



education

Department:
Education
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NATIONAL CERTIFICATE (VOCATIONAL)

SUBJECT GUIDELINES

SUSTAINABLE TOURISM IN SOUTH AFRICA AND INTERNATIONAL TRAVEL

NQF Level 4

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INTRODUCTION

A. What is Sustainable Tourism in South Africa and International Travel?

In this subject the student develops a wider tourism horizon to include basic knowledge about popular tourism destinations abroad and the practical aspects of international travel.

On the local front sustainability and heritage development are studied with the emphasis on cultural heritage awareness, cultural heritage management and on-going evaluation methods to ensure the creation of sustainable events and a healthy tourism industry

B. Why is Sustainable Tourism in South Africa and International Travel important in the Tourism programme?

Since the average South African youngster neither gets the chance to travel, nor possesses a vast general knowledge, this subject provides the Tourism student with very basic yet valuable knowledge about popular international tourist destinations and overseas travel. The sustainability aspect of the subject is also very important in the Tourism programme, since there is a general realization that the fast-growing South African tourism industry can only remain a lucrative source of income as long as it is nurtured correctly and managed responsibly. By creating this awareness amongst the tourism workers of tomorrow, a sustainability culture can be established and spread eventually into all communities throughout South Africa.

C. The link between the Sustainable Tourism in South Africa and International Travel Learning Outcomes and the Critical and Developmental Outcomes

In Sustainable Tourism in South Africa and International Travel, students are able to:

- Conduct themselves as responsible citizens participating in the lives of local, national and global communities not only by serving in a travel industry that makes physical interaction between local, national and global possible but also striving to preserve those very communities through sound sustainable tourism practices.
- Be culturally and aesthetically sensitive across a range of social contexts when interacting with tourists from all walks of life and from all over the world.
- Make informed decisions using their extensive knowledge of South Africa.
- Critically evaluate information to advise clients to satisfy their needs.

D. Factors that contribute to achieving the Sustainable Tourism in South Africa and International Travel Learning Outcomes

The students must have an interest in geography and travel, as well as creative flair to enhance any tourist experience. They must be proactive to sense what advice a tourist would need in a particular surrounding or scenario. It also means having problem solving skills to be able to make alternative suggestions, as well as keen powers of observation.

In this subject the students must be precise and be correctly informed when presenting facts to a client. Good communication skills are essential. The students must be people-centered.

Ideally the students should get ample opportunity to experience typical tourist excursions first-hand, e.g. go on a local township tour or visit a local community, experience the natural environment etc. Opportunities should be created to expose the students to the company of tourists from overseas, even in a casual surrounding. They must get the opportunity to attend travel fairs or trade shows, especially where international tourism principals are exhibiting. It is essential that the students should watch international travel programmes, videos and DVD's to broaden their background.

1 DURATION AND TUITION TIME

This is a one year instructional programme comprising 200 teaching and learning hours. The subject may be offered on a part-time basis provided all of the assessment requirements set out hereunder are adhered to.

Students with special education needs (LSEN) must be catered for in a way that eliminates the barriers to learning.

2 SUBJECT LEVEL FOCUS

- Identify countries and famous international tourist destinations on a world map.
- Advise a client about various aspects of international travel.
- Demonstrate sustainable heritage practices and participate as far as possible.
- Evaluate the sustainability of an event.

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (50 percent)

All internal assessments must be finalised by an assessor with at least a certificate of competence.

3.1.1 Theoretical Component

The theoretical component will form 60 percent of internal assessment.

Internal assessment of the theoretical component of Sustainable Tourism in South Africa and International Travel NQF Level 4 will take the form of observation, class questions, group work, (informal group competitions with rewards), individual discussions with students, class, topic and semester tests and internal examinations. Daily observation can be made when marking exercises of the previous day and class questions.

Assignments, case studies and tests can be done at the end of a topic. Tests and internal examinations must form part of internal assessment.

Any or all of the written tasks/feedback can be considered as evidence of competency in the theoretical component and be filed as such in a Portfolio of Evidence (PoE).

3.1.2 Practical/Application Component

Practical components include applications and exercises. All practical components must be indicated in a PoE.

The practical component will form 40 percent of internal assessment.

Internal assessment of the practical component of Sustainable Tourism in South Africa and International Travel NQF Level 4 will take the form of assignments, practical exercises, case studies and practical examination in a simulated business environment.

Students may complete practical exercises on a daily basis. Assignments and case studies can be done at the end of a topic. Practical examination can form part of internal practical assessment.

• **Some examples of practical assessments include, but are not limited to:**

- Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role play, independent activity, synthesis and evaluation)
- Use of office equipment and travel aids
- Exhibitions by students
- Visits undertaken by students based on a structured assignment task
- Research
- Developing promotional literature, e.g. brochures
- Task performance in a simulated/structured environment

- **Definition of the term “Structured Environment”**

“Structured environment” for the purposes of assessment refers to an actual or simulated workplace, or workshop environment. It is advised that a practicum room is available on each campus (where applicable) for practical assessment.

- **Evidence in practical/application assessments**

All evidence pertaining to evaluation of practical work must be reflected in the student’s PoE. The assessment instruments used for the purpose of conducting such assessments must be part of the evidence contained in the PoE.

- **Job shadow or industry practicum**

Evidence of job shadowing or of actual practical work in the tourism industry must be provided in the form of a logbook. The following information should be contained in the logbook:

- Cover page – details of student and workplace;
- Key functions to be observed (job shadowing) or
- Competencies to be demonstrated (industry practicum);
- Time period of job shadow/practicum, with relevant dates;
- Daily signature of supervisor and of student;
- Evaluation/comment of supervisor, including
- Recommendations for improvement.

For the logbook to be regarded as valid evidence it must be signed off by the officially assigned supervisor.

3.1.3 Processing of internal assessment mark for the year

A year mark out of 100 is calculated by adding the marks of the theoretical component and the practical component of the internal continuous assessment.

3.1.4 Moderation of internal assessment mark

Internal assessment is subjected to both the internal and external moderation procedures as contained in the *National Examinations Policy for FET College Programmes*.

3.2 External assessment (50percent)

National examination

A national examination is conducted annually in October or November by means of a paper set, marked and moderated externally.

Details in respect of external assessment are contained in the *Assessment Guideline: Sustainable Tourism in South Africa and International Travel* (Level 4).

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. South Africa and international tourism	60%
2. Evaluate tourism events with respect to sustainability	40%
TOTAL	100

5 CALCULATION OF FINAL MARK

Continuous assessment: Student’s mark/100 x 50 = a mark out of 50 (a)

Examination mark: Student’s mark/100 x 50 = a mark out of 50 (b)

Final mark: (a) + (b) = a mark out of 100

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, purposes of moderation and verification, as well as purposes of reporting.

6 PASS REQUIREMENTS

The student must obtain at least fifty (50) percent in ICASS and fifty percent (50) in the examination.

7 SUBJECT AND LEARNING OUTCOMES

On completion of Sustainable Tourism in South Africa and International Travel Level 4, the student should have covered the following topics:

Topic 1	South Africa and international tourism
Topic 2	Evaluate tourism events with respect to sustainability

7.1 Topic 1: South Africa and international tourism

7.1.1 Subject Outcome 1: Identify the location of various international countries and major tourist destinations using a map.

Learning Outcomes:

- Indicate overseas countries with major tourist destinations, on a world map in order to show a basic knowledge of where continents and countries are, including the location of world-famous capitals.
Range: Countries in Western Europe, the UK, Russia and the Balkans, the Far East, North and South America, Australia, Asia.
- Research, in order to visually recognize and give the correct location of various major international tourist destinations.

Range: Major tourist attractions including but not limited to the Pyramids, Taj Mahal, Disney World, Eiffel Tower, Tower of London, Colosseum, Spanish Bullfight, Swiss Alps, Sugar Loaf Mountain and Rio Carnival, Parthenon, Mount Fuji, Great Wall of China, Little Mermaid in Copenhagen, Sydney Opera House, Floating Market in Singapore, German castles on the Rhine, a Caribbean island, etc.

7.1.2 Subject Outcome 2: Explain what a tourist could typically expect when visiting destinations in other parts of the world.

Learning Outcome:

- Research tour brochures/travel magazines/websites and compare (in table format) a typical tourist experience for each of the following:
 - Four varied destinations in Western Europe and the UK.
 - Two different destinations in the Far East and/or Asia.
 - Two different destinations in North America.
 - Two destinations in South America.
 - One destination in Australia/New Zealand.
 - Two destinations in Asia.
 - One destination in the Middle East or the Balkans.

Range: Examples, typical purpose of visit (shopping, sightseeing, cultural, eco-tourism, ethnic, etc.), typical activities (see and do), private travel, tour group, high /low volume of tourism, Is language barrier a problem?

7.1.3 Subject Outcome 3: Describe the world from an international travel perspective.

Learning Outcomes:

- Describe the basic different world climatic zones and point out examples on a world map.
Range: Tropical, dry, sub-tropical, temperate and polar.
- Discuss the effect of a specific climate zone on tourism, e.g. the Mediterranean.
- Draw the features of the compass with the different compass directions.
- Explain the concept of longitude and latitude and how they relate to world travel (jet lag, time differences, seasons, etc.).
- Identify general map symbols.
- Give an elementary explanation of the concept of world time zones as well as Greenwich Mean Time (GMT) and Coordinated Universal Time (UTC).
- Explain the concept of daylight saving and list the countries who observe this.
- Describe the concept and effects of jet lag.

- Describe the concept and effect of the world date line in terms of day lost/gained.
- List and briefly describe in table form the main diseases that influence travel world wide
Range: Yellow fever, malaria, typhoid fever, cholera, avian flu, hepatitis A and B, polio.
- Describe how these diseases affect tourism as well as health worldwide.
- Explain the concept of international and domestic airport taxes (sometimes also called departure tax), as well as where, when and how they are paid.
- Compile a list of various means of accessing information regarding airport/departure tax.
- Describe the concept of Value Added Tax (VAT) and Goods and Services Tax (GST) and how it applies to international tourists.
- Explain the procedure that international tourists should follow to reclaim VAT/GST paid.

7.1.4 Subject Outcome 4: Identify the location of typical tourist countries and provide general information about a given location.

Learning Outcomes:

- Identify on a world map the location of typical tourist countries and cities world-wide.
- Identify major international and domestic gateway cities/airports on a map.
- Indicate the major transport routes (direct and indirect) to and from South Africa.
Range: Air, rail, road and sea.
- Explain the concept of a domestic/international connecting flight (e.g. a Port Elizabeth client whose international flight to the Far East shall depart from Johannesburg International Airport).
- Explain the practical implications of a connecting flight when flying overseas using a carrier that does not belong to one's own country (e.g. a Johannesburg tourist flying to Boston but using KLM airline).
Range: Route, luggage, transit city, connecting time, travel documents needed for transfer, etc.
- Identify main physical features on a world map.
Range: The five continents and the islands, the oceans and seas, most important physical or man-made attractions, political boundaries, capitals, ports of entries.
- Obtain general tourist information on a particular country.
Range: General information such as language(s) spoken, climate, banking hours, health requirements, voltage, currency, entry requirements, airport taxes, time zone, public/banking holidays, import and export regulations regarding duty-free articles; safety security).
- Advise a client about the potential influence of climatic conditions on the chosen destination and time of travel and offer alternative periods of travel, or alternative destinations, if necessary.
- Advise a client about political conditions in a particular region (regarding threatening civil war, terrorism, general unrest) and suggest alternative travel plans where necessary.

7.2 Topic 2: Evaluate tourism events with respect to sustainability

7.2.1 Subject Outcome 1: Evaluate local, provincial, national and international heritage conservation as well as preservation policy contexts.

Learning Outcomes:

- Identify heritage policies and legislation in South Africa to prepare for the management of heritage in a specific context.
- Evaluate heritage policies and legislation in South Africa at a national, provincial and local authority level, for impact on heritage.
- Identify international heritage policies and legislation to prepare for international comparability.
- Evaluate and compare South African heritage policies and legislation with international standards, policies and legislation, to determine comparability.

7.2.2 Subject Outcome 2: Evaluate the role of heritage institutions and agencies.

Learning Outcomes:

- Identify South African institutions and agencies involved in the production of heritage through preservation, interpretation and communication, to place heritage activities in context.
- Draw comparisons between these institutions and agencies involved in the production of heritage through preservation, interpretation and communication, to place heritage activities in context.
- Evaluate institutions and agencies in education, tourism and community development for their role in preserving, interpreting and communicating tangible and intangible heritage.
- Discuss how the roles of the institutions can be altered, adjusted or improved, to benefit heritage as a whole.

7.2.3 Subject Outcome 3: Practice sustainable heritage development.

Learning Outcomes:

- Identify the need for heritage management in the context of local, regional, provincial, national and international guidelines and regulations.
- Investigate and report on cultural heritage management through the investigation of examples.
- Evaluate and compare cultural heritage management through the investigation of examples.
- Practice sustainable heritage within defined context.

7.2.4 Subject Outcome 4: Examine the different roles, relationships, responsibilities and expectations of all key stakeholders.

Learning Outcomes:

- Identify and contextualise key relevant role-players and stakeholders to place them in the students' context.
- Identify roles of institutions and agencies in education, tourism and community development to place them in overall context.
- Analyse and compare roles, relationships, responsibilities and expectations of key role-players and stakeholders, to place activities in context.
- Evaluate roles of institutions and agencies in education, tourism and community development to facilitate comparisons.
- Discuss roles of institutions and agencies in the preservation and communication of heritage to allow for the formulation of recommendations.
- Articulate and critically assess development case studies being investigated, within the debate of heritage development and sustainability.

7.2.5 Subject Outcome 5: Conduct effective evaluations to measure successful operations.

Learning Outcomes:

- Measure the success of the event against set objectives.
- Measure client satisfaction levels.
- Compile a report on post event reviews.
- List the highlights.

7.2.6 Subject Outcome 6: Reflect on, measure and evaluate performance in order to improve future practice and learning.

Learning Outcomes:

- Measure and evaluate own performance.
- Measure and evaluate staff performance.

7.2.7 Subject Outcome 7: Evaluate effectiveness of systems and processes supporting the event to ensure sustainability.

Learning Outcomes:

- Examine the administrative system and process supporting the event.
- Examine the communications system and process supporting the event.
- Evaluate the support services supporting the event.
- Evaluate the documentation supporting the event.
- Evaluate the event management process.

7.2.8 Subject Outcome 8: Conduct mid-event evaluations.

Learning Outcomes:

- Monitor the evaluation procedures.
- Assess whether quality and high standards of event are still ensured.

7.2.9 Subject Outcome 9: Compile a report in user-friendly format.

Learning Outcomes:

- Record proceedings and evaluations.
- Communicate report to all appropriate role players.
- Make necessary recommendations to achieve sustainable events.

8 RESOURCE NEEDS FOR THE TEACHING OF SUSTAINABLE TOURISM IN SOUTH AFRICA AND INTERNATIONAL TRAVEL - LEVEL 4

(Recommended per group of 15 – 20 students)

8.1 Physical resources

The following teaching aids should be made available, if possible:

• Practicum room or simulator

- A practical room (e.g. a front office, or a tourism information centre, etc.) which is a simulated tourism office environment, equipped with the basic office furniture and equipment, as well as the necessary electronic equipment, e.g. computer(s), printer, telephones, fax machines, photocopier, etc.
- Two-hole punch and stapler, ideally per workstation
- Filing cabinet
- Brochure stand(s)
- Counter top/workstation/reception counter as applicable
- Display boards
- The latest developments in electronic equipment must be available
- The computer(s) must be equipped with internet connection to enable website browsing for research purposes, as well as software training programmes, e.g. for making reservations
- At least one computer (with colour printer and connected to the Internet) equipped with a DVD-writer for presentations
- Storeroom facility for PoEs, ideally directly connected to the simulator venue for easy access.

• Classroom

- Classroom/lecture venues for use of Tourism students, where the tourism industry 'feel' can be created by means of maps, posters, wall decorations, industry magazines, etc.
- TV monitor and DVD/VCR
- DSTV satellite dish and decoder with connection (for Travel Channel, National Geographic, etc.)
- Computer and data projector and screen
- Flash disk for facilitator to store information
- Presentation programme on computer to be used by facilitator to provide students with visual information on learning outcomes
- Digital video camera (with necessary connections and memory cards)
- Wall clocks (minimum 5) on which to explain time zones/world times
- Larger-than-usual desks/tables, since Tourism students work with documents, maps, atlases, reference books, etc.
- Reference books (e.g. Lonely Planet, Rough Guide, World Travel Guide, etc.)
- Dictionaries
- Wall maps (World; Africa Physical and Political; South Africa Physical and Political)
- Atlases and globe
- Overhead projector and pull down screen
- Flipchart
- White board and/or black board
- Storeroom facility for maps and other teaching aids, consumables, etc. The storeroom should ideally be situated adjacent to/near the Tourism class room(s) for easy access
- Notice board(s) outside in the corridor(s)

• Media/resource centre

- A well-equipped media/resource centre
- Availability of computers and printers for students to complete assignments/case studies and do additional research
- Research software e.g. Encarta, etc.
- Subject related magazines (e.g. Getaway, Travel News weekly, Outdoors, etc.), daily newspapers and subject related reference books for research by facilitators and by students

- Subject related DVDs/videos
- Copies of applicable tourism legislation/Acts
- Stock room to store

8.2 Human resources

• Lecturers/facilitators

- Facilitators with a tertiary qualification (or qualification on NQF Level 7) in Travel and/or Tourism; or Hospitality, preferably with relevant industry experience
- In cases where Tourism industry experience is non-existent, it is strongly recommended that such a facilitator does some part-time work in the Tourism industry, e.g. during college holiday periods, in order to gain practical work experience
- It will be to the advantage of facilitators/lecturers if they have already been declared competent as assessors and/or moderators
- Training in Outcomes Based Education.
- Partnerships should be established with the industry to augment facilitation in certain specialized areas where the appointed FET facilitator/lecturer lacks the necessary expertise
- Outsourcing for modules like First Aid
- Specific facilitator(s)/lecturer(s) trained to manage the simulator/practicum room activities
- Fundamentals facilitator: Regarding the IT component of Life Orientation it is strongly recommended that the particular facilitator should adapt the learning material to address the needs of computer use in the Tourism Industry
- Full time technology and research manager (with knowledge of computers, website browsing, research and reference books)

8.3 Other resources

- Access in the computer classrooms (for each Tourism student) to a computer and printer and the Internet
- Iveco bus – 20 seater for educational excursions and projects

8.4 Consumables

- Learning material/text books
- Answer books, with examples which students must complete for practical assignments
- Basic calculator for each student
- Lever arch file for each student to serve as PoE
- Lever arch file for Practical Assessment Portfolio
- Subscription fees for internet, subject related magazines, newspapers, TV licence
- Disks
- CDs
- Ink cartridges (black and colour)
- Transparencies and transparency pens
- Glossy paper
- Standard office stationary (pens, tippex, etc.)
- Plastic sleeves
- Dividers
- Relevant reservations registers and related tourism documents
- Logbooks