



education

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SUBJECT GUIDELINES

Science of Tourism

NQF Level 3

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INTRODUCTION

A. What is Science of Tourism?

Science of Tourism informs students of the workings and compilation of the tourism industry. It identifies the necessary sources of tourist information, products and services, and sets out the necessary components that enable 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 identified 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 students, is vitally important for student development. 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) experiencing 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 in order to stay abreast of the latest developments, daily news, happenings in the industry, and especially always to broaden their general knowledge.

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.

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

2 SUBJECT LEVEL FOCUS

- Describe the effect of current affairs on the tourism industry
- Identify local information of importance to customers and ways of communicating it
- Demonstrate the ability to arrange minor events, co-ordinate meetings and make travel arrangements
- Identify sources of information about self employment.

3 ASSESSMENT REQUIREMENTS

3.1 Internal Assessment (50 percent)

3.1.1 Theoretical Component

The theoretical component will form 60 percent of internal assessment.

Internal assessment of the theoretical component of Science of Tourism NQF Level 3 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 done 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 Science of Tourism NQF Level 3 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 learners
 - Visits undertaken by learners 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 students' PoE. The tools and instruments constructed and used for the purpose of conducting such assessments must be clear from 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 subject to both the internal and external moderation procedures as contained 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 set, marked and moderated externally.

Details in respect of external assessment are contained in the *Assessment Guideline: Science of Tourism (Level 3)*.

4 WEIGHTED VALUES OF TOPICS

| TOPICS | WEIGHTED VALUE |
|--|----------------|
| 1. Tourism as a business | 50 |
| 2. Processes and procedures required in a tourism business environment | 35 |
| 3. Sourcing available career opportunities in the tourism industry | 15 |
| TOTAL | 100 |

5 CALCULATION OF FINAL MARK

Internal 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 is required to obtain at least fifty (50) percent in ICASS and fifty (50) percent in the examination.

7 SUBJECT AND LEARNING OUTCOMES

On completion of Science of Tourism Level 3 the student should have covered the following topics:

- Topic 1: Tourism as a business
Topic 2: Processes and procedures required in a tourism business environment
Topic 3: Sourcing available career opportunities in the tourism industry

7.1 Topic 1: Tourism as a business

7.1.1 Subject Outcome 1: Explain the concept of business environment.

Learning Outcome:

The student should be able to:

- Explain the interaction between the macro market environment (including but not restricted to technological, economical, international, social, demographic, political and security environments) and a business
- Explain the interaction between the market environment including but not restricted to consumers, intermediaries, suppliers and competitors, and a business
- Explain the influence of the micro environment including but not restricted to mission, objectives and resources on a business

7.1.2 Subject Outcome 2: Interpret information about events in the physical environment that could impact on a tourism business.

Learning Outcome:

The student should be able to:

- Give examples of physical environment including but not restricted to natural resources, scenic beauty, infrastructure and natural disasters, and explain the influence it has on the tourism industry with regard to suppliers, customers and services
- Compare the severity of the impact of the above mentioned in a table format, distinguishing between advantages and disadvantages to identify the threats posed

7.1.3 Subject Outcome 3: Identify events in the socio-political environment that could impact on the tourism business sector.

Learning Outcome:

The student should be able to:

- Give examples of events in the socio- and political environments
- Collect information from news reports on current events and identify their impact on the tourism industry
- Identify the legislation related to labour dynamics that could have an influence on the tourism business
- Discuss any current socio-political changes reported in the media that could influence the tourism industry on a national and/or international level
- Collect two media reports from different resources on the same socio-political change and compare and tabulate the differences

7.1.4 Subject Outcome 4: Identify events in the economic environment that could impact on the tourism business sector

Learning Outcome:

The student should be able to:

- Explain the influence that the economic environment has on a tourism business including but not restricted to customer income, productivity, inflation, level of employment, and economic growth
- Collect information on inflation and explain its effect on costs of goods and services and the value of the Rand in real terms, in table format
- Collect two media reports from different resources on inflation and tabulate the differences

7.1.5 Subject Outcome 5: Identify events in the technology and institutional environments that could impact on the tourism business sector

Learning Outcome:

The student should be able to:

- Explain how changes in technology can affect the tourism business
- Give examples of technological advances that influence the tourism industry, identifying threats and strengths, and compare the advantages and disadvantages in a tabular format
- Determine the vulnerability of the tourism business sector to the various macro environments, and compare the results in a tabular format
- Identify opportunities to tourism businesses resulting from macro environment influence

7.2 Topic 2: Processes and procedures required in a tourism environment

7.2.1 Subject Outcome 1: Source information on major events and tourist attractions in local area

Learning Outcome:

The student should be able to:

- Collect information on major events in the local area from the media and from the internet

7.2.2 Subject Outcome 2: Identify the location of major events of interest in local area.

Learning Outcome:

The student should be able to:

- Identify possible local locations where major events can take place including but not restricted to convention centres, CTICC, Standard Bank Arena, etc.

7.2.3 Subject Outcome 3: Identify the correct routes to and from a destination as required by the customer.

Learning Outcome:

The student should be able to:

- Explain all the symbols given on a map and draw maps indicating the correct routes to and from a given destination indicating hospitals, schools, hotels and churches, one-way streets, main roads and highways, and indicating distances
- List tourist attractions, hotels and venues for events.

7.2.4 Subject Outcome 4: Communicate information that has been sources to customers.

Learning Outcome:

The student should be able to:

- Point out all listed items on a map and explain the most direct routes to given destinations

7.2.5 Subject Outcome 5: Explain to customers any restrictions on cross-border travel rentals and related conditions.

Learning Outcome:

The student should be able to:

- Identify the necessary requirements for driving a rented vehicle in South Africa
- Identify cases where rented vehicles may be taken into another country and collect specimens of forms for the paperwork that is required.
- Collect information on insurance and other conditions if allowed to take vehicles across the boarder and draw up a pamphlet for handing out to prospective clients

7.2.6 Subject Outcome 6: Inform customers about safety precautions to be taken when travelling.

Learning Outcome:

The student should be able to:

- Collect information from the police on safe travelling with regard to: stopping in isolated areas, locking doors, high risk areas, local peak hours and explain the consequences of not following these
- Identify applicable legislation regarding age, alcohol limits, speed limits, etc.

- Design a brochure with a positive impact, containing the relevant tips

7.2.7 Subject Outcome 7: Evaluate actions taken and identify possible areas for self-improvement.

Learning Outcome:

The student should be able to:

- Compare brochures, maps and pamphlets with those of other students and identify areas for self-improvement

7.2.8 Subject Outcome 8: Identify a date, venue and time for a meeting or event.

Learning Outcome:

The student should be able to:

- List suitable dates for a meeting and write a memo to be sent to the stakeholders
- Collect information from local venues on availability and cost deposits. List suitable dates for a meeting, how many attendants can be accommodated and services available and compare these in a tabular format.
- Decide on a venue that meets the required needs and draft a letter informing all the attendants of the date and the venue, and asking relevant information including but not restricted to, dietary requirements, transport requirements if necessary, accommodation, etc. with a RSVP date.

7.2.9 Subject Outcome 9: Arrange venue and catering.

Learning Outcome:

The student should be able to:

- Explain reasons for choosing a specific venue
- Discuss at least three dietary requirements and identify what types of food are needed
- Draw up an agenda for the meeting/event in writing
- Draw up a checklist indicating the tasks to be attended to, including but not restricted to booking of the venue, paying of deposit, receiving confirmation, arranging menus with caterers, arranging logistics, arranging meeting room layout and equipment needed, due dates for tasks to be done, and the designated responsible person

7.2.10 Subject Outcome 10: Make travel, car hire and accommodation arrangements.

Learning Outcome:

The student should be able to:

- List all the accommodation requirements and secure bookings accordingly, determining the deposit amount needed and when the payment must be made. Record all the data in a tabular format
- List all the travel requirements grouping them in order of departure point and time, and secure bookings accordingly. Collect information on costs, when payment must be made, which airline, time of departure, collection points for tickets, and list in tabular format
- List in a tabular format all car hire requirements, grouping according to departure time, place and costs, deposits payable and duration, and secure bookings
- Draft a letter informing the attendants of the relevant arrangements including but not restricted to date, venue, accommodation, travel arrangements, car hire or shuttle, etc.

7.2.11 Subject Outcome 11: Collate and distribute documentation for meeting or event in good time

Learning Outcome:

The student should be able to:

- Identify a timeframe for all participants' documentation to be submitted to enable timeous assembly and distribution to the attendants, taking into consideration the type of communication to be used
- Communicate this time frame in a written format to the participants
- Determine a date and confirm all the bookings made and collect a name of person confirming the various bookings
- Draw up a check list with due dates and person responsible for all aspects of the event
- Draw up a checklist for documentation to be received
- Draw up a check list for documentation sent to attendants and confirm receipt thereof.

7.3 Topic 3: Sourcing available career opportunities in the tourism industry

7.3.1 Subject Outcome 1: Describe how to research tourism as a self-employment opportunity

Learning Outcome:

The student should be able to:

- Explain why it is important that research into self-employment opportunities should be thorough
- Describe why it is important that one should be able to identify several sources of information regarding tourism self-employment
- Explain why it is vital that the sourced information should be accurate and reliable
- Describe the self-employment opportunities offered by different types of companies
Range: Private company, Close Corporations, Partnerships and Sole proprietor

7.3.2 Subject Outcome 2: Record and process self-employment information

Learning Outcome:

The student should be able to:

- Given self-employment opportunities, determine the sources of relevant information and record them for later referral
Range of sources: newspapers and other publications, speaking to personal contacts, support agencies, government departments and organizations.
Range of information: opportunities for small businesses, potential customers, start up costs, competition, legal requirements, skill requirements, grants/financial assistance available, training available, job creation opportunities
- Evaluate and rank the information obtained in terms of potential self-employment opportunities, and take into account available resources, education, training and viability

7.3.3 Subject Outcome 3: Demonstrate the ability to overcome problems related to the sourcing of self-employment information

Learning Outcome:

The student should be able to:

- Identify potential problems related to sources of information and suggest how to overcome these
- Describe possible alternative sources of information

8 RESOURCE NEEDS FOR THE TEACHING OF SCIENCE OF TOURISM - LEVEL 3

The following is 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 center, 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 Portfolios of Evidence (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 program 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** (recommended per group of 15 – 20 students)

- A well-equipped media/resource centre
- Availability of computers and printers for students to complete assignments/case studies and conduct 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
- Trained in OBE
- 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
- Log books