



Teaching of Tourism & Hospitality in the Curriculum of Higher Education in Pakistan

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Abstract: Curriculum is extremely important in the ever-changing world of hospitality and tourism education. The curriculum has several components, including core topics, general education, and practical experience. Institutions attempt to provide students with both leadership qualities and technical knowledge, stressing a comprehensive approach to education. Models like the Hybrid approach, which has been embraced by educational institutions throughout the world, reflect this improvement by providing complete curricula suited to industry demands. Curriculum design takes into account institutional culture, academic knowledge, and evolving industry trends. Institutions strive to train graduates for dynamic jobs in hospitality and tourism management by utilizing strategic planning and creative pedagogy to address the industry's changing demands. In Pakistan, formal education in tourism and hospitality is relatively recent. PITHM Karachi, ITHM, and PAITHOM pioneered short courses. NAVTTC has played a crucial role since 2006. Despite debates over vocational versus academic focus, degree programs have expanded nationwide. Taking the lead in Hazara University, now available in more than two dozen universities both in public and private sector.

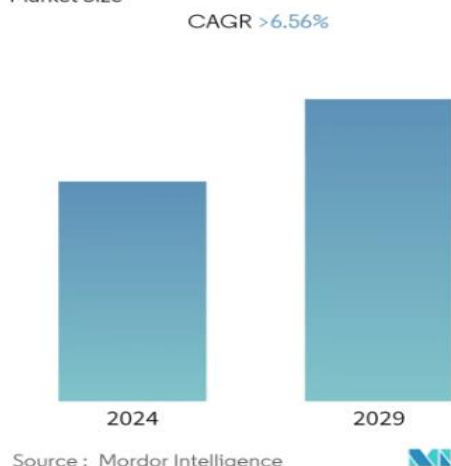
Keywords: curriculum, tourism education, hospitality education, teaching hotels, hybride model

1. Introduction

The global hospitality market, valued at approximately 4.7 trillion dollars in 2023, was projected to grow at a compound annual growth rate (CAGR) of 5.5 percent, reaching 5.8 trillion dollars by 2027 (Hospitality worldwide Market Report, 2023). In 2022, Pakistan's tourism and travel industry provided 4.2 mn employment and produced 5.9% of the country's GDP, which was Rs2.285 trillion. Given the diversity of tourism spots within the country, the existing situation is judged suboptimal in case of tourist flow and receipts. However, there is an encouraging future for Pakistan, with tourist expenditure expected to reach roughly US\$30 billion by 2033, up from over US\$16 billion in 2022 (WB 2023, Ahmed, W. 2022). According to Ahmed Junid (2006) there is 1 million job projection in Tourism, 0.50 million hospitality, 0.15 million in entertainment industry 2.30 million in transport.

Tourism education in Pakistan is a vital component of the nation's efforts to further develop its tourism sector and capitalize on its enormous potential as a tourist destination. To take full advantage of this benefit and assure long-term tourist growth, there is a rising realization of the importance of comprehensive tourism education and training programs. At its core, tourism education in Pakistan comprises a wide range of subjects; these educational programs are provided by universities, colleges, vocational training institutes, and specialist tourist academies throughout the country. One of the key purposes of tourism education in Pakistan is to provide students with the information, skills, and competencies they need to succeed in various areas of the tourist business. Collaboration among academics, industry partners, and government agencies is critical to the success of tourist education projects in Pakistan. Working together, these partners may identify new difficulties, solve skill gaps, and establish strategies to improve the quality and relevance of tourist education programs in response to the industry's changing demands.

Pakistan Tourism and Hotel Market
Market Size



Study Period	2020 - 2029
Base Year For Estimation	2023
Forecast Data Period	2024 - 2029
Historical Data Period	2020 - 2022
CAGR (2024 - 2029)	> 6.56 %
Market Concentration	Low
Major Players	

*Disclaimer: Major Players sorted in no particular order

Figure 1: Pakistan T&H Market :<https://www.mordorintelligence.com/>

2. Literature Review

Researcher like Richardson, S. (2009) observed that several factors observed in the tourist and hospitality industries may contribute to the current skills deficit, Graduates prioritize elements such as growth potential, professional appeal, social inspiration, self-esteem, and other work-related characteristics (Abbasi, M. N., & Sarwat, N. 2014). Students exhibit great enthusiasm for pursuing careers in tourism, anticipating that their degree will equip them for lucrative managerial roles. However, without adequate support from the curriculum, program management, and teachers, their potential for developing imaginative capabilities and flexibility may remain untapped (Shaikh, & Syed, 2013). The world's top hotel management universities are located in Europe and the USA. As a result, countries like the Netherlands, France, and Switzerland make great vacation spots. Additionally, the United States, United Kingdom, Australia, and Canada are excellent choices for anyone interested in a career in hospitality and tourism.

Higher education in the hospitality and tourism industries is undergoing significant change, A core objective of the program is to equip students with the skills and knowledge necessary to become leaders in diverse segments of the hospitality and tourism industry, rather than solely preparing them to join the industry's workforce (Kim, H. J., & Jeong, M., 2018). It's been confirmed that the T&H degree inherently requires work integrated learning to seamlessly transition classroom activities into the workplace (Ullaha, Z., Khanb, D. N., & Jabeenc, M. 2021). Tourism education began in the late nineteenth century, with training programs geared toward specific sectors such as hotel management. However, due to increased interest and demand from both the public and private sectors, the area of tourism studies grew significantly. This expansion resulted in the creation and development of specific travel and tourism departments within higher education institutions, as well as technical institutes (Butler, 1999). Researchers are finding gaps in expertise regarding industrial requirements. Even with its expanding reach, research still falls short of industry needs. Thus, in order to secure industry backing, academic researchers need to link their findings with business priorities better (Khan, M. A.2019).

The first meticulous schools for the lodging industry were established in 1922 at Cornell University in Ithaca, New York, with a hotel management curriculum by launching the first undergraduate degree (Scotland, M. 2006).). In 1969, Michigan State University created its first four-year major in Travel and Tourism Management. With the industry's growth and the increased demand for qualified personnel, educational programs in the 1950s and 1960s prioritized associate degrees, which focused on operational expertise and fundamental business skills. The Statler Hotel & J. Willard Marriott Executive Education Center, with 150 rooms offering full service, finished in 1986 and ranks as one of the world's best teaching hotels, While the Nolan School is offering its first-ever MOOC, Introduction to Global Hospitality Management in 2014 (cornel SC Jhonson, 2024).There are many factors influence the development of curriculum program models, including institutional culture, departmental culture, disciplinary culture, leadership, faculty background, and educational philosophies (Briggs, Stark, Rowland-Poplowski, 2003; Ritche, 1995; Stark, Lowther, Sharp, & Arnold, 1997). Scotland, M. (2006) suggests that curriculum design is an extensive process, and a planning model can give crucial guidance. Chen and Groves (1999) provide a model that takes into account the philosophical distinctions between hospitality and tourism, arguing that this is required for creating a

conceptual framework upon which academic objectives may be built, in Model: 1, tourism and hospitality achieve equilibrium through overlapping processes. Model: 2 stresses hospitality's domination over tourism, with a concentration on business management and specialization in industries such as hotels and restaurants. Model: 3 sees tourism as dominating, promoting economic growth while taking into account social, cultural, and environmental implications (Chen and Groves,1999). Baum, (2009) developed six dimensions and instruments to measure the overall quality of hospitality and tourism education : curriculum and instruction; faculty; strategic planning; administrative management; student achievements; and resources (Alam, M. et al., 2024). Horng, Teng, and Baum (2009) devised a six-dimensional tool to assess hospitality and tourism quality, covering curriculum, faculty, planning, management, student performance, and resources. Faculty experience and exposure to business is very crucial. During the research it was identified that growing number of academics lack experience or 1-2 years of job experience, mostly from university internships, and without exposure to the business. This tendency is noticeable PhD students, where less than half of them have no industry experience and a few have three years of experience (Ladkin, A. and Weber, K. 2009; Tung, V. and McKercher, B. 2017). Ineson and Kempa (1996) emphasized four essential skills: communication, supervision, customer satisfaction, and service. Ladkin and Juwaheer (2000) highlighted communication, initiative, human relations, and managerial abilities as crucial for career success in the field. Reigel and Dallas (1999) classified programs as "approaches" based on common characteristics and identified four key components of hospitality programs: the major, general education and advanced learning skills, electives, and job experience. In recent years, institutions in Australia, Britain, and Canada have adopted the **Hybrid model**, In Canada, for example, a four-year curriculum has been developed that leads to a Bachelor of Hotel and Restaurant Management degree (Ritchie, Hudson & Sheehan, 2002). The program is organized in a **two plus two model** where the first two years focus on overall management knowledge, hotel and restaurant management skills, the next two on tourism management knowledge and general education knowledge (Scotland, M. 2006). Based on national priorities and educational cultures, the hospitality and tourism education paradigm varied from nation to nation. i.e., commercial to cultural awareness to occupational. The distinct cultural, economic, and operational settings of Europe, America, and Asia are reflected in the wide variations in hospitality and tourist education programs offered in each of these locations. The Anglo-Saxon and European university systems focus on personal professional development and managerial problem-solving, respectively (Formica, S. 1996). A comparison of various instructional models see table 2. Georges Cazes was a pioneer in developing the concept of tourism science, 'touristology' promoting disciplinary studies from regional analysis, the relationship between tourism and the developing world, and epistemology. He aimed to unify technical and scientific perspectives on tourism, focusing on the tourist industry's development and expansion (Thirkettle, A., et al., 2013). Creating a new epistemology for tourism and.. A fragmented approach has resulted from the evolution of tourism studies from a holistic perspective to a multidisciplinary approach impedes tourism's development into a self-sufficient knowledge system (Darbellay, F., & Stock, M. 2012).

The debates over the placement tourism programmes at universities appear to centre on the balance between vocational and academic focus. Tourism courses in higher education are often referred to as vocational with educators focusing on producing skilled and knowledgeable managerial personnel for the industry create a transferal to the value or meaning of tourism education (Busby, 2001; Inui, Yuka, Daniel Wheeler, and Samuel Lankford, 2006). These courses then led to the foundation of technical and vocational schools, which in turn, have evolved into undergraduate and graduate programs (Ring, et al 2009). Some of the top tourism institutes are the Hong Kong Polytechnic University, Cornell University, University of Nevada at Las Vegas, Pennsylvania State University and University of Surrey (Severt D., Tesone D., Bottorff T., Carpenter M. 2009). This emphasis has given short shrift to the value or meaning of tourism education. Tourism and hospitality university programs have a twofold challenge: they must adhere to established academic requirements similar to other business-related degrees while also meeting industry expectations to prepare future employees and managers.SM management, fulfilling the industry's growing demands (Atef, T. M. 2018).

Table 1: Faculty vs Students and degree nomuncalture

Sr.	University	Established	No of permanent Faculty * 2024			visiting	Number of students	Programes
			T	PhD	MPhil			
1.	*HAZARA	2006	6	2	3	1	130	MPhil, BS

2.	*AWKUM	2010	7	3	4	0	110	MPhil, BS
3.	**MALAKAND	2010	4	1	1	2	152	MA, BS
4.	**SWAT	2011	3	1	1	1	120	BS
5.	**CHITRAL	2017	2	-	2	2	75	BS & AD
6.	**SWABI	2018	3	1	-	2	200	BS
7.	**KOHAT	2019	2	-	-	2	35	BS
8.	**PESHAWAR	2021	3	-	-	3	147	BS

Source: Data collected on call.

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The government of Pakistan upgraded tourism sector to the status of an industry in 1990, however, tourism education in the country is still at its infancy stages of development (Ziaullah et al., 2016). The growing demand of the skill labour, and degree in relivent filed start to iniatatite tourism & hospitality euction in University Level. In 1960’s, the country’s first cookery school was established at Karachi later on name as PITHM Karachi, and PAITHOM were the first offer training hotel, COTHOM Lahore is the one the respectable private institution offering courses in hotel management and cooking. In Pakistan, formal education in tourism and hospitality sector is comparatively a more recent phenomenon (Alam 2005; Alam, M. et al., 2024). At present more than 16 institutes in both public and private sectors are offering tourism and hospitality education in the country (Ziaullah *et al.*, 2016).

Table 2: Comparative model hospitality & Tourism Program

Criteria	European Model	American Model	Asian Model
Philosophy & Approach	strong emphasis on conventional, academic, practical training that strikes a balance between theory and application.	Strong focus on real-world, industry-relevant experience, combined with curricular flexibility.	focuses on a blend of contemporary hospitality methods and traditional traditions, with an increasing emphasis on international standards.
Degree Levels	offers a range of degrees, sometimes in association with business partners, including diplomas, bachelor's, master's, and doctoral degrees.	associate's, bachelor's, and master's degrees with a strong emphasis on industry certifications and internships.	include certificates, bachelor's degrees, master's degrees, and considerable industry and governmental assisting for vocational training.
Curriculum Focus	strong in cultural studies, languages, and theory. frequently include internships at well-known European locations.	capacity specific to the industry, such as marketing, finance, and management, emphasising case studies and internships.	Growing focus on international hospitality standards while integrating local culture and tourism aspects.

Practical Training	The focus is on internships with global hotel chains, culinary schools, and practical experiences in tourism-rich countries.	High emphasis is placed on practical internships, involving collaboration with global hotel chains, culinary schools, and tourism-rich countries, ensuring mandatory placements.	Practical training is frequently integrated into top hospitality brands and local tourist destinations.
Specializations	Frequently concentrated on event planning, fine dining, luxury hotels, and cultural tourism.	broad specialties such as event planning, hotel operations, tourism marketing, and hospitality management.	Give focus on niche markets like health, premium hotels, and the expanding eco-tourism industry.
Industry Connections	strong partnerships with travel agencies and premium businesses, particularly in Switzerland, France, and the UK.	strong connections with major international hotel chains, airlines, and trade groups.	developing partnerships with international hotel chains, but historically solid connections with local businesses and authorities.
Global Recognition	Degrees in European hospitality are extremely respected, particularly those from France and Switzerland.	American degrees in hotel management are highly respected, particularly those from prestigious universities such as Cornell University.	Asian programs—especially those in Singapore, Hong Kong, and Thailand—are becoming more and more well-known around the world.
Research & Development Focus	robust scholarly research with an emphasis on luxury hotel management, cultural heritage, and sustainable tourism.	Concentrate on performing practical research on customer behavior, technology integration, and operational effectiveness, frequently in collaboration with the industry.	Research in cutting-edge fields such as smart tourism, ecotourism, and the effects of digitization on hospitality services is prioritized.
Government & Policy Support	Initiatives by the European Union, along with robust national tourist policy, encourage tourism education.	Through a number of tourist organizations and groups, the US government promotes tourism education.	The governments of Asia, particularly those in China, Singapore, and Thailand, strongly encourage tourism and hospitality education through their policies.

Job Placement & Career Opportunities	high employment rates in the luxury hotel and travel industries in Europe and throughout the world.	strong emphasis on hiring positions in resorts, multinational hotel chains, and event management firms.	expanding domestic work placement options coupled with a rise in international placements, particularly in the luxury travel and hotel industries.
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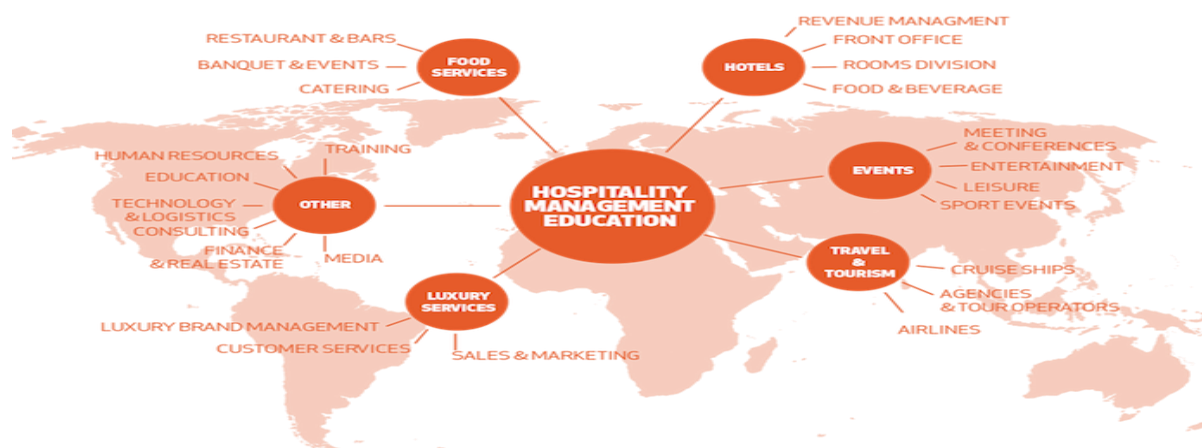


Figure 2: Courses groups in hospitality

Alam, M. et al., (2024) identified 25 universities in Pakistan offering tourism & hospitality degree in Pakistan, see table 1 indicate the numbers of tourism & hospitality educational departments in KP. According to HEC academic letter in 2015, in the revised list of all subjects, hotel management was placed in the discipline of business education under the management sciences. They further device *TRITEL model* to train the students in demo labs and business centers operated in the universities under the department of hospitality & tourism.

3. Discussion

A combination of standardization and personalization can improve the curriculum for tourism and hospitality programs. A unified curriculum makes it easier to transfer credits between institutions, giving students more flexibility to switch universities as required. Standardization enables to achieve accreditation standards and sustain quality assurance but to the environment for high-quality education. But There are various disadvantages to a uniform university-level curriculum. Its rigidity restricts institutions from customizing their curricula to meet the requirements of their communities and inhibits creativity by limiting the investigation of novel concepts. Because a one-size-fits-all strategy might be restrictive, it may not satisfy the diverse needs of students and their professional ambitions. Additionally, academic independence is breached, which may reduce faculty efficacy and passion. Strict curricula may also fail to keep up with the rapid advancement of knowledge, resulting in outdated coursework. Universities' distinct advantages and areas of expertise, which fuel competition, may be compromised. Lastly, a standardized curriculum might not meet international standards, which would lessen its appeal to students abroad.

Universities can use creative teaching approaches by tailoring curricula to new trends in tourism and hospitality. This involves implementing new technology, sustainable practices, and experiential learning experiences that are consistent with the university's vision and purpose. Balancing tailored and standard educational programs assure essential skills, satisfies local industry demands, provides career flexibility, encourages innovation, and meets certification requirements. The Higher Education Commission (HEC) is constantly reviewing curricula in partnership with institutions and other stakeholders. In order to provide an excellent education that meets worldwide standards, the Curriculum Division of HEC revises the curriculum frequently or every three years through National Curriculum Revision Committees. Curriculum development aims to enhance learning, for this task HEC constitute NCRC. The National Curriculum Revision Committee (NCRC) process, under the Federal Supervision of Curricula Textbooks and Maintenance of Standards of Education Act 1976, assigns the Higher Education Commission (HEC) of Pakistan to oversee

curriculum revisions for bachelor's level and beyond. The HEC collaborates with universities to review subjects every three years, forming national-level committees of senior academics nominated by universities, potentially including teachers and experts from user organizations.

The first NCRC to the tourism and hospitality curriculum occurred in 2016-17 by HEC, the revision was notified by HED in year 2024 to develop a standardised curriculum for tourism & hospitality. According to the Higher Education Commission (HEC) each university there are specific Board of Studies (BoS) & Board of Faculty (BoF) for the curriculum development and evaluation of the concerned courses. Department of Tourism and Hospitality, Hazara University (HU), Abdul Wali Khan University Mardan (AWKUM) and University of Malakand (UoM),

Table 3: HEC Social science standard format.

Sr.	Categories	No. of courses		Credit Hours	Percentage
		Min	Max		
1.	Compulsory Requirement (No Choice)	9	9	25	22.5 %
2.	General Courses (to be chosen from other departments)	7	8	21-24	17.5 %
3.	Discipline Specific Foundation Courses.	9	10	27-30	22.5 %
4.	Major Courses including research project / Internship	11	13	33-39	37.5 %
5.	Electives within the major	4	4	12-12	
Total		40	44	124-136	100%

*3 cr/hrs courses

University of Swat (UoS), *University of Swabi*, University of Peshawar, University of Chitral conducted BoS based on the curriculum NCRC 2017, Although, differences are not exceptional in the relevant curricula in terms of courses diversity, contents, standards and training facilities. The stands format of BS 4 years in social sciences are given in table no: 3. The curriculum designed by all major universities in KP is based on the HEC social science format. The higher education commission (HEC) categorised the curriculum in to five categories more realistic in 4 categories weighted as follows; Out of the five categories of HEC suggested format (Table No: 3) Compulsory subjects (9 course) General course (7-8) The categories general in which the courses are selected from other departments within the university related to the subject domine (depend on the courses availability in the university), Foundation courses (9-10) and Major courses (11-13) with specified contents to tourism and hospitality field can be customised for uniformity internship/project is part of major courses. According to socio- cultural and economic market on the region, the HEC also give the opportunity in the favour of university to change 15% of courses in the national curriculum.

According the research conducted by Ziaullah *et al.*, (2016), courses within each university are thematically grouped on the basis of course titles and contents under six broader categories see table no:4. The investigated curricula offered maximum number of courses in tourism management category (36.4%), followed by individual/other (24%), tourism theory (21%) and business management (13.7%) respectively. The core areas of accounting/finance/economics and marketing were represented by only 2% and 2.9% of courses respectively. Almost similar trend of courses categorisation was noticed in the curricula of all the investigated universities (Table 4).

Table 4: Core areas and contributions

No	Core areas	Number of courses				%age
		HU	MU	AWKUM	SU	
1	Tourism Management	11	14	14	11	36.4
2	Tourism Theory	08	06	06	09	21
3	Business Management	05	05	06	03	13.8
4	Accounting/Finance/economics	01	01	01	-	2
5	Marketing	01	01	01	01	2.9

6	others	09	04	08	11	24
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Source: Ziaulla *et al* 2016

The new undergraduate policy of HEC- UGP Policy 1.0 to be implemented from spring 2023 see table 5 shows the restructuring of tourism & hospitality courses into 61.7% of the total courses, the burden of General course with contents and module not according to tourism & hospitality is 28.5% while internship and research with 4.7% load is beneficial for industrial training. Meanwhile the HEC provincial subsidiary is Higher education department (HED) in the favour of implementing same curriculum within the KP.

Table 5: HEC-UGP Policy 1.0

Sr.	Categories	No. of courses Min	Credit Hours	Percentage
1.	General Education course *	12	30	28.5%
2.	Inter disciplinary/Allied courses	04	12	9.5%
3.	Major Courses	24	72	57%
4.	Internship and capstone project	1+1	3+3	4.7%
If Minor (one or two specialization)			12 or 12+12	
Total		42		100%

*List of courses in General Education Cluster in Universities

**15-18 credit hours in each semester.

5. Conclusion

The format of HEC curricula committee suggested that there is no understanding or coordination among the academics and the entrepreneurs that provide jobs to the degree holders. The job opportunities are multifaceted but need to be addressed see job opportunity in annexure II. Entry level of formal education in tourism starts after 10 grade either through short-term courses or leads to inter/12 grade course as entry for university undergraduate degree see annexure I. The education & training facilities are not standardized on an industrial level as per subject requirements rather than HEC general format. In order to compete the regional tourism players and improve the standard and quality of the tourism industry we have to rethink about the proper tourism education qualification standard. The first step is the minimum institution and training staff requirements with secondly the training facility for both demonstration and commercial. The TRITEL model can be applied for getting the maximum benefits for both the students and institutions put forward by the author for sustainable training (Alam, M et al., 2024). The lack of a well-coordinated tourism training strategy and educational institutions is not capable of providing much needed human resources at supervisory and managerial levels.

The diverse and vocational aspects of the subject necessitate that a uniform national curriculum may not effectively cater to its varied needs. The curriculum to be designed for the first three years (6R model) while the last year will be given to the university to teach subjects on the basis of regionalism or specialization. It must be market-oriented and aid students to meet the demands. The curricula also be encouraging to seek shadowing opportunities with local or regional industry to maintain relevance and to recognize student work experience expectations. A complete educational ecosystem is necessary for the students can choose from a range of educational paths, including Bachelor's, Master's, Postgraduate Diplomas, and Postgraduate Certificates in fields like aviation management, cultural events management, transport planning, gastronomy, sustainable development, food production, and more. However, universities face challenges such as a shortage of qualified academics, underdeveloped industry connections, limited resources, and insufficient expertise to deliver skill-oriented courses.

5.1 Suggestions

- To review curriculum design of tourism and hospitality programmes, The authorities should restructure advisory boards to have more equal representation by academia and industry. This will also promote collaboration and improve academia and industry relations.
- Regular industrial exposure should be provided to instructors to bridge the gap between theoretical knowledge and practical expectations.

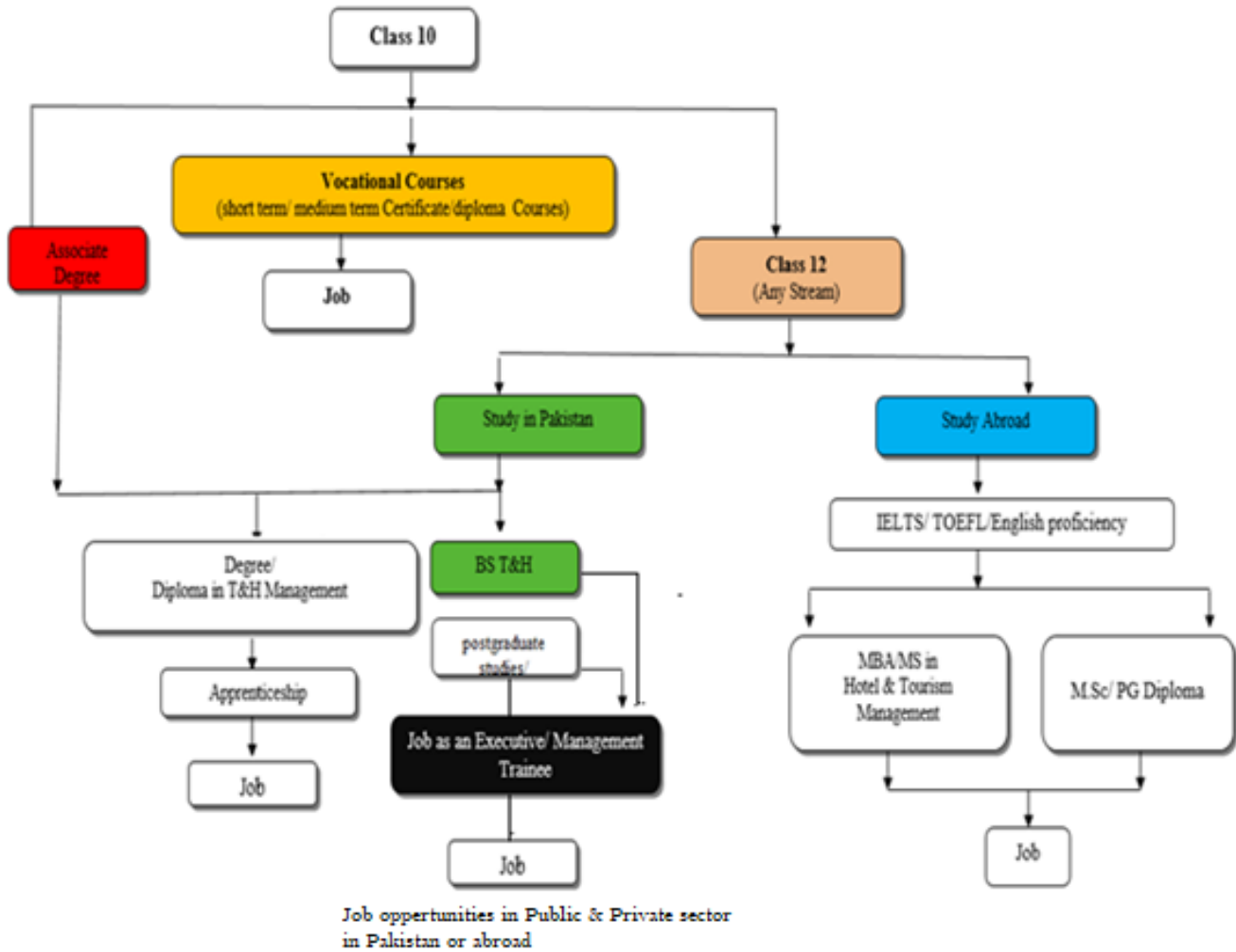
- The HEC curriculum development should include an industrial representatives in the curriculum committee to maintain relevance in the curriculum and to develop a flexible curriculum based on the specialization of the faculty and requirement of the area.
- The universities should invite industrial practitioners, experts, academicians, consultants and professionals from other countries to improve, develop and strengthen the faculties.
- A licencing and strict accreditation criteria system should be built for the educational institutions.
- Seeking UNWTO TedQual certification / other plateform for the programs could enhance their credibility and global recognition
- Students exchange programme within the country and abroad will give benefit to learning and understanding.
- Collaborating with national and provincial tourism bodies, both public and private, for research celebrations will provide invaluable grooming opportunities for students.

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Annexture-1



Annexure-II



Hospitality & Tourism

Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.

Sample Career Specialties /Occupations			
<p>General Manager • Food & Beverage Manager • Kitchen Manager • Catering & Banquets Manager • Service Manager • Dining Room Supervisor • Restaurant Owner • Baker • Brewer • Caterer • Dietician • Executive Chef • Cook • Pastry & Specialty Chef • Bartender • Restaurant Server • Banquet Server • Cocktail Server • Banquet Set-Up Employees • Bus Person • Room Service Attendant • Kitchen Steward • Counter Server • Wine Steward • Host • Research and Development Chef • Food/Beverage Wholesaler • Product Demonstrator • Personal Chef</p>	<p>Front Office Manager • Executive Housekeeper • Director of Sales & Marketing • Chief Engineer • Director of Human Resources • Rooms Division Manager • Director of Security • Controller • Food & Beverage Director • Resident Manager • Director of Operations • General Manager • Regional Manager • Quality Assurance Manager • Corporate Management • Lodging Management • Owner/Franchisee • Uniformed Services Support • Communications Supervisor • Front Desk Supervisor • Reservations Supervisor • Laundry Supervisor • Room Supervisor • Bell Captain • Shift Supervisor • Sales Professional • Night Auditor • Front Desk Employee • Valet Attendant • Bell Attendant • Door Attendant • Concierge • Reservationist • Guestroom Attendant • Public Space Cleaner • House Person • Maintenance Workers • Van Driver</p>	<p>Executive Director • Assistant Director • Director of Tourism Development • Director of Membership Development • Director of Communications • Director of Visitor Services • Director of Sales • Director of Marketing and Advertising • Director of Volunteer Services • Director of Convention and Visitors Bureau • Market Development Manager • Group Sales Manager • Events Manager • Sales Manager • Destination Manager • Convention Services Manager • Heritage Tourism Developer • Travel Agent (Commercial & Vacation) • Event Planner • Meeting Planner • Special Events Producer • Nature Tourism Coordinator • Tour and Travel Coordinator • Tourism Marketing Specialist • Transportation Specialist • Welcome Center Supervisor • Visitor Center Counselor • Tourism Assistant • Executive Assistant • Tour Guide • Tour Operator • Motor Coach Operator • Tour and Ticket Reservationist • Interpreter</p>	<p>Club Manager • Club Assistant Manager • Club Instructor • Club Equipment & Facility Maintenance • Club Scheduler • Club Event Planner • Club Membership Developer • Parks & Gardens Director • Parks & Gardens Activity Coordinator • Parks & Gardens Access Management • Parks & Gardens Safety & Security • Parks & Garden Ranger • Resort Trainer • Resort Instructor • Resort Equipment Maintenance • Resort Scheduler • Gaming & Casino Manager • Gaming & Casino Slot Supervisor • Gaming & Casino Dealer • Gaming & Casino Security & Supervisor and Maintenance • Gaming & Casino Security & Safety • Fairs/Festivals Event Planner • Fairs/Festivals Set up Supervisor • Fairs/Festivals Facility Manager • Fairs/Festivals Promotional Developer • Theme Parks/Amusement Parks Resale Department Manager • Theme Parks/Amusement Parks Area Retail Manager • Theme Parks/Amusement Parks Area Ride Operations Manager • Theme Parks/Amusement Parks Group Events Manager • Family Centers Manager • Family Centers Equipment Operator/Maintenance • Historical/Cultural/Architectural Ecological Industrial Sites • Guides/Rangers • Historical/Cultural/Architectural Ecological Industrial Sites Exhibit Developer • Museums/Zoos/Aquariums Docent • Museum/Zoos/Aquariums Animal Trainer and Handler • Museums/Zoos/Aquariums Exhibit Developer</p>
Restaurants and Food/Beverage Services	Lodging	Travel & Tourism	Recreation, Amusements & Attractions
Pathways	<p>The Common Career Technical Core (CCTC) includes a set of standards for each of the 16 Career Clusters™ and their corresponding Career Pathways that define what students should know and be able to do after completing instruction in a program of study. The CCTC also includes an overarching set of Career Ready Practices that apply to all programs of study. The Career Ready Practices include 12 statements that address the knowledge, skills and dispositions that are important to becoming career ready.</p>		
CCTC /Career Ready Practices			



Source: <https://careertech.org/wp-content/uploads/sites/default/files/CCFrame-HospitalityandTourism.pdf>