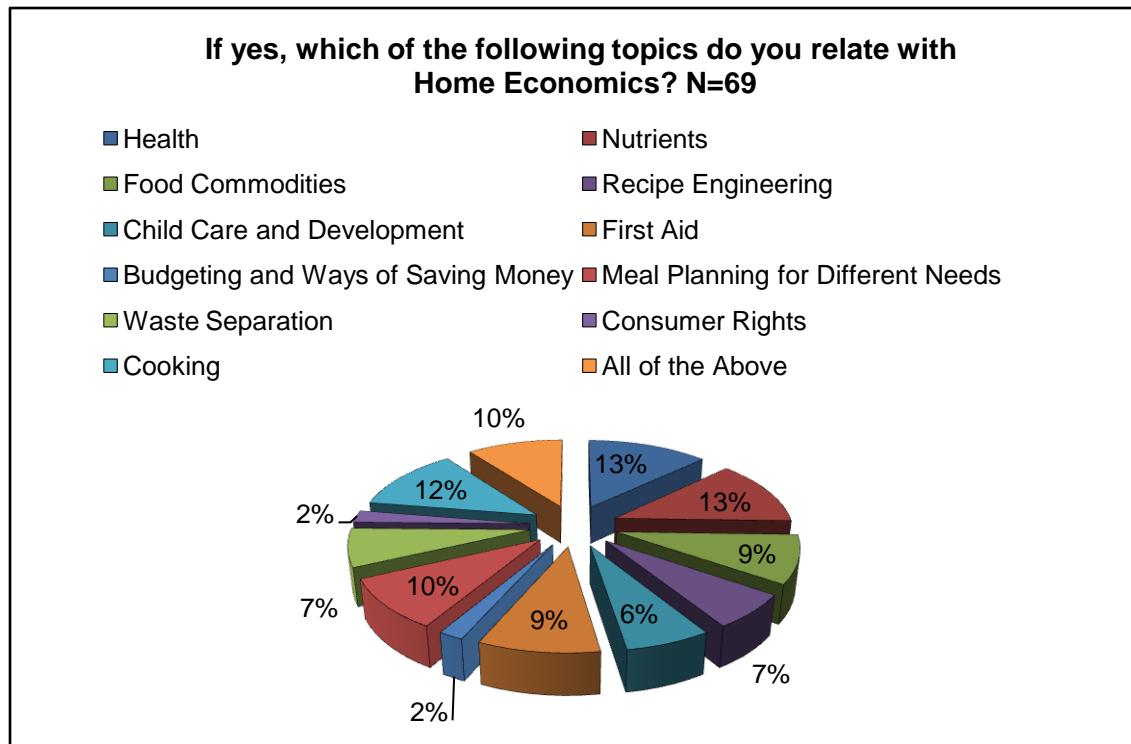


Figure 9 - If yes, which of the following topics do you relate with Home Economics?

Question fourteen a follow up question to question twelve was answered by all students. It was interesting to note that students related some Hospitality units to HE. Those who stated 'no' to question twelve, related three units to HE; Healthier Foods and Special Diets (H.F.S.D), Prepare, Cook and Finish Foods (P.C.F.F) (7-8 students) and Service of Food at Table (S.F.T) (6-8 students).

Then again there was a huge difference for those who answered 'yes' to question twelve. P.C.F.F was the most chosen choice, as a unit related to HE (33%), more than half of the participants. In (Figure 11) one can also note that units like (H.F.S.D) and (S.F.T) were also chosen in large amounts, as it was the case in the previous Figure (4.12). The only difference was that a minimum number of students related all the units to HE topics (2%).

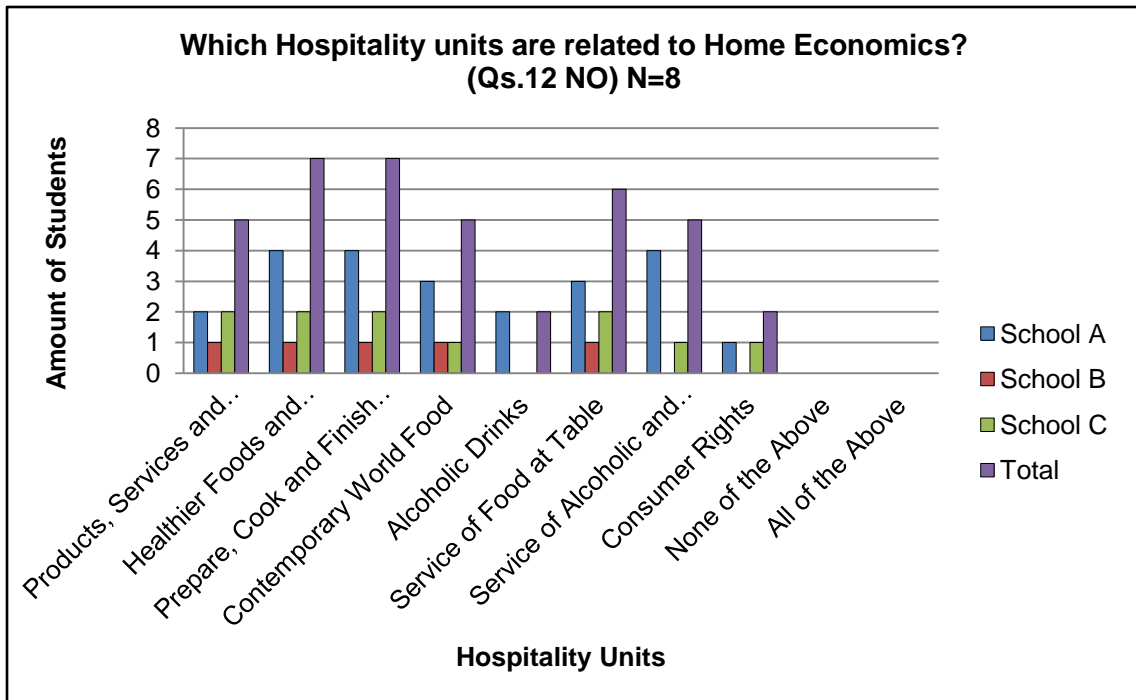


Figure 10 - Which Hospitality units are related to Home Economics? (Qs. 12 No)

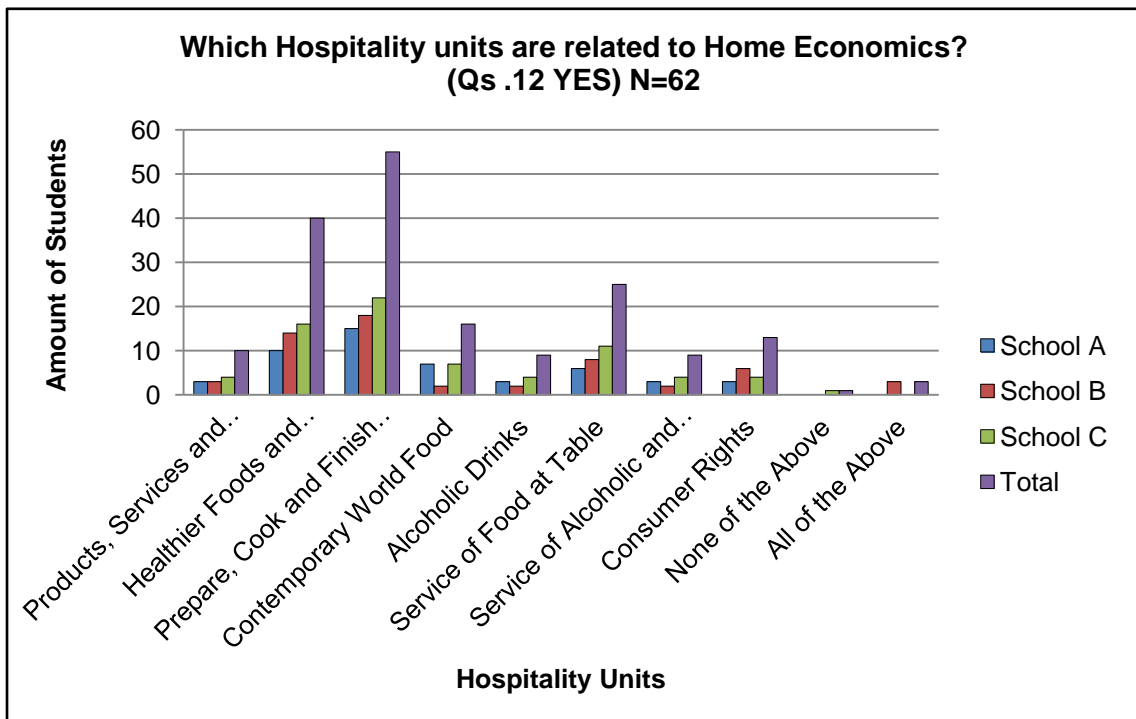


Figure 11 - Which Hospitality units are related to Home Economics? (Qs.12 YES)

Students were also asked about, whether they are enjoying Hospitality lessons. There was a positive response (93%) as for the other (7%) said no. Some students also decided to write 'not always' next to the choice available. This also affected the final result.

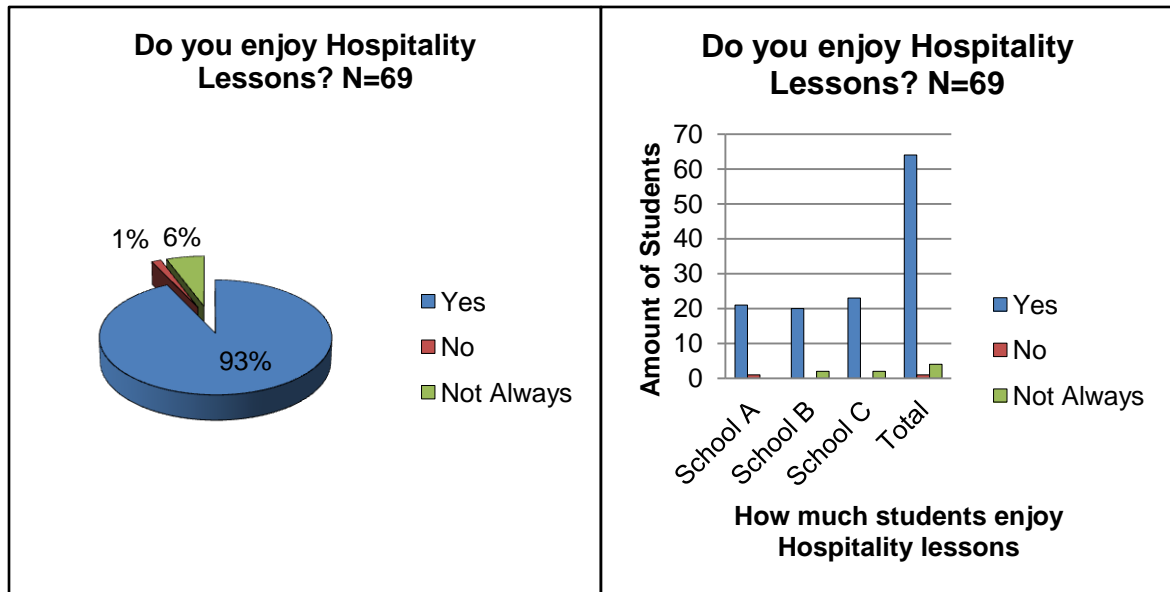


Figure 12 - Do you enjoy Hospitality Lessons?

Those who answered the appropriate stated that lessons are enjoyable. Others stated, they love the subject because it relates to their future career. Some others stated that positive relationship with their teacher helped them to focus more. However, students who gave a negative opinion stated that they find the subject unrelated to their future career and it was boring and difficult.

4.3.4 Involvement during Lessons and Home Tasks

Students were asked about what they like during Hospitality lessons. The majority chose outings (39%) followed by activities (32%), group work (30%) and practicals (27%). Other activities students seemed to enjoy were videos, doing research in class, presentations and also hands-on activities. However students have certain issues with the content being taught because it was the least chosen (18%).

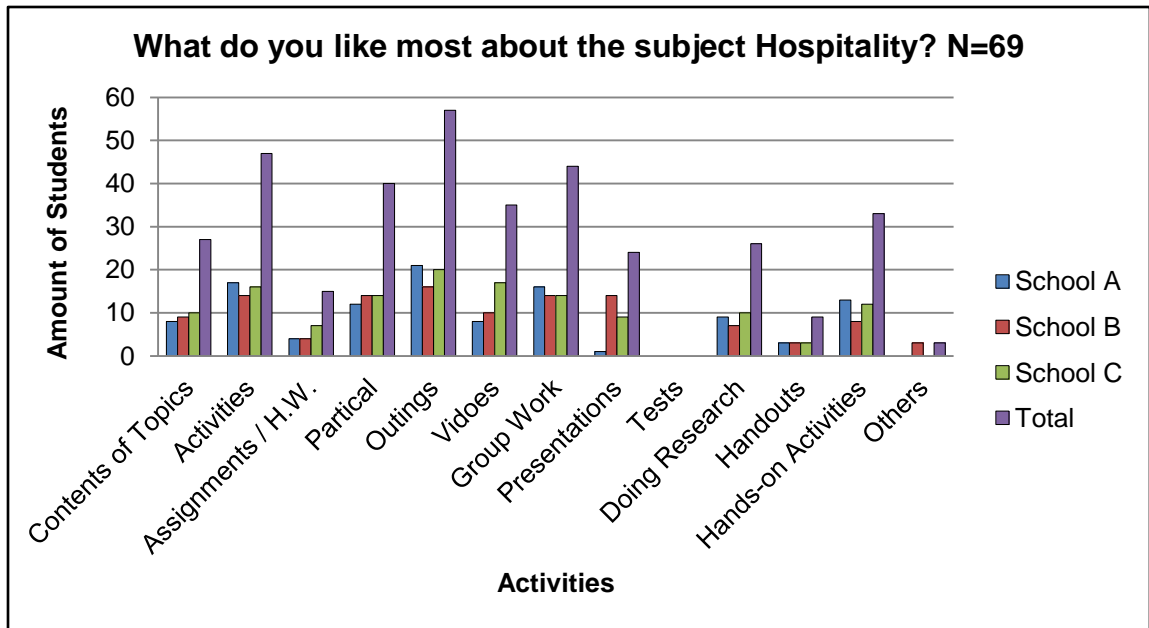


Figure 13 - Up till now, what do you like most about the subject Hospitality?

Students were also asked to choose at six from the provided list of teacher resources used during Hospitality lessons. Most of the students chose explanation and discussion together with videos (10%). More clear result can be seen on the (Table 11) which provides clear statistical information. The least used resources were; quizzes, interactive games, reading from magazines or newspapers and tasting panels (3% - 1%).

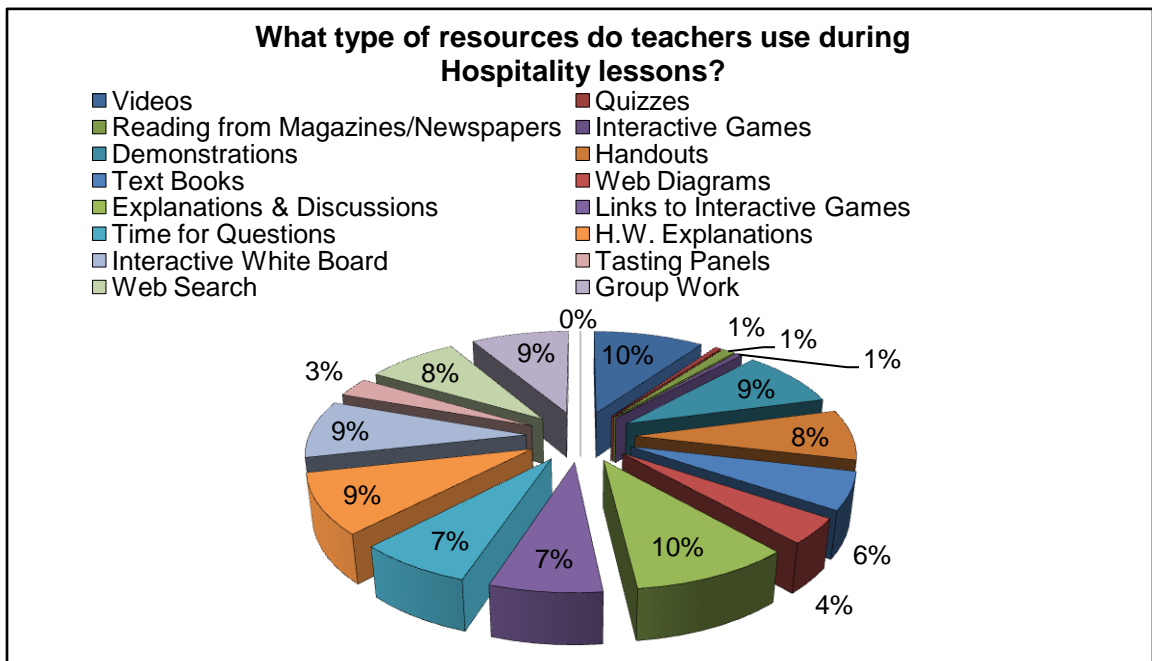


Figure 14 - What type of resources do teachers use during Hospitality lessons?

Teacher Resources and Methodologies during Hospitality Lessons				
	School A	School B	School C	Total
Videos	14	20	18	52
Quizzes	0	2	1	3
Reading from Magazines/Newspapers	2	2	2	6
Interactive Games	3	0	0	3
Demonstrations	7	20	21	48
Handouts	16	5	21	42
Text Books	9	11	11	31
Web Diagrams	2	10	9	21
Explanations & Discussions	20	16	17	53
Links to Interactive Games	14	13	10	37
Time for Questions	12	12	14	38
H.W. Explanations	19	12	19	50
Interactive White Board	17	16	15	48
Tasting Panels	5	1	10	16
Web Search	12	17	14	43
Group Work	16	15	15	46
Others	0	0	0	0

Table 9 - What type of resources do teachers use during Hospitality lessons?

A slight majority of 52% stated that, the subject does not involve a lot of home work (HW). However, a difference between schools was evident because School 'C' had a more negative result while School 'A' were nearly equal (Figure 15). The situation of School 'B' was different because many of the students had no issue with the amount of HW.

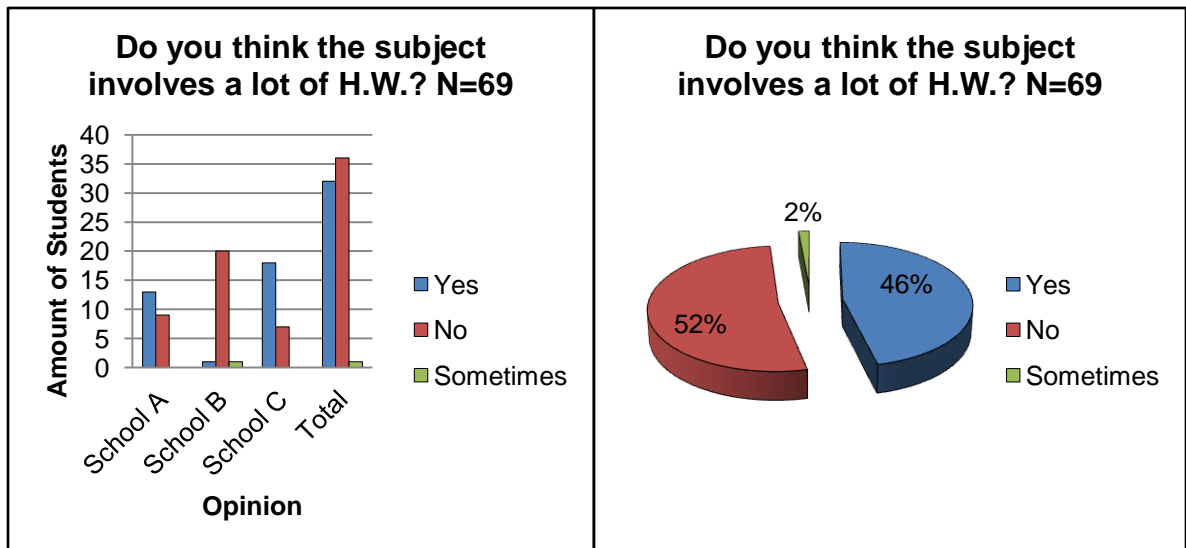


Figure 15 - Do you think the subject involves a lot of HW?

Many issues regarding HW were that, the subject involves a lot of assignments which are difficult and time consuming. Others commented that the subject should have more hands-on activities and practicals.

School 'B' students stated, a lot of the work is done with their teacher during the lesson and so they have less HW. This might be the reason why there was a different approach towards this question. School 'A' and 'C' stated that HW is done using computers and deadlines of different assignments are set to close to each other. Students in School 'A' also stated that an assignment needs to be redone if it is incorrect and this can be time consuming.

When asked about demonstration and practicals, students gave a positive feedback (77%). Practical and demonstration are being held during Hospitality, but students gave different views. Positive comments were they; enjoy them a lot, are a fun experience, can work in groups, prepare, cook and serve a three course meal using different ingredients, help them to create and cook new

recipes and can be very creative. Students also stated that during practicals they get a hands-on opinion by a hotel chef.

Negative comments were; practicals are time consuming and tiring, make them nervous, get confused very easily, do not enjoy cooking and find them expensive.

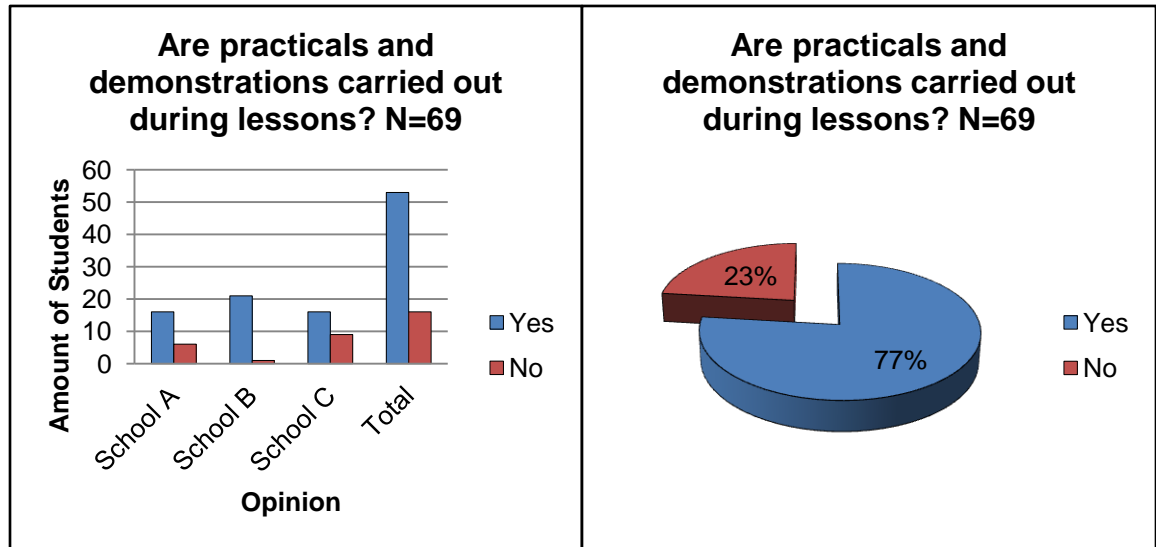


Figure 16 - Are practicals and demonstrations carried out during lessons?

Students who gave a negative answer had to state whether more practicals and demonstrations should be involved. All 23% who gave 'no' gave a positive answer and stated that, practicals need to be added in order to; improve the hand-on experience, understand certain units in the Hospitality syllabus even better, improve knowledge on different foods and recipes and make the topic even more interesting. One particular student stated, *"Listening to the teacher isn't the only way to learn"*.

When asked about whether students find any difficulties during Hospitality lesson (Figures 17) a slight majority (58%) stated, 'no'. The others (42%) which stated yes mostly came from School 'C'. They stated that their difficulties were related to; understanding the topics of Hospitality, having to use I.T. resources which malfunction, limited access to internet websites, difficulty in vocabulary, problems with keeping deadlines and not understanding what they have to do in

their assignments. Other factors such as student interruptions, missing lessons due to being sick, a boring subject and easily get tired, were also mentioned by students from School 'A' and 'B', which have fewer difficulties than School 'C'.

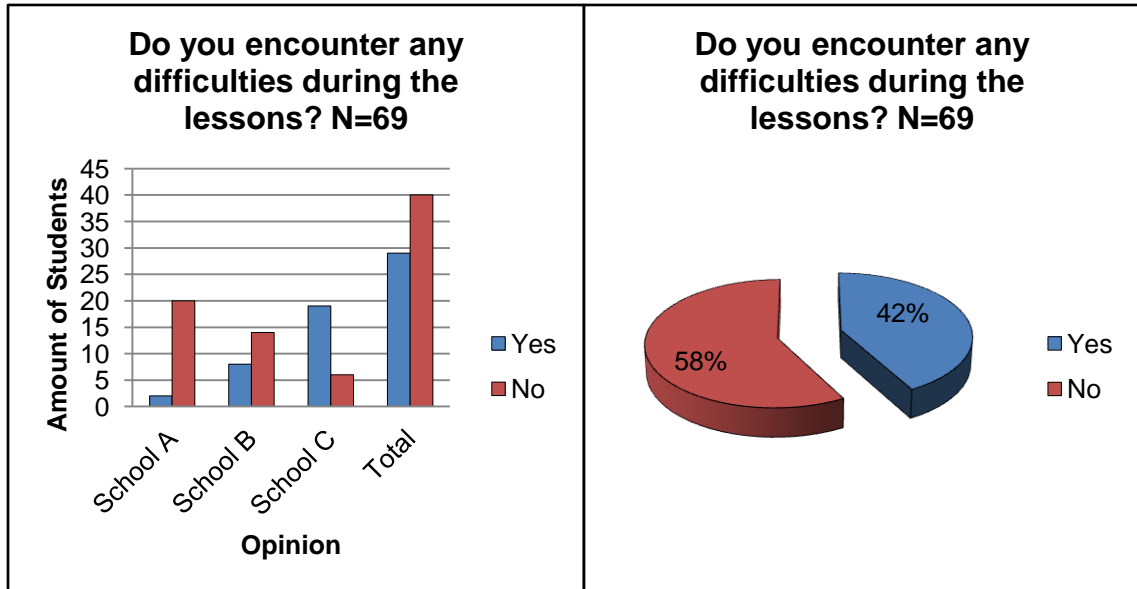


Figure 17 - Do you encounter any difficulties during the lessons of Hospitality?

4.3.5 Future Aspirations of Hospitality for Students

The final questions asked students about their future career. The majority (86%) stated, their future will involve a Hospitality related job or future studies. The majority came from School 'B' and 'C', (Figure 18) which are both boys' secondary schools. On the other hand, a major percentage (14%) which will not continue on a Hospitality career came from School 'A', a girl's secondary school.

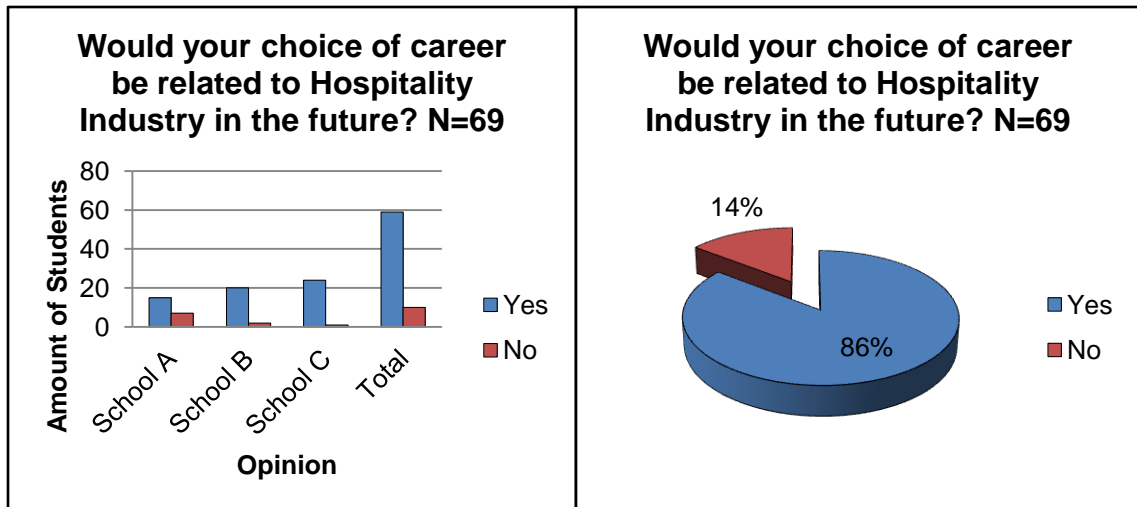


Figure 18 - Would your choice of career be related to Hospitality Industry in the future?

Students were asked to give a reason for their answer. Those who stated 'yes' mentioned, their future career will involve a job in the Hospitality Industry. Jobs, such as, chef, hotel manager, tour guide, fitness instructor and events manager in hotels were the most mentioned type of jobs. They also stated that Hospitality is an industry where one is able to work and meet different people and that the opportunities are many.

Other students discussed the issue of future studies. They said they will continue their studies on Hospitality at a higher level, by applying for courses at MCAST, ITS, Junior College, Higher Secondary and also University. An important point which many stated was, BTEC Hospitality is related to HE and studying both subjects will provide greater opportunities. Students mentioned careers, such as, becoming a BTEC Hospitality and HE teacher, using Hospitality and HE knowledge while working with children in a child care centres and even a nutritionist who has a good background on giving *“quality service and ideas of good nutritional meals, according to the individual’s life style”* (Quote from a student’s questionnaire).

Students, who said 'no' discussed that the subject is no longer to their liking and that they want to pursue different studies and careers. The careers mentioned were; make-up artist, professional snooker player, child minder, IT

technician and personal trainer. As regards to further studies, they stated that they will be taking different courses at MCAST, Higher Secondary, Junior College, University but not at ITS. Still one positive comment that was said was, having BTEC Hospitality or HE as subjects in schools, are good references to their life styles and careers.

4.4 Interviews

4.4.1 Subject Introduction and Training for Teachers

The first six questions have been asked to obtain the following information:

- A description of BTEC.
- The introduction of BTEC to teachers.
- Teacher training in the UK and the help it provided, to create Lesson Plans.
- Training in Malta.
- The role of the Education Directorate in the introduction of new BTEC subjects.

Table 10 - Sub themes of first six questions of the interview

A Description of BTEC

All teachers gave a brief description of BTEC. The following table shows the teachers comments;

<p>School A: <i>“BTEC is an international qualification run by EDEXCEL, which is a UK company. BTEC is adopted in eighty countries around the world. Malta is in its second year running of such a course. The school was approached by the Education Department, together with two other schools, to pilot Hospitality. This decision was carried out by an audit to see which schools are suitable to take up such a course. Schools were also checked to see if they have suitable resources and staff who want to teach the subject”.</i></p>
<p>School B: <i>“BTEC is a new subject which involves having sixteen students studying the subject for three years. There is only one class per year, FORM 3, 4, 5. It is a vocational subject which leads students to further their studies at ITS or MCAST. It is a subject which introduces students to the field of work of the Hospitality industry. ITS and MCAST were also involved in the introduction of BTEC, because they took part in the decisions of the topics to be taught in secondary schools”.</i></p>
<p>School C: <i>“BTEC is a foreign system run by EDEXCEL which we were invited to participate in, by the Department of Education. Since it consists of vocational subjects no exams are involved. Still it contains assignments which are delivered during lessons or at home. The topics are divided into units and they work in the system of credits, like MCAST. It involves guidance hours and correction procedures in order to obtain a pass, merit or distinction. Since BTEC has a system of credits the whole idea of no plagiarism and having clear research is also very important.</i></p> <p><i>The units to be taught in schools have been chosen by EDEXCEL, MCAST and ITS, of which 2 units are compulsory. The subject Hospitality is taught as a LEVEL 2 course with 30 credits which are delivered in 3 years. This leads to obtaining an ‘O’ level. Also for every unit or assignment passed a certificate is issued, which can be used as a certificate suitable for the field of work”.</i></p>

Table 11 - What is BTEC?

The Introduction of BTEC to Teachers

Teachers were introduced to BTEC through Head of Schools. Heads from different schools attended a seminar regarding the introduction of BTEC subjects. Afterwards they passed the information to all staff. Various aspects came out because teachers from School 'C' stated that the Head did not give clear information on subject involvement. Teachers from School 'A' stated that, the Head approached HE teachers only to take up this subject because there is *"an overlap in the subjects"*. In fact the teachers in School 'A' stated that there is a very slight overlap in the subjects, because both subjects have different contents. *"Hospitality is based on food industry and giving a service. HE is based on nutrition and health"*. Other teachers stated that practicals carried out during Hospitality are different from those done during HE.

Teachers mentioned that as part of their introduction to the subject they had to attend a meeting held by the Director General of Education, Edexcel, ITS and MCAST representatives, which involved discussing the units to be taught in schools. Table 14 provides information on how teachers were chosen to teach BTEC in each school;

Head chose two HE teachers to teach Hospitality because she taught subjects were related. Teachers Comments: <i>"There is a very slight overlap in the subjects and thus any teacher from any subject could have opted to teach BTEC Hospitality"</i> .
Teachers were chosen by interview. Four teachers teaching Design and Technology and HE applied for the post. Only two got chosen to teach BTEC Hospitality.
No interviews were held. Only two teachers applied to take part in the pilot study. Teachers from this school also obtained information on BTEC Hospitality by word of mouth from other colleagues.

Table 12 - How were teachers chosen to teach BTEC?

Teacher training in the UK and help provided, to create Lesson Plans

Teachers stated that the UK course was spread over five days which involved an intense training course on how to handle assessments, marks, paperwork, verification of assignments and how to design briefs for assignments. Furthermore, during this course teachers got to know more about Edexcel and BTEC. However it was stated that no specified training was given regarding Hospitality. This created more frustrating for teachers to prepare lesson plans.

During their course in the UK teachers had the opportunity to visit Paddington Academy, a 6th Form school, which teaches vocational subjects. Still they stated that no observation on Hospitality lessons were made and that the teaching scenario viewed was that of a Level 3 BTEC not Level 2, as will be the case in Malta.

Regarding lesson plans, teachers argued that the UK course only helped them to be more organised in their paper work and to be able to create assignment briefs suitable for the local sector. Moreover they pointed out that research on designing briefs needs to be done by themselves, since text books are all UK based.

Training in Malta

Teachers referred to this as the “*In-service Course*”. They described this as a course which helped them to create clear assignment briefs. It was held during summer, before BTEC started in schools. Teachers stated that during the in-service, all six teachers chosen to implement the pilot study, worked together to create suitable assignment briefs for the units proposed for Malta. It was also stated that the briefs were verified by a BTEC representative for Malta and then made suitable to be used in the different schools.

The information provided in the following table was stated by teachers interviewed in School ‘C’. It shows the different stages teachers had to go through before they started teaching Hospitality in schools;

1. A meeting for all teachers chosen was held with D.G.
2. A one week visit to the UK for a 5 day course.
3. Attending a meeting in Malta to choose the final units which will be taught in schools.
4. Attending two in-service courses of three days each, in order to discuss how Hospitality units will be delivered during the scholastic years.
5. Certificates were given to teachers for their training.
6. Meetings were held with guidance teachers in order to discuss how students will be chosen to study Hospitality.

Table 13 - The different stages of subject introduction to teachers

The role of the Education Directorate in the introduction of new BTEC subjects
 One of the teachers commented that *“il-Ministeru kienu il-‘link’ ta bejn Malta u l-Ingilterra biex jiftemu u jikkomunikaw kollox ma’ l-Edexcel”*. Teachers also stated that the Education Directorate took care of all political issues in hand, responsibility over child registration and resources for schools (books, training, equipment) and creating meetings with; the Director General of Education, advisor and representative of Edexcel for Malta, ITS, MCAST and guidance teachers. However teachers from School ‘A’ stated that *“a lot of energy to make meetings and finish paperwork is done from the teacher’s side, even though the Education Department gave teachers a lot of support”*.

4.4.2 Lesson Preparation and Delivery

Teacher’s working load

Teachers stated that they have been accommodated well in their time table. They said that the supposed working load was of twenty five hours per week and this was reduced to twenty hours. They stated, “It involves a lot of paper work which needs to be done out of the class, thus it makes us feel pressured”. Teachers also argued that the working load increased in their preparation and corrections of lessons and home works. They stated, *“The lessons we prepare*

and the work we correct, they always need to be verified by the external verifier of Edexcel”.

The BTEC Hospitality Content suited for the local scenario

Teachers commented that since BTEC is a UK based course, the booklet, food safety acts, laws and legislations abide to the UK scenario. They said, it must be kept this way since BTEC is taught worldwide, still teachers stated *“this is a suicide to the subject because when students finish their BTEC course they could end up getting a job in Malta and not abroad.”* However teachers argued that they still plan lessons to discuss local issues, such as, give examples of local hotels and restaurants. Laws and legislations are kept on a worldwide scenario.

The choice of topics

Teachers commented that the choice of topics was initially discussed in the UK. The initial proposal consisted of thirty credits with an extra unit and this was too much (*“...the extra unit was different from the other units proposed and after further discussions it was removed”*). MCAST and ITS were also involved in decision making of topics and after further consultation with the Education Directorate it was concluded that two credits are compulsory and that teachers will chose the other credits to make thirty credits, to be delivered as ten credits each year. Teachers also stated that Level 2 First BTEC, proposed by Edexcel was arranged for Malta to make the course equivalent to one GCSC (*“This was done to accommodate learning hours and so the three year BTEC course covered in Malta is Level 2 First BTEC Extended Certificate”*).

The following table shows the name and credits of the units;

<p>Form 3:</p> <ul style="list-style-type: none"> • Investigating the catering and Hospitality Industry. • Products, Services and Support in the Hospitality Industry. • Healthier Foods and Special Diets. • Prepare, Cook and Finish Food. <p style="text-align: right;">(10 credits)</p>
<p>Form 4:</p> <ul style="list-style-type: none"> • Contemporary World Foods <p style="text-align: right;">(10 credits)</p>
<p>Form 4 and 5:</p> <ul style="list-style-type: none"> • Running A Hospitality Event <p style="text-align: right;">(10 credits)</p>

Table 14 - The choice of topics

BTEC Hospitality topics involved in the Form 3 syllabus

Table 16 shows names of the topics as stated by teachers. However teachers from School 'A' stated, *"BTEC works with a system of credits, like the university. Still the amount of topics to be covered during Form 3 is way too overloaded"*. On the other hand teachers from School 'C' handled this issue by moving one of the topics, 'Prepare, Cook and Finish Food', to the following year.

The three year program of BTEC Hospitality

The three year program is delivered with ten credits each year. Teachers stated, every finished unit, students need to obtain a pass (*"if students do not obtain a pass from their assignment, the certificate for that unit will not be awarded"*). Teachers from School 'C' argued that having both HE and Hospitality as option subjects helps students to obtain more passes in their units (*"...HE is home oriented...Hospitality is work related...'to cater for'...having both subjects helps students in their research"*).

4.4.3 Subject Introduction to Students and Parents

Choice of students to study Hospitality

All teachers interviewed stated, students were chosen by interview to study Hospitality. The following table gives a better description;

<ol style="list-style-type: none">1. Schools held talks on Hospitality to all Form 2 students.2. All interested students were written on a list and then interviewed.3. Two Hospitality and one guidance teachers, an assistant head or head of school were present for the student's interviews. (<i>"In order to be fair, it was a must that someone from the school administration is present"</i>).4. The questions asked during the interview were set by the Education Department. Questions focused on students; hobbies, interest in the subject, ICT efficiency, English proficiency and HE background.5. <i>"Commitment is very important in BTEC Hospitality"</i>. In order to choose the first sixteen students, students background checks were made. This included checking their; good quality work, attendance records and students skills, such as, recalling, analysing, explaining and describing.

Table 15 - How students were chosen

Regarding the second cohort of students to take up BTEC Hospitality, teachers from School 'A' stated, (*"...initially a demonstration about the subject was made in order to promote the subject...students were given the opportunity to show their skills and interest in the subject and perform simple tasks using ICT..."*) Students in School 'A' were also chosen according to the criteria mentioned in point (4) and (5) of Table (17), however only eight students were chosen. On the other hand the other two schools, kept the same approach mentioned in Table (17), to choose the second cohort of students.

Teachers in School 'A' and 'B' stated that the only difference was in the introduction of extra meeting, for those students who were interested in the subject. This meeting involved, giving students a task, which would be given to

them, if they were to study Hospitality the following year. Teachers from Schools 'A' and 'B' stated that the response to chose the second cohort was low, (*"In the first cohort twenty-five students applied, in the second cohort only eleven applied and they were all chosen"*).

Introduction to students and parents

Teachers stated that students were given a thirty minute talk. The talk involved videos and photos of other students learning Hospitality. *"Students who got chosen were given a clearer introduction to Hospitality"*. They also stated that *"Parents were also invited for meetings"*. Parent's meeting involved a power point presentation about BTEC Hospitality. School 'A' also made use of a social network to provide information. Parents were informed about the registration fee, €150, which will cover administration fees and activities. Teachers stated that parents were also informed that material for practicals have to be paid by themselves.

Student's reactions towards the new subject

Teachers stated, there is a positive reaction from students. *"Students are enjoying the lessons, the different speakers and outings associated to the subject"*. Teachers also discussed that students look at Hospitality with different attitudes; some students look at the subject as one which involves a lot of work and they do not appreciate the fact that they do not have an examination. *"Some students are committed and really work hard and even low ability students are working harder because they are starting to appreciate the subject even more"*. Thus teachers think that students are determined to do well in the subject.

4.4.4 Topics, Pedagogy and Resources involved

Practicals and Demonstrations

Teachers stated that practicals are held in the following units;

- During Form 3 – Unit: Prepare Cook and Finish Food (3 course meal)
- During Form 4 – Unit: Contemporary World Food (ex: Sushi)
- During Form 5 – Unit: Running a Hospitality Event (chose their own meal according to an event)

Table 16 - Hospitality Practicals

Teachers stated that it is not always possible to carry out demonstrations; however guest speakers, like chefs are invited to demonstrate recipes and cooking methods during lessons. Teachers also had to demonstrate basic cooking techniques related to HE, such as, the rubbing-in method, creaming method and also garnishing. Teachers said that practicals and demonstrations carried out during Hospitality have nothing to do with those done during HE. *“Some students are considered lucky during practicals, because they had conducted HE practicals during Form 1 and Form 2”.*

Preparation of scheme of work and lesson plans

Teachers stated that all their paper work is assessed by external verifiers which come from abroad. They said that they prepare a yearly scheme where deadlines of assignments are carefully followed due to the external verifier. Teachers stated that lesson plans are not so detail like the ones done for HE (*“Hospitality lesson plans have everything included but one needs to adapt the lesson according to the students understanding and the assignment brief”*). Teachers states that there is no time for recapitulation because in class there is always a gradual build up of work, (*“... feedback and recapitulation is given after the lesson or during the correction of assignments...”*)

Lesson evaluations are done together, between both teachers teaching Hospitality at the school. Teachers also stated that they; have to prepare a ninety minute lesson, correct all assignments, evaluate every lesson on paper and fill in all of the administration work, due to visits by the external verifiers (*“This is frustrating at times, because a lot of work is put on the teacher”*).

Resources used during Hospitality lessons

Teachers state that resources are not a problem. They have received financial help, €500, to buy equipment which will be used during BTEC lessons. These are resources which are not used during HE practicals and so new items had to be bought. Computer labs are also always available and any teacher aides are always provided thanks to the help of school administration. Teachers from School 'C' however stated that their only problem is to find suitable times or days to take students to visits.

Teachers also stated that they use a lot of resources created by themselves or which given to them by Edexcel. These are some of the mentioned resources; videos, power point presentations, handouts, worksheets, text books, e-mails, articles and more. They also said that they invite a lot of speakers to give lessons on different topics. School 'A' has also stated that they have created a closed group on a social network, where students can post difficulties or read new Hospitality material.

4.4.5 Students involvement and tasks

Teachers emphasized that lessons are student centred, "*Hospitality is a restaurant*", there needs to be a lot of student involvement because students create their own work during lessons. Teachers stated that many of the tasks set involve the use of ICT. Students have to create power points, reports, leaflets, evaluation sheets, reviews, menus, booklets and even mats. Teachers stated that behind every task there is a criteria which needs to be followed by the students. Teachers also use a specification grid which tells them how the students will obtain a pass, merit or distinction.

4.4.6 Assessments and Examinations

Achieving grades

Teachers emphasized that in order for students to get good results they have to be committed and show a lot of effort. Teachers described that students need to

obtain a pass in every unit. *“Every unit can be awarded as a pass, merit, distinction, fail or not yet achieved...for every unit students get a certificate...at the end of Form 5 the final certificate will be influenced by the overall awarded awards”*. Students have three chances to correct their HW after been given feedback by the teacher. The final grade is then awarded.

Subject status and examination

Teachers were asked about what students think about not having examinations associated with Hospitality. They stated that at first students did take the subject for granted, but now that they know what it involves students are working harder. All teachers agree that the subject should be kept without an examination, because most of the work is built up during the lessons and this is creating more positive results. Teachers from School ‘A’ stated, if an exam was to be introduced, *“there will be a lot of documentations to be done by the administration and a balance will have to be created in student’s assignment workload”*. Teacher also explained that when Form 5 Hospitality students finish their secondary school, they will not sit for an exam. Instead they will get a certificate which is equivalent to one GCSC.

4.4.7 Future Aspirations of Hospitality

Teachers stated that students will achieve an ‘O’ level which is recognised by ITS, MCAST, Junior College and even University. The certificate awarded is also recognised in Hospitality businesses. Teachers at School ‘C’ stated that students will have the opportunity to go for a job exposure in hotels and this helps students in their future career.

4.4.8 Pros & Cons of BTEC Hospitality

Teachers gave a whole list to why BTEC is so positive for schools and the students. They stated that BTEC subjects offer better opportunities and potential to students. BTECs are also hands-on subjects where students apply their skills and knowledge together *“BTEC is something innovative”*. Other positive comments which came out were; BTECs train students for the field of work,

helps them to build up a portfolio, gives less importance to examinations, they get opportunities in work related interviews and learn to work hard to achieve something.

Teachers also stated that BTECs are a challenge to teachers. Even though it gives a certain pride to the teacher, it still involves a lot of work, (*“...it takes time to prepare...it drains you...a lot of work needs to be done...”*) Teachers also stated that with proper preparation in schools and training for teachers BTECs can be introduced in more schools. They also stated that if the pilot study was also carried out in a state girl’s secondary school it could have provided clearer view as to where the subject is heading.

“Allowing more BTEC subjects in schools is a radical change in culture”. Teachers stated that adding more BTEC subjects means giving more opportunities to teachers, rather than ending up redundant. Teachers also argue that BTEC will expand the knowledge and research of teachers, even though they might be stressful due to the increase in their work load. On the other hand teachers stated that for students, BTECs introduce a system where students learn by doing and so students will need to be more committed to their studies.

4.4.9 Hospitality as the ‘callow intruder’

Teachers emphasized that Hospitality is not a threat to HE. They stated that both subjects are very different with only minimal overlaps. Ideally teachers stated that both subjects complement each other and the ideal situation is for the students to choose both. *“HE teaches about the family, cooking and nutrition...Hospitality is more work related and it includes basic nutrition and some special diets...Both subjects are enjoyable but seen as totally different subjects”*.

4.4.10 Subject progress evaluation

Teachers stated that quality assurance tests are made once a year. Two visits of standard verifications are held to check students work. The internal verification which involves, lesson plans, corrections and feedback is checked with the other

teacher. The final step to ensure proper progress of the subject is checked by the external verifier.

4.4.11 Results of the introduction of Hospitality up till now

Teachers stated that up till now results are very positive and promising. School 'B' stated, *"our school got more distinctions because students are motivated and the discipline is very strict"*. All three schools stated that they are very proud with their work, *"Hard work pays well, but it is not an easy task"*. Teachers also stated that head of schools are also proud with the positive feedback being received by parents, students and external verifiers.

4.5 Conclusion

After analysing both research tools, the findings will be discussed in the following chapter.

5. Discussion of Findings

5.1 Introduction

The results obtained from both methods of data collection shall be combined. The discussion in this chapter was inspired by the data obtained from the interviews and questionnaires together with the literature review of this study.

5.2 Subject relation between HE and Hospitality

5.2.1 Content of subjects

Data analysis of the study has shown that both subjects are different from each other. Teachers stated that HE is home oriented, as for Hospitality, it is a subject which prepares students for the industry. These findings correlate with Edexcel because BTEC subjects are work related qualifications which provide a hands on approach, alongside a theoretical background (Edexcel BTEC, 2010).

This indicates that teachers emphasized that there is a difference between subjects and they argued that the overlap is very minimal. The students questionnaires also provided clear results about this. Students were introduced to two different topic lists; a list with HE topics and one with Hospitality topics. They had to relate topics to both subjects and it turned out that, topics which involve food and nutrition were mostly related. Teachers commented that during Hospitality lessons, some knowledge on nutrients and different diets are taught to students but the knowledge given is not as elaborate as that of HE.

5.2.2 Practicals involved in the subjects

Subjects are assumed to be related due to the fact that they both involve practicals and demonstrations. Still teachers stated that practicals are very different from each subject. From the study, it was evident that Hospitality practicals are more elaborate. This was indicated by teachers when they discussed, that they were given a payment of €500 in order to buy special equipment only to be used during Hospitality practicals. The equipment included

large pans, woks and garnishing equipment to be used during Hospitality practicals. The interviews also indicated that HE practicals give students skills on how to prepare home cooked meals using basic skills, such as, the rubbing-in, creaming method, garnishing and more. It was stated that these basic skills were also demonstrated to students studying Hospitality but more importance was given to the final presentation that is, garnishing techniques.

Another point which was expressed by teachers, HE demonstrations are generally held prior to every practical. Teachers teaching Hospitality carry out a demonstration only once in a scholastic year because chef speakers are invited more frequently to do demonstrations themselves. The final presentations of practicals are also different because Hospitality students present their cooked meal using a restaurant atmosphere, as for HE students, they present their meal in a more family-related atmosphere. This links to what was outlined in the literature where Edexcel argued that Hospitality is a different sector which might not suit everyone, but those who study the subject well, will excel. Thus it is important for Hospitality students to be able to comprehend why practicals are held this way.

5.2.3 Benefits of studying both subjects

Questionnaires produced positive results towards finding out, if HE is chosen as an option subject with Hospitality. In fact the majority of students stated, they knew about HE, however they showed doubt whether HE involved topics related to finance, budgeting and consumer rights. Still the study had proved that students who have studied HE during Form 1 and Form 2 or are studying both subjects at Form 3 are more independent during practicals and struggle less during assignments.

Teachers have also stated that HE was the key for their introduction to BTEC. The literature also discusses this point; schools chosen for the pilot study had to be checked and assessed to see if the schools are ready to implement BTEC Hospitality. Teachers interviewed have stated that they had to go through an

audit, but at the end of it all, HE or Design and Technology teachers were chosen.

The study has also obtained knowledge that the choice of students to study Hospitality was also influenced by the student's background in HE. It also turned out that those students who stated; they do not know about HE, still think that having both subjects will provide more benefits in their future. The study has showed that students studying both subjects hope to prosper in a career which involves both subjects, such as, Hospitality and HE teachers, nutritionists or child minders in a child care centre.

5.3 Stages in the Introduction of Hospitality in Secondary Schools

The data analysed has shown that BTEC Hospitality was introduced using a scaffolding process. This links to what was outlined by Layton (1973), where a new emerging subject in the school curriculum passes through a three-stage process in order to achieve stability in the secondary school curriculum.

5.3.1 BTEC Hospitality and Layton's First Stage – Gaining a Place in the School

Before introducing the subject to schools, the Education Directorates held meetings with MUT, ITS, MCAST, MATSEC and Edexcel representatives, as stated in the literature. Teachers have stated that when all the logistics were discussed, then it was time to pass the information to schools. In fact, the interviews showed that the subject was introduced primarily to Head of schools by the Education Directorates. The next step was for Heads to pass information to their staff to see who would show interest to start teaching BTEC Hospitality.

Teachers have also stated that when they took the opportunity they had no idea of the subject and so they were given a five day course in the UK, which involved information about BTECs. This links to the first stage Layton (1973) has discussed. Layton stated that teachers see the new subject as the "callow intruder", the subject which they don't know anything about. Still they became,

enthusiastic about it. Teachers have also stated that since the subject is still being piloted the working hours are not enough and this links to Goodson (1995) and Radford (1985), when they described the few lesson and working hours of French and Geography during their subject emergence in the UK.

The study also points out that teachers were also given training in Malta. Teachers had various meetings with the Education Directorates in order to produce assignment briefs, which will be covered in all the schools piloting Hospitality. It is important to point out that teachers were not trained in the subject per-se, but; in what BTEC is, its main concept and how to do their paper work well. They stated that they did not receive any training on how to deliver or produce lessons, however their enthusiasm as prosperous future teachers of Hospitality gave them courage to create new tasks themselves. In fact one can link this to Layton (1973) where he argues that during the first stage teachers are not trained but become enthusiastic learners of the subject.

5.3.2 BTEC Hospitality and Layton's Second Stage – Professional Development

Findings from the interviews have also been linked to Layton's second stage. Since Hospitality is still being piloted as a subject, external verifiers visit schools frequently in order to ensure the professional development of the subject. Teachers have stated that a lot of work is done from their side to ensure well organised paper work. Teachers said that external verifiers visit schools conducting quality assurance visits were; student's work is checked, teachers are given feedback on their lesson plans and corrections, evaluations and proper progress of the subject are checked carefully. All of this links to the literature because at this stage the subject must go through a process where teachers become subject specialist with help from professional developers.

Furthermore students have discussed that they love Hospitality however from this study one can notice that the second cohort of students to study this subject is less than the first. This decline could be the result of teachers adopting a different approach in the introduction of Hospitality to students. The first time the

subject was introduced to students and parents was through talks, regarding option subjects. However to chose the second cohort, teachers held an extra meeting were they gave tasks to students, to see what will be expected from them, if they decide to study Hospitality. Layton's research (1973) discusses that in the second stage students become attracted to the new subject; however it seems that this was not the case with the second cohort of students.

5.3.3 - BTEC Hospitality and Layton's Third Stage – The Final Stage

During the interviews teachers have stated that the future of Hospitality is prosperous for teachers. They argued that if the pilot study goes well, there will be a demand for the subject. Thus the curriculum would need to provide professional bodies that have become well established in the subject. This part can be also linked to Layton (1973) where he stated that at stage three of subject emergence there should be a specialised professional in the subject to help guide others with academic rules and values. The pilot study will provide more results regarding this in the end of May of 2014, where the first cohort introduced to Hospitality will finish their BTEC Hospitality Level 2 Extended Certificate.

5.4 Opinions of Students and Teachers on BTEC Hospitality

5.4.1 Students Opinions

This study provided various views towards Hospitality. Students have stated many positive opinions, however other negative issues came up as well. Many of the students think Hospitality is a fun subject which they love. Others also said, they want to continue studying or working in a Hospitality related job or study. Due to the love and appreciation students have towards the subject, many have stated that they enjoy Hospitality lessons. Findings have also shown that the relationship of teachers with their students also affects the love students have towards the subject because it helps them to understand the topics better and participate more in class. However other students have argued that Hospitality is a boring subject which is difficult to understand. They also concluded that the

subject vocabulary is hard and that they have difficulty when they apply them to their assignments.

Students had different opinions regarding assessment methods of Hospitality. In the literature Edexcel (2010, p.1) argues that BTECs are not exam based qualifications, unlike HE. Edexcel said that certain students struggle during exams and assignments introduce more real-life work-based scenarios which are useful for projects and assessments to achieve their final certificate. This study has discovered that many of the students agree with the system of assignments and no exam, especially girls.

Hospitality is being piloted in three schools; two boys' secondary schools and one non-state girls' secondary school. It was interesting to note that boys were not concerned about not having an exam, in fact they stated that if an exam would be introduced it would provide better evaluations on their achievements in the subjects. On the other hand girls were pleased with not having an exam because Hospitality topics are difficult to understand and write about.

Other opinions which came out in this study were that; Hospitality involves a lot of HW, deadlines of assignments are set too close to each other, more hands-on activities should be included, more practicals should be added, better explanations of assignments should be given, more reliable ICT resources and equipment which are efficient and more clear explanations regarding assignments.

Findings also showed that students, who have HE and Hospitality as option subjects, are bound to choose a career which involves both subjects in the future. This was stated by many students and so one can say that thanks to the introduction of BTEC Hospitality, HE is gaining popularity as a subject which, can offer different opportunities which are not just related to 'home, nutrition and family'. This links to Goodson (1995) and Bernstein (1973) where they argued that a strong bounded subject in this case Hospitality has a distinctive subject identity due to its strong boundaries between it and HE.

5.4.2 Teachers Opinions

Teachers also gave their opinions on Hospitality and HE in this study. Most of the opinions regarding the introduction of Hospitality in schools and their collaboration in it are very positive. They have stated that being introduced to Hospitality has given them a sense of proudness not only for being chosen to teachers but in the work they are preparing. Teachers have stated that they were not trained on how to produce material for their lessons. They had to follow rules from a guide book to produce material themselves. However they think that this puts a lot of pressure on them, since external verifiers visit them to evaluate their work progress.

Teachers also looked at the subject as an opportunity for them to increase their knowledge. Teachers chosen to teach Hospitality received, certificates, acknowledgements from Edexcel, better working conditions in the distribution of hours, more respect and help from school administrations, payments to buy new equipment and also the opportunity of career prospects. This links to Goodson (1985) where he argues that teachers have interest into what they will gain from the subject and look at it as an improvement of their status in the school.

Negative results teachers have discussed upon were the amounts of paper work they have to produce in Hospitality. Teachers stated, they have to produce paper work for things, such as the creation of, handouts, written lesson evaluations, written evaluations on students corrected work and much more. This needs to be done because external verifiers will evaluate all the material. Teachers argued that this is frustrating for them, however good comments from school administration, students and Edexcel representative have been the positive results acquired due to their well organised work.

HE teachers who are now teaching Hospitality have also come to the conclusion that Hospitality turned out to be a benefit to HE. Many teachers have argued that studying both subjects together is the ideal scenario for students who want to prosper even more in their career. Furthermore they have discussed that since Hospitality has no exams involved, it has brought a balance between the

subjects because not all students do well in exams. They also clearly state that they totally agree to the system of no examination.

5.5 The Future of BTEC Hospitality and HE

The research tools used for this study have already provided positive comments towards the future of both subjects. Many of the results up till now have shown that teacher's hard work is paying off. Head of schools which are piloting the subject of Hospitality are also very pleased with feedback they have been receiving from Edexcel representatives, parents, students and the Education Directorate as well. Teachers have also argued that more BTEC subjects should be introduced in all schools so that all students can have the same opportunities. However teachers have stated that, to introduce BTEC in all schools, teacher training needs to be given to provide the best suitable experience in all schools.

This links to the recent comments held by the Minister of Education (2013) where he stated that more vocational subject should be introduced in schools as to make sure more students continue their studies. However, the only problem the Minister agrees about, is the issue of teacher training and commitment towards new BTEC subjects.

6. Conclusion and Recommendations

6.1 Introduction

In the final chapter the researcher combined the main finding as well as the recommendations that have emerged after all the data collected was well analysed and discussed.

6.2 Main Conclusions of the Study

Considering the main results obtained through the study, one can conclude that influences of teachers and students piloting BTEC Hospitality in Maltese secondary schools have positive factors. These factors influenced other educational entities; Edexcel representatives, Education Directorates, ITS, MCAST, MATSEC representatives and also Head of Schools, parents and schools in which Hospitality is being piloted. It seems that thanks to the hard work and dedication of teachers teaching Hospitality the majority of students have become passionate about the subject.

In the very beginning the researcher thought that Hospitality would be a threat to HE. Surprisingly, HE gained a higher popularity with students thanks to the introduction of BTEC Hospitality. This is because HE is being considered to be an asset when students study both subjects together. Still one needs to point out very clearly, that even though both subjects have a positive value when studied together, they are very much different in their content. Teachers have made this clear from the start, that both subjects have a very minimal overlap.

From the data collected it was also interesting to notice that many of Layton's and Goodson's models of subject emergence were seen during the introduction of Hospitality in Maltese schools. Some very slight differences were in that, schools and teachers utilized a different method of introducing Hospitality to students. The researcher also concluded that this might have been the reason why the second cohort of students was less than the first.

The overall opinion of students and teachers regarding Hospitality is a positive one. This therefore shows the strong values students and teachers are giving to the subject. However it was surprising to find out that girls have a different opinion than boys, regarding the exam system of Hospitality. Since girls found the subject difficult to understand, it was only fair for them to keep the system as it is however surprisingly enough boys have argued that an exam will provide even better evaluations on their knowledge of the subject. On the other hand having a system which does not involve an exam means, having more assignment and work to do. Through the analysed data, it was evident that students prefer this system. Still they think, more clear explanations regarding what contents should assignments consist of must be given, in order for them to produce efficient work with less to correct and thus achieve higher grades.

Schools piloting the subject of Hospitality have been given a lot of attention and help from the administration side. The researcher concluded that if this was not the case the emergence of the subject would not have been as successful as it is. The researcher also concluded that the main issues for schools during the introduction of Hospitality were associated to the choice of students and teachers who will teach and study the subject to provide a more successful pilot study.

6.3 Recommendations

Based on the findings and conclusions of the study, the researcher recommends that more BTEC subjects should be offered in Maltese secondary schools on a National Scale. This could be achieved if the Education Department plans things well. The Education Department needs to offer more professional training to teachers by preparing them well for the new subjects. They also need to introduce BTECs in schools one subject at a time because as teachers have stated they are a radical change in culture. This might be due to the fact that BTECs have no exams involved and this will lead to a drastic change in the curriculum, especially in the MATSEC department.

Another recommendation stated by Hospitality teachers was that, the pilot study would have provided even clear results on its direction of the subject, if it was also piloted in a state girl's school as well.

The researcher also recommends that BTEC Hospitality would be promoted together with HE during option talks given to students. The researcher feels that both subjects offer a positive experience to students because they will offer greater opportunities, if students decide to take on a career in the Hospitality industry. The researcher also believes that teaching both subjects together can influence students to become teachers of these subjects in the near future. The Minister of Education is already dealing with the issue of not having teachers which are prepared to teach Hospitality, in other words, it would be a wise idea to try and influence students to continue their studies on Hospitality in order to become well trained professionals in the subject.

The researcher was also influenced by teacher's opinions regarding their amount of working hours and paper work. Teachers already have a tough time with preparing and making suitable lessons. Thus it is recommended that teachers should have more help from the administration members to decrease their amounts of paper work. Also since teachers have stated that they do not have enough hours to teach Hospitality during the week, it would be advisable to increase the hours, to give an assurance to teachers, to finish their syllabus as scheduled. The research also recommends that a balance should be made in teacher's time table, to make sure that they have enough hours for both the subjects they are teaching.

6.4 Recommendations for Further Research

As further research, the researcher suggests; a future study to evaluate the results of the pilot study, conducted with the Education Division and representatives from Edexcel. This study would delve into what were the pros and cons of the introduction and emergence of Hospitality or BTECs in schools. It would focus more on what was successful and what can be arranged in order to ensure other BTEC subjects to be introduced with better implementations in

schools. Studying other BTEC piloted subjects, to see whether there are similarities among these new vocational subjects could also be a further research area.

Moreover, another area that focuses primarily on what HE can offer students in the Hospitality Industry could be carried out. Since this study indicates that BTEC Hospitality will provide students more opportunities in the Hospitality industry, an interesting study may be to carry out questionnaires and interviews with Form 5 students who will be sitting for their HE 'O'level, in order to see if future prospects of these students also relate to the Hospitality Industry.

6.5 Limitations of Study

Since BTEC Hospitality is still being piloted, the amount of interviews and questionnaires which were conducted were limited. In addition, not all students had HE as an option subject and consequently other information, which was not in line with this study, was acknowledged.

Whether the pilot study will be successful or not is still questionable, which is another restriction. The reason being because the first cohort of students following a BTEC course will graduate in May/June 2014.

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Appendices

Appendix 1:

Questionnaires for students of Form 3 and Form 5

Dear Student,

I am currently reading for B.Ed (Hons) in Nutrition, Family and Consumer Studies. I am conducting research into the new subject BTEC Hospitality which has recently been introduced in schools.

I would really appreciate if you complete the questionnaire, which will only take around ten minutes to complete. It employs rating scales and asks for your comments and a few personal details. You do not need to write your name, and you will not be able to be identified or traced. All answers are kept confidential and your identity shall not be revealed.

May I thank you, in advance, for your valuable cooperation.

Yours sincerely,

Josef Tabone.

Personal Information

1. Age: _____

2. Gender:

Male

Female

3. The school you attend: _____

4. Optional subjects chosen at Form 3:

_____ , _____

BTEC Hospitality

5. How were you informed about the introduction of this new subject in school? (Tick at least 3 from the list below).

- | | | | |
|----------------------|--------------------------|-------------------------------|--------------------------|
| Your parents | <input type="checkbox"/> | School meetings | <input type="checkbox"/> |
| School friends | <input type="checkbox"/> | Educational division meetings | <input type="checkbox"/> |
| Other family members | <input type="checkbox"/> | Booklets | <input type="checkbox"/> |
| Your subject teacher | <input type="checkbox"/> | Leaflets | <input type="checkbox"/> |
- Others: _____

6. Were you informed about the other option subjects? (If yes, go to Qs. 7, if no go to Qs. 8).

Yes No

7. If yes, how were you informed about the option subjects? (Tick at least 5 from the list below).

- | | | | |
|----------------------|--------------------------|-------------------------------|--------------------------|
| Your parents | <input type="checkbox"/> | School meetings | <input type="checkbox"/> |
| School friends | <input type="checkbox"/> | Educational division meetings | <input type="checkbox"/> |
| Other family members | <input type="checkbox"/> | Booklets | <input type="checkbox"/> |
| Your subject teacher | <input type="checkbox"/> | Leaflets | <input type="checkbox"/> |
| Internet websites | <input type="checkbox"/> | School newsletter | <input type="checkbox"/> |
| Parents day | <input type="checkbox"/> | Guidance teachers | <input type="checkbox"/> |
| Seminars | <input type="checkbox"/> | Open days | <input type="checkbox"/> |
- Others: _____

8. If no, why did you choose Hospitality as your option choice?

9. Did you choose Hospitality because it does not include an exam in your final year? (If yes, go to Qs. 10, if no go to Qs. 11).

Yes No

10. If yes, why do you agree with this?

11. If no, why should there be an end of year examination in hospitality?

12. Do you know about the subject Home Economics? (If yes, go to Qs. 13, if no go to Qs. 14).

Yes No

13. If yes, which of the following topics below do you relate with Home Economics? (Tick as many as you like).

- Health
- Nutrients
- Food Commodities
- Recipe Engineering
- Child Care and Development
- First Aid
- Budgeting and Ways of Saving Money
- Meal Planning for Different Needs
- Waste Separation
- Consumer Rights
- Cooking
- All of the Above

14. Some of the units covered during Hospitality lessons are also related to Home Economics. From the list of hospitality units below, tick those topics which in your opinion are related to the subject of Home Economics. **(Tick as many as you like).**

- | | |
|--|--------------------------|
| Products, Services and Support in the Hospitality Industry | <input type="checkbox"/> |
| Healthier Food and Special Diets | <input type="checkbox"/> |
| Prepare, Cook and Finish Food | <input type="checkbox"/> |
| Contemporary World Food | <input type="checkbox"/> |
| Alcoholic Drinks | <input type="checkbox"/> |
| Service of Food at Table | <input type="checkbox"/> |
| Service of Alcoholic and Non-Alcoholic Drinks | <input type="checkbox"/> |
| Consumer Rights | <input type="checkbox"/> |
| None of the above | <input type="checkbox"/> |
| All of the above | <input type="checkbox"/> |

15. Do you enjoy the Hospitality lessons?

Yes No

16. Why?

17. Up till now, what do you like most about the subject Hospitality? **(Tick at least 5 from the list below).**

- | | | | |
|--------------------|--------------------------|---------------------|--------------------------|
| Content of Topics | <input type="checkbox"/> | Group Work | <input type="checkbox"/> |
| Activities | <input type="checkbox"/> | Presentations | <input type="checkbox"/> |
| Assignments / H.W. | <input type="checkbox"/> | Tests | <input type="checkbox"/> |
| Practical | <input type="checkbox"/> | Doing Research | <input type="checkbox"/> |
| Outings | <input type="checkbox"/> | Handouts | <input type="checkbox"/> |
| Videos | <input type="checkbox"/> | Hands-on Activities | <input type="checkbox"/> |
| Others: _____ | | | |

18. During your Hospitality lessons, does the teacher include or use any of the following: (Tick at least 6 from the list below).

- | | | | |
|--|--------------------------|-------------------------------|--------------------------|
| Videos | <input type="checkbox"/> | Explanations & Discussions | <input type="checkbox"/> |
| Quizzes | <input type="checkbox"/> | Links to Interactive Websites | <input type="checkbox"/> |
| Readings from Magazines or News Papers | <input type="checkbox"/> | Time for Questions | <input type="checkbox"/> |
| Interactive Games | <input type="checkbox"/> | Home Work Explanation | <input type="checkbox"/> |
| Demonstrations | <input type="checkbox"/> | Interactive White Board | <input type="checkbox"/> |
| Handouts | <input type="checkbox"/> | Tasting Panels | <input type="checkbox"/> |
| Text Books | <input type="checkbox"/> | Web Search | <input type="checkbox"/> |
| Web Diagrams | <input type="checkbox"/> | Group Work | <input type="checkbox"/> |

Others: _____

19. Do you think the subject involves a lot of home work. (If yes, go to Qs. 20).

Yes No

20. If yes, discuss why and give your opinion towards this.

21. Did you ever do any practicals or demonstration during your lessons? (If yes, go to Qs. 22, if no go to Qs. 23).

Yes No

22. If yes, describe your experience during one of your practical or demonstration sessions.

23. If no, do you think your subject should involve any practicals or demonstrations?

Yes No

24. Why?

25. Do you encounter any difficulties during the lessons? (If yes, go to Qs. 26).

Yes No

26. If yes, describe 3 difficulties.

27. What do you intend to do when you finish school?

28. Would your choice of career be related to Hospitality Industry in the future?

Yes No

29. Why?

END

Appendix 2:

Consent Form for Parents

Name of researcher: Josef Tabone

Adress: 103, 'Jemajo', Marsa Cross Road, Marsa, MRS154-

Phone No.: 79287474

Dear Parents/Guardians,

I am currently reading for B.Ed (Hons) in Nutrition, Family and Consumer Studies. I am conducting research into the new subject BTEC Hospitality which has recently been introduced in schools. The information collected will only be accessible to the supervisor and examiners of this study.

In order to conduct this study your child's is required to answer a questionnaire regarding the subject he/she is studying in school, which is BTEC Hospitality.

I guarantee that;

- i. The student's name will not be used in the study.
- ii. Only the supervisors and examiners will have access to the data.
- iii. The student will remain free to quit the study at any point and for whatever reason. In case student withdraws, all the records and information will be destroyed.
- iv. The questions asked in the questionnaire will only ask about student's opinion about the subject.

Therefore by signing this consent form you give consent to your child to participate in this research.

May I thank you, in advance, for your valuable cooperation.

Yours sincerely,

Josef Tabone.

Parental Declaration

I Mr/Ms _____ consent my child _____
to participate in this study by answering the questionnaire provided to him/her. I
understand that the purpose of this research is to obtain students opinions
regarding the subject of Hospitality and that the information gathered will be kept
confidential and my child's identity will not be revealed.

Name and Surname of Parent or Guardian: _____

Signature: _____

Date: _____

Appendix 3:

Interview Guide with Aims

1. You are currently teaching Hospitality at BTEC level. Can you give me a brief description of what BTEC is?

Aims:

- **To receive more detailed information of what BTEC is and what it involves.**
- **To better understand BTEC.**

2. Where you invited by someone to teach BTEC or did you get to know about it on your own?

Aims:

- **To find out if the interviewer was invited to start teaching a BTEC subject by the Education Division or by someone else.**
- **To know if the interviewer knew about the subject on his own.**

3. Could you give me some information about the special course you had to follow in the UK?

Aims:

- **To gather more information on the introductory background given to teachers, prior to teaching Hospitality.**
- **To obtain knowledge of the different course and materials given to teachers about the subject.**

4. How did it help you to plan your lessons?

Aims:

- **To understand how the courses given helped teachers in the planning of their lessons.**
- **To find out about the different methods used in order to plan lessons and material.**

5. After your visit to the UK, did you get any kind of training when you returned back in Malta?

Aims:

- **To find out what other type of assistance or training was given to the teachers when they came back from the UK.**
- **To gather information on the type of training given to teachers in Malta on the subject of Hospitality.**

6. What was the role of the Education Directorate in the introduction of these new subjects in schools?

Aims:

- **To discover the role of the Education directorate in the introduction of these new subjects.**
- **To find out how they were introduced in schools.**

7. Because of this new subject, does it mean that you have a larger working load on your time table?

Aims:

- **To obtain a clear view of the teachers work load at the school she or he are teaching.**
- **To compare the different working hours between a Home Economics and Hospitality teachers. (To notice the work involved.)**

8. Hospitality is one of the new subjects being thought by you in this school. In the Hospitality booklet the topics are mostly related to the UK. Is the content you are teaching different from the booklet in order to make it suitable for the local situation?

Aims:

- **To discover about the topics and teaching contents hospitality involves.**

- **To obtain more information about what is the difference between the UK and Maltese topics.**
- **To see if the topics taught are relevant to the Maltese syllabus and curriculum.**

9. During the last scholastic year Form 3 students were the first students to be involved in this new subject. What are some of the teaching topics involved in the form 3 syllabus?

Aims:

- **To find out more about the syllabus being taught.**
- **To have a more clear vision of what topics are given at Form 3 and how they are delivered during the 3 years.**

10. How were the topics chosen?

Aims:

- **To obtain information on the division of the topics during the 3 years of the students studies.**

11. Were the students chosen at random to follow BTEC or did they volunteer to take the subject?

Aims:

- **To find out if the students new about the introduction of this new subject or if they decided to volunteer to try this subject out.**
- **To obtain information of the introduction of this new subject to students.**

12. Were the students given an introduction to what to expect during the lessons?

Aims:

- **To find out if the students were given information of what the new subject involved.**
- **To obtain information of how the new subject was introduced to the students.**

- **To find out about how the students discovered about the topics which they will be studying during the years.**

13. What are the student's reactions towards this new subject?

Aims:

- **To obtain information on the first positive or negative reactions of the students towards the new subject.**

14. Were parents informed about this new subject?

Aims:

- **To find if parents knew about the introduction of this new subject.**
- **To know about the parents reactions towards this subject.**

15. The Hospitality content also involves some topics about food? Do students carry out practical's?

Aims:

- **To find out if students do practicals as part of their syllabus.**
- **To know about the positive and negative aspects of practicals.**
- **To see if there is any difference between practicals done during Home Economics lessons and Hospitality.**

16. If yes, do you carry out demonstrations?

Aims:

- **To see if demonstration are held by teachers in class.**
- **To see if demonstrations are held similar to those in Home Economics.**

17. How do you prepare for your lesson? Do you still use a scheme of work and a lesson plan with all the aims and objectives?

Aims:

- **To gather more information on how teachers prepare for their lesson.**

- **To find out if teachers need to plan their lesson with scheme of works, lesson plan, etc.**
- **To have a clear conversation of the different aims and objectives teachers use in the lesson preparations.**

18. When you prepare your lessons do you have enough resources to work with, to make your lessons interesting?

Aims:

- **To find out more about the resources used and if it is easy to obtain any material or equipment which are needed for this new subject.**

19. Do you encounter any difficulties during the recapitulation of the lesson delivered?

Aims:

- **To find out if recapitulations are done.**
- **To see if any difficulties are encountered during the recapitulations of lessons.**

20. What type of resources do you use to teach Hospitality? Do you use any particular text books or do you have to create your own handouts/videos/ppt etc?

Aims:

- **To obtain examples of different resources teachers use.**
- **To find out if any outings or external activities are done.**
- **To see in which ways different resources are used in class.**

21. Do you involve your students during a Hospitality lesson? If yes how?

Aims:

- **To find out student involvement in class.**
- **To discuss about the methods teachers use in order to promote student involvement.**

22. What are the general tasks given to the students?

Aims:

- **To find out about the tasks, assignments, test, school work or home work given to students.**
- **To find out about the difficulty levels of the tasks given to the students.**

23. Hospitality is taught to students at a Level 2 First BTEC. Form 3 students taking Home Economics for their 1st time, the syllabus starts to prepare them for their 'O' level. Students who just started BTEC Hospitality, how will their 3 year syllabus be delivered?

Aims:

- **To gather information on how the BTEC syllabus is divided into 3 years.**
- **To see which topics are taught in which Form.**
- **To see the difficulty level of the topics.**
- **To see if any topics are related to our Maltese islands.**
- **To see if the BTEC syllabus has been arranged to meet the same requirements of MATSEC.**

24. Students taking Hospitality do not have an exam at the end of their year. How do the students obtain a mark to be promoted to the following year?

Aims:

- **To see how students are assessed?**
- **To see what criteria students are assessed on?**

25. Since the subject doesn't involve an exam, do you think that the students look at the subject with less status, than the ones that have an exam?

Aims:

- **To have the teachers point of view on the status of the subject, not having an exam.**

- **To see if the teacher agrees with this and why.**

26. Do you agree with having no examinations or do you think an exam should be done in order to test the abilities and knowledge of the students?

Aims:

- **To obtain the teachers point of view on exams.**
- **To see if the teacher agrees with having no exam, or adding an exam to the subject.**

27. Once the students reach their final year of study, Form 5, do they sit for an exam.

Aims:

- **To see if students actually sit for an exam in order to gain their BTEC Level 2 certificate.**

28. What career opportunities do students have when they finish the 3 year course, and what qualifications will they get?

Aims:

- **To find out about the opportunities given to students after they finish their secondary school BTEC hospitality course.**
- **To see what qualifications they get in their final year.**

29. In your opinion what do you think the introduction of these new BTEC courses will provide to schools and students?

Aims:

- **To see what positive or negative aspects these BTEC courses will provide to schools and the students.**

30. Do you think this subject is a threat to Home Economics?

Aims:

- **To see if the teachers see Hospitality as a threat towards the subject of Home Economics.**

31. This new BTEC subject Hospitality is being piloted in 3 different schools. Do you think it should be included in all schools in Malta? Why?

Aims:

- **To find out the teachers point of view towards introducing BTEC in more schools in Malta.**

32. Do you think there are any disadvantages when you follow a BTEC course?

Aims:

- **To discuss and find out more about the different disadvantages encountered during the teaching of a BTEC subject.**

33. I recently got to know that BTEC teachers are evaluated by foreign moderators. Could you give me more detail about this?

Aims:

- **To have more information of the job of foreign BTEC moderators.**
- **To discuss their role in BTEC lesson preparations.**

34. Since the subject of Hospitality is still being piloted in schools, what are the results up till now?

Aims:

- **To discuss and evaluate with the teacher the result up till now of the subject being piloted.**

35. What is the Head of School point of view towards the introduction of new subjects in their school?

Aims:

- **To have a point of view of the point of view of a school's head towards the introduction of a new topic.**
- **To find out about any positive or negative aspects there might be.**

36. Do you think that more BTEC subjects at schools should be introduced? Why?

Aims:

- **To see the teacher's point of view towards introducing more BTEC subjects in schools and discuss the reasons why.**

Appendix 4:

Press Releases No. 1251

STATEMENT BY THE MINISTRY OF EDUCATION, EMPLOYMENT AND THE FAMILY

Vocational Education - Reply to MUT's Statement

Throughout the scholastic year 2009-2010, the Ministry of Education, Employment and the Family started exploring the possibilities of introducing vocational subjects as an option to Form 3 students in secondary schools alongside the other subject options at a time when more than 50% of school leavers who continue post-secondary education opt for vocational institutions. After evaluating the local situation with the major stakeholders, namely, the MATSEC Examination Board, the Malta Qualifications Council, The University of Malta, the Malta Council for Arts, Science and Technology, the Institute of Tourism Studies, representatives of the Church and Independent sectors and officials from the Education Directorates, discussions commenced with EDEXCEL regarding the introduction of BTEC in secondary schools. BTEC programmes are robust and enjoy recognition on the European Qualifications Framework. An important consideration is the fact that institutes at MCAST offer BTEC courses that lead to a National Diploma, a Higher National Diploma and possibly a degree course offering students different routes to further and higher education. The Institute of Tourism Studies offer its own programmes and pathways that are similar to BTEC programmes.

The Directorate for Quality and Standards in Education is still working with a number of institutions towards the introduction of vocational subjects in secondary schools. In fact, requests have to date been made to:

the Malta Qualifications Council for these vocational subjects to be certified on Level 3 on completion of course and Level 2 on partial completion of course of the Malta Qualifications Framework.

The Senate of the University of Malta to certify the equivalency of these vocational subjects to SEC certification, and thus may be offered as part of the six subject requirements for the MATSEC course in post-secondary institutions.

The MCAST Board for certification of these vocational subjects as part of the progression path of students to MCAST courses.

The ITS Board for certification as part as part of the progression path of students to ITS courses.

Decisions by the different institutions are to be completed by October 2010.

In the first four months of 2010, a draft plan on piloting four vocational subjects in a number of state and non-state colleges/schools to start in scholastic year 2011/2012 was drawn up. To this end, on Thursday 13th May 2010 the Ministry called a meeting with MUT officials to exchange detailed information on this pilot. The Permanent Secretary, officials from the Directorates of Education, representatives of Church and Independent Schools and the Edexcel representative for Malta who works closely with MCAST, Mr Eddie Connor, were present at the meeting.

In the press release today the MUT stated that Mr Connor appeared to be surprised at the MUT's protests over the alleged lack of consultation. In effect, it must be clarified that Mr Connor was surprised by the unexpected initial reaction of the MUT.

Once the meeting progressed, the MUT said they were in favour of the introduction of vocational education at secondary level but complained that the pilot plan seemed a fait accompli. At this meeting, the MUT was given reassuring information about the plan. At this point the schools to carry the pilot project had not been chosen and replies from the different educational institutions indicated above were still pending. MUT was also informed that during the pilot study there will be ongoing discussions with the union and with all other stakeholders.

Final decisions on the choice of schools were taken last Friday following consultations with the state and non state education authorities.

The pilot is planned to take place over 2 scholastic years: 2011-12 and 2012-13 and not from next September as reported in the media.

Four vocational subject areas - Engineering, Hospitality, IT Practitioner, and Health and Social Care - are being proposed for piloting in a number of state and non-state schools as from September 2011.

School visits were carried out to assess the readiness of the different schools for the implementation of these subjects. Following favourable results, the decision was taken to pilot one subject in every secondary school in the state sector which is no longer either a Junior Lyceum or an Area Secondary.

Gozo College Boys' Secondary – Engineering

Gozo College Girls' Secondary – Health and Social Care

Maria Regina Boys' Secondary School - Hospitality

St Benedict's College Boys Secondary – I.T.

St Ignatius College Boys' Secondary – Engineering

St Margaret's College Boys' Secondary – Hospitality

It was also agreed that the non-state sector would pilot the 4 subjects. Following an expression of interest and the readiness exercise, the following schools were chosen:

St Dorothy's School, Zebbug – Hospitality

Stella Maris College, Gzira - Engineering

St Edwards College, Cospicua – I.T.

San Anton School, Mselliet – Health and Social Care.

The registration for each subject for the three year certification course amounts to £Stg110. Social cases will be exempted from this fee as in the case of SEC examinations.

Selection of teachers for the pilot:

Following consultations with state and non state school sectors it was agreed by consensus that for the pilot teachers will be recruited at school level from related subjects.

Training of Teachers:

As a preparation for the implementation of the pilot plan in September 2011, two teachers from each participating school will take part in a 10 day training/readiness programme between February and May 2011.

Training will be divided in two phases:

Phase 1: One week (5 days) training in the U.K. Training will also include visits to schools already running the BTEC subject programmes to be piloted in Malta.

Phase 2: Continuation of the training in Malta in the following areas:

- Quality Assurance training;
- Subject up skilling;

Moreover, the teachers participating in the pilot will be offered the opportunity to read for a Diploma in Vocational Education and Verification, on a voluntary basis during these two years. Such training is only available to graduate teachers who are responsible for groups of students studying for BTEC courses (in-service rather than pre-service training).

The aim of the two-year pilot project is to ensure a spirit of consultation, collaboration and decision making with all stakeholders for the successful introduction of vocational subjects in secondary education.

DOI – 05.07.2010