



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

SUBJECT GUIDELINES

SCIENCE OF TOURISM

NQF LEVEL 2

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INTRODUCTION

A. What is Science of Tourism?

Science of Tourism informs students on the working and compilation of the tourism industry. It identifies the necessary sources of tourist information, products and services and sets out the necessary components for the tourism industry to function effectively.

The impact of tourism on the economy is explained and role-players are identified. Possible career paths in the industry are selected and possible development opportunities are investigated.

B. Why is Science of Tourism important in the Tourism programme?

Students must understand the nature and structure of the tourism environment and industry to select a suitable tourism career path. Knowledge of interactions between all role-players, including the student, is vitally important for the development of the student as the tourism industry has a great impact on the South African economy.

C. The link between the Science of Tourism Learning Outcomes and the Critical and Developmental Outcomes

In Science of Tourism, students:

- Are encouraged to think logically.
- Collect, analyse, organise and critically evaluate information that will serve the development of the national tourism industry.
- Demonstrate an understanding of the world in general, and tourism in particular, as a set of interrelated systems by recognising that problem-solving contexts do not exist in isolation.
- Develop their analytical ability.
- Categorise tourist types according to their needs.
- Explore education and career opportunities by examining all the various sectors of the tourism industry and (through practical work) experience some employment possibilities.

D. Factors that contribute to achieving the Science of Tourism Learning Outcomes

The student should be a people-centred person; somebody who is prepared to render excellent customer service at all times. A Tourism student must have sound communication skills and should pursue interpersonal skills. The student must be avidly interested in travel and tourism. The student must have keen powers of observation regarding the various media types to stay abreast with the latest developments, daily news, happenings in the industry and especially to always broaden their general knowledge.

SCIENCE OF TOURISM – LEVEL 2

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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 the student meets all the assessment requirements.

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

2 SUBJECT LEVEL FOCUS

The student will be able to:

- Identify the various sectors of the tourism industry.
- Identify the key features of the tourism industry.
- Describe the different types of tourists in and to South Africa.
- Identify possible career paths in the tourism industry.

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 forms 60 percent of the internal assessment mark.

Internal assessment of the theoretical component in Science of Tourism Level 2 takes 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. Lecturers can observe students when marking exercises from the previous day and asking class questions.

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

3.1.2 Practical component

The practical component forms 40 percent of the internal assessment mark.

Practical components include applications and exercises. All practical components must be indicated in a Portfolio of Evidence (PoE).

Internal assessment of the practical component in Science of Tourism Level 2 takes the form of assignments, practical exercises, case studies and practical examinations in a simulated business environment.

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

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

- A. Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role-play, independent activity, synthesis and evaluation)
- B. Exhibitions by students
- C. Visits undertaken by students based on a structured assignment task
- D. Research
- E. Task performance in a "Structured Environment"

- **Definition of the term "Structured Environment"**

For the purposes of assessment, "Structured Environment" refers to a simulated workplace or workshop environment. A practicum room should be available on each campus (where applicable) for practical assessments.

- **Evidence in practical/application assessments**

All evidence pertaining to evaluation of practical work must be reflected in the students' Portfolio of Evidence (PoE). The tools and instruments constructed and used to conduct these assessments must be clear from the evidence contained in the Portfolio of Evidence (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)
- Period of job shadowing or practicum, with relevant dates
- Daily signature of supervisor and student
- Evaluation or comment by supervisor, including recommendations for improvement

For the logbook to be regarded as valid evidence, it must be signed 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 (60 percent) and the practical component (40 percent) of the internal continuous assessment (ICASS).

3.1.4 Moderation of internal assessment mark

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

3.2 External assessment (50 percent)

A National Examination is conducted annually in October or November by means of a paper(s) set and moderated externally. A practical component will also be assessed.

External assessment details and procedures are set out in the *Assessment Guidelines: Science of Tourism (Level 2)*.

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. The Tourism Industry	25
2. The Nature of Tourists	25
3. Tourism Dynamics	25
4. Career Opportunities in the Tourism Industry	25
TOTAL	100

5 CALCULATION OF FINAL MARK

Internal assessment mark: 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, reporting, moderation and verification purposes.

6 PASS REQUIREMENTS

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

7 SUBJECT AND LEARNING OUTCOMES

On the completion of Science of Tourism Level 2, the student should have covered the following topics:

- Topic 1: The Tourism Industry
- Topic 2: The Nature of Tourists
- Topic 3: Tourism Dynamics
- Topic 4: Career Opportunities in the Tourism Industry

7.1 Topic 1: The Tourism Industry

Subject Outcome 1: Give an integrated definition of tourism.

Learning Outcomes:

The student should be able to:

- Give the definition of tourism as defined by the World Tourism organisation or the Department of Environmental Affairs and Tourism.
- Explain the impact tourism has on social, economical and environmental sectors.
- Identify and discuss the link between the social, environment and economical sectors.
- Collect information on and illustrate in table format the advantages and disadvantages of the impact of tourism on these sectors.

Subject Outcome 2: Identify and explain the main sectors of the tourism industry.

Learning Outcomes:

The student should be able to:

- List the main tourism sectors and the types of enterprise that fall in each, including but not limited to:
 - Accommodation: Hotels, bed and breakfasts, guesthouses, lodges, motels, campsites, caravan parks and self-catering
 - Transport: Air, rail, water and road (car, coach, taxi and bus)
 - Services: Retail (travel consultants) and wholesale (domestic, inbound and outbound)
 - Support services: Insurance, banking, arts and culture and information
- Identify different local and national enterprises and list them in table format under the applicable sector where they belong (Accommodation, Transport, Services, etc.).
- Give examples and identify how interaction between these sectors can affect the delivery of tourism.
- Given local examples, collect information on these examples and explain their impact on tourism.

Subject Outcome 3: Identify the different types of tourists and explain their reasons for travel.

Learning Outcomes:

The student should be able to:

- Identify tourists as one of the following: individual, mass individual, mass tourist, excursionist, wanderer, explorer, adventurer, etc.
- Identify the interests of the different types of tourist.
- Identify the expectations of different types of tourists.
- Explain the reasons for travelling for any tourist.

Subject Outcome 4: Identify ways of accessing and using different sources of information to serve tourists.

Learning Outcomes:

The student should be able to:

- List different types of information services including, but not limited to, tourism centres, tourism agencies, tourism consultants, kiosks and curios (at least three).
- Identify and list sources of information for tourists including, but not restricted to, electronic, written and oral media, e.g. Internet, brochures, radio, video, telephonic libraries, herbarium and information centres (at least five).
- Explain how information obtained can benefit the tourist.
- Collect information and list unique attractions and services from a range of local tourism enterprises that serve the interests of at least four types of tourists.

Subject Outcome 5: Identify the products and services available in the tourism market.

Learning Outcomes:

The student should be able to:

- List various services and products available in the tourism market.
- Classify the products according to the sectors in which they are found.
- Identify the products and services of at least one macro enterprise.

7.2 Topic 2: The Nature of Tourists

Subject Outcome 1: Identify why tourists visit South Africa.

Learning Outcomes:

The student should be able to:

- Define the term tourist.
- Identify reasons why tourists like to visit South Africa including, but not restricted to, business, holiday, family entertainment, special interests e.g. game reserves, adventure tours, backpackers, etc.

Subject Outcome 2: Compare different categories of tourists.

Learning Outcomes:

The student should be able to:

- List different categories of tourist and their respective reasons for visiting South Africa.
- Explain the nature of the experiences desired by different types of tourist including, but not limited to, international, local, big budget, small budget, groups, individuals, experienced travellers and first-time travellers.
- Compare the needs of the different types of tourist.
- Identify the unique attractions of South Africa.

Subject Outcome 3: Compare different types of tourist attractions.

Learning Outcome:

The student should be able to:

- List various local and national tourist attractions in table format under the following headings: cultural, natural, historical, local experience, luxury experience, entertainment and adventure.

Subject Outcome 4: Apply understanding of tourist types and needs to suggest suitable attractions.

Learning Outcomes:

The student should be able to:

- Draw a table showing the different types and categories of tourist, their specific needs and local and national attractions that will satisfy their needs.
- Identify possible ways in which the different tourist's experience could be enhanced.

Subject Outcome 5: Define market segmentation.

Learning Outcomes:

The student should be able to:

- Define market segmentation.
- Explain the need for market segmentation in terms of the life cycle and specialisation of a tourism enterprise and the influence it has on a business and customer satisfaction.

7.3 Topic 3: Tourism Dynamics

Subject Outcome 1: Demonstrate knowledge and understanding of the contribution of the tourism industry to the economy.

Learning Outcomes:

The student should be able to:

- Identify the sectors of the travel and tourism industry including, but not limited to, hospitality, information services, travel services, transport, gaming and leisure and attractions and explain their core purpose.
- Describe ways in which the travel and tourism industry contributes towards South Africa's economic growth and upliftment of communities by creating jobs, generating income and promoting cultural awareness.
- Explain the importance of constantly improving service standards in the travel and tourism industry in terms of customer development and customer satisfaction.

- Explain the effect that poor service has on the hospitality, travel and tourism industries.

Subject Outcome 2: Demonstrate knowledge and understanding of the hospitality sector as part of the tourism industry.

Learning Outcomes:

The student should be able to:

- Identify sectors in the hospitality industry including, but not restricted to, accommodation, clubs, conferencing, pubs or bars, restaurants, fast food or takeaway, industrial catering and gaming and explain their core purpose.
- Identify the main functional areas in the hospitality industry.
Range: Front of house, accommodation services, food and drink service, food preparation and cooking
- Describe situations where the hospitality industry is adversely affected and give reasons for this.
- Identify the best ways to communicate between all departments in an organisation and explain the importance of effective and regular communication.
- Identify industries that provide service and support to the hospitality industry and explain the role they play and the importance of their role.

Subject Outcome 3: Demonstrate knowledge and understanding of the link between national heritage and tourism.

Learning Outcomes:

The student should be able to:

- Explain what is meant by “South Africa’s national heritage” in terms of man-made, natural and human resources.
- Describe ways that our national heritage helps to attract tourism to South Africa.

Subject Outcome 4: Explain the terms tourist, tourism and tourism product to demonstrate an understanding of these concepts.

Learning Outcomes:

The student should be able to:

- Obtain the definitions of the three terms from the World Tourism Organisation (WTO) and the Department of Environmental Affairs and Tourism (DEAT).
- Explain the aspects of the tourism product with reference to price, image and accessibility.

Subject Outcome 5: Collect information and report on the impact of tourism locally, provincially and nationally.

Learning Outcomes:

The student should be able to:

- Collect information on the economic advantages of tourism at local, provincial and national levels and compile a report that shows which type of product is the most profitable.
- Collect information on the social advantages of tourism at local, provincial and national levels.
- Identify disadvantages, such as harm to the environment and undermining of the local culture, and explain with examples and possible solutions.

Subject Outcome 6: List support systems needed for successful tourism.

Learning Outcomes:

The student should be able to:

- List support systems needed for accommodation, travel and services.
- Discuss in detail at least three support systems of each explaining their functions.

Subject Outcome 7: Identify support services in the public and private sectors.

Learning Outcomes:

The student should be able to:

- List local support services available in the private sector.
- List support services available in the public sector and discuss their functionality and record their effectiveness or ineffectiveness in a table format, suggesting improvements.

Subject Outcome 8: Identify factors that support sustainable tourism.

Learning Outcomes:

The student should be able to:

- Define the concept sustainable tourism and explain the importance thereof.
- Identify factors that will support sustainable tourism including, but not restricted to, promotion of environmental conservation, cultural renewal, quality of skills, services and resources and accessibility.
- Research cases and report on where at least one of the above has been implemented with success.
- Identify and explain how relevant legislation can support sustainable tourism.

7.4 Topic 4: Career Opportunities in the Tourism Industry

Subject Outcome 1: Identify the role-players in the tourism industry and their functions.

Learning Outcomes:

The student should be able to:

- Identify the national and provincial role-players in the tourism industry including, but not restricted to, the national and provincial Departments of Environmental Affairs and Tourism (DEAT), the Tourism and Hospitality Education and Training Authority (THETA), SATOUR, ASATA, SADC, SA Tourism Institute, tourism offices at national destinations and other local, provincial and national role-players.
- Identify private NGOs that work in the tourism industry.
- Describe the role and function of all these role-players in the tourism industry and how they relate to and interact with the local tourism industry.
- Identify and describe the roles and function of local role-players.

Subject Outcome 2: Examine possible career paths in the tourism field.

Learning Outcomes:

The student should be able to:

- Identify career paths in the tourism sector.
- Collect information regarding learning and development opportunities to support career development with regards to on the job, informal or in-service training, distance learning, full-time training and national qualifications.
- Identify potential sources for information on job opportunities.
- Outline a career path for self as envisaged over 5, 10 and 15 years.

Subject Outcome 3: List and select career opportunities and/or tourist ventures in the local environment.

Learning Outcomes:

The student should be able to:

- List local tourism ventures including, but not restricted to, tour operators, travel agents, guides, information officers, travel services, the hospitality industry, transport services, the service sector, students themselves and entrepreneurs and identify possible career opportunities available in at least three ventures.
- Research at least two possible job opportunities identified in each of the ventures in terms of availability, requirements, job descriptions and remuneration. Identify a career path for each.

8 RESOURCE NEEDS FOR THE TEACHING OF SCIENCE OF TOURISM – LEVEL 2

(Recommended per group of 15 – 20 students)

8.1 Physical resources

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

8.1.1 Practicum room or simulator

- A practical room (e.g. a front office or a tourism information centre) which simulates a tourism office environment with the basic office furniture and equipment and the necessary electronic equipment, e.g. computer(s), printer, telephones, fax machines and photocopier
- Two-hole punch and stapler, ideally per work station
- Filing cabinet

- Brochure stand(s)
- Counter top, work station or reception counter as applicable
- Display boards
- Internet access and 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 Portfolios of Evidence (PoEs), ideally directly connected to the simulator venue for easy access

8.1.2 Classroom

- Classroom or lecture venues for use by Tourism students, where a tourism “feel” can be created with maps, posters, wall decorations, industry magazines, etc.
- TV monitor and DVD or VCR player
- DSTV satellite dish and decoder with connection (for Travel Channel, National Geographic, etc.)
- Computer and data projector and screen
- Flash disk for lecturer to store information
- Presentation programme on computer to be used by lecturer to provide students with visual information on Learning Outcomes
- Digital video camera (with necessary connections and memory cards)
- Wall clocks (minimum five) to explain time zones or world times
- Larger-than-usual desks or tables as Tourism students work with documents, maps, atlases, reference books, etc.
- Reference books (e.g. Lonely Planet, Rough Guide and World Travel Guide)
- 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 or near the Tourism classroom(s) for easy access.
- Notice board(s) outside in the corridor(s)

8.1.3 Media or resource centre

- Computers and printers for students to complete assignments or case studies and do additional research
- Research software e.g. Encarta
- Subject-related magazines (e.g. Getaway, Travel News Weekly and Outdoors), daily newspapers and subject-related reference books for research by lecturers and students
- Subject-related DVDs and videos
- Copies of applicable tourism legislation or acts

8.2 Human resources

8.2.1 Lecturers

- Lecturers must have 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 the lecturer do some part-time work in the Tourism industry, e.g. during college holiday periods, to gain practical work experience.
- It will be an advantage if lecturers have already been declared competent as assessors and/or moderators.
- Lecturers must have had training in outcomes-based education.
- Partnerships should be established with the industry to augment facilitation in certain specialised areas where the appointed lecturer lacks the necessary expertise.
- The lecturer must be trained to manage the simulator or practicum room activities.

8.3 Other resources

- Iveco bus – 20 seater for educational excursions and projects

8.4 Consumables

- Learning material and textbooks
- Answer books, with examples, that students must complete for practical assignments
- Basic calculator for each student
- Lever arch file for each student to serve as Portfolio of Evidence (PoE)
- Subscription fees for Internet, subject-related magazines, newspapers, TV license, etc.
- Disks and CDs
- Ink cartridges (black and colour)
- Transparencies and pens
- Glossy paper
- Standard office stationary (pens, tippex, etc.)
- Plastic sleeves or files
- Dividers
- Relevant reservations registers and related tourism documents
- Logbooks