



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATE (VOCATIONAL)

SUBJECT GUIDELINES

Science of Tourism

NQF Level 4

September 2007

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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

- Analyse the wholesale travel industry
- Demonstrate knowledge of the national and international event industry
- Explain the national and international legal framework including but not restricted to binding contracts, travel documents and custom services

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 Science of Tourism 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 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 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 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 4)*.

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. Wholesale and retail tourism, incorporating air travel	55
2. Tourism legislation	45
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 must obtain at least fifty (50) percent in ICASS and fifty percent (50) in the examination.

7 SUBJECT AND LEARNING OUTCOMES

On completion of Science of Tourism Level 4 the student should have covered the following topics:

- Topic 1: Wholesale and retail tourism, incorporating air travel
Topic 2: Tourism legislation

7.1 Topic 1: Wholesale and retail tourism, incorporating air travel

7.1.1 Subject Outcome 1: Demonstrate knowledge and understanding of airline and custom services and procedures applicable to assist customers using domestic and international air travel.

Learning Outcome

The student should be able to:

- Describe special airport or airline services that are available to customers if required, according to the IATA format.
- Explain the basic procedures followed when a passenger checks in, including but not restricted to weighing of baggage, departure, control, seating arrangements, etc.
- Explain the customs procedures including but not restricted to declaration of goods, duty, VAT payable, clearance fees, etc.
- List the procedures in sequence, in written format, that a prospective traveller has to follow on his/her way to an international destination, with (given) special requirements and goods to declare.

7.1.2 Subject Outcome 2: Demonstrate the ability to make decisions about air travel situations that are either unusual or compassionate by nature.

Learning Outcome

The student should be able to:

- List a number of identified compassionate situations and decide whether or not to contact the airport for assistance, in a table form.
- Identify possible unusual non-IATA requests and list them together with a decision whether to contact the airport for assistance or not.

7.1.3 Subject Outcome 3: Demonstrate the ability to adapt performance when faced with unexpected changes in official air travel procedures.

Learning Outcome

The student should be able to:

- Describe how changes in airport procedures would require an adaptation in performance.
- Describe potential changes in the way one operates given possible changes in customs procedures.
- Describe a few situations where it is critical or appropriate to contact the airport for assistance.
- Given a specific airport scenario, make appropriate recommendations, in writing, to the traveller.

7.1.4 Subject Outcome 4: Demonstrate knowledge and understanding about the wholesale travel sector.

Learning Outcome

The student should be able to:

- Describe the roles and functions of the inbound and outbound wholesaler and distinguish these from retail travel.
- Describe the various associations that impact on the wholesale travel industry.
- Define the term 'General Sales Agent' (GSA) and list their functions.
- Identify the types of products that GSAs offer on behalf of foreign tour operators and principals.
- Describe the structures within the wholesale industry and distinguish between horizontal and vertical structuring.
- Describe a typical wholesale organisation and identify its functions, with reasons.
- Describe the different roles that staff play in a wholesale travel organization.
- Describe various types of tours and compare their benefits and differences.
- Compare the advantages and disadvantages of group travel and independent travel and explain the motivation for joining group travel.

7.1.5 Subject Outcome 5: Demonstrate knowledge and understanding about selecting principals.

Learning Outcome

The student should be able to:

- Identify research resources for information on the wholesale industry.
- Describe how the information obtained can be of value.
- Collect information on different principals and decide which one offers the best service at the most competitive.

7.1.6 Subject Outcome 6: Demonstrate an understanding of the national and international events industry.

Learning outcome

The student should be able to:

- Explain the complexity, intricacies and dynamic nature of an event with regards to the role players.
- Describe the history, current developments and future role of the events industry.
- Explain the importance of a big event to the South African tourism industry.

7.1.7 Subject Outcome 7: Identify and explain the different contexts of events management.

Learning outcome

The student should be able to:

- Identify the quality requirements to ensure success.
- Identify the different sub-fields including but not restricted to meetings and conferences, social life cycle, events, sport and tourism events, retail events, hallmark events, hospitality events, festivals, expositions, and civic events.
- Describe two latest big international events that took place in South Africa.

7.1.8 Subject Outcome 8: Demonstrate a basic understanding of the capacity constraints and requirements of each context as it relates to a specific event.

Learning outcome

The student should be able to:

- Identify the facilities required for a given specific event and identify various venues accordingly, comparing them in a tabular format determining the best choice in terms of costs and facilities and where they are situated.

7.1.9 Subject Outcome 9: Access sources of information in order to provide a service to clients and keep knowledge up to date.

Learning outcome

The student should be able to:

- Compile a detailed list of local venues stipulating facilities and services on offer.
- Identify local service providers and draw up a list of providers with the services available.
- Identify four different topics and match appropriate venues and service providers with each.

7.1.10 Subject Outcome 10: Use understanding of the events industry to enhance own performance.

Learning outcome

The student should be able to:

- Identify regulations and legislation appropriate to health and safety and the required permits and describe their importance.
- Match different types of clients with appropriate events and discuss their related expectations.
- Explain the local grading system of venues, facilities and service providers.
- Explain the international grading system of event managers and coordinators.

7.2 Topic 2: Tourism Legislation

7.2.1 Subject Outcome 1: Be attentive of contractual obligations.

Learning Outcome

The student should be able to:

- Explain why a visit or tour itinerary represents a legal binding contract.
- Explain why a confirmed reservation implies an obligation by the service provider.
- Explain why itineraries may not be changed without concrete and justifiable reasons.
- Explain the importance of delivering at least the minimum service sold to the customer.
- Make a list of all the contractual obligations when booking a customer on a tour.

7.2.2 Subject Outcome 2: Act according to health and safety regulations.

Learning Outcome

The student should be able to:

- Identify safety regulations in the national parks and nature reserves and explain reasons for their existence.
- Identify special procedures and regulations pertaining to adventure activities and explain reasons for their existence.
- Explain why there is a required rest period for drivers.
- Explain why medical advice, medication and treatment other than first aid may only be provided by qualified medical personnel.

7.2.3 Subject Outcome 3: Act in awareness of legally established customer relationship.

Learning Outcome

The student should be able to:

- Describe the customer protection framework in the E.U. and U.S.
- Explain the basic content of general conditions pertaining to changes and cancellations.
- Describe incidents which are said to be an 'act of God'.

7.2.4 Subject Outcome 4: Respect South African legal restrictions.

Learning Outcome

The student should be able to:

- Explain legal restrictions and requirements with regard to
 - Passenger road transport.
 - Criminal law (prostitution, drugs.)
 - Restricted areas access.
 - Indemnity forms.

7.2.5 Subject Outcome 5: Demonstrate knowledge and understanding about visas and passports.

Learning Outcome

The student should be able to:

- Describe the current South African legislation on visas and passports.
- Explain the regulations regarding the issue, renewal and endorsement of passports.
- Explain the difference between temporary, permanent and foreign passports.
- Identify the source and location of forms for at least three different consulates and/or embassies and specify the requirements in each case.
- Explain how to estimate the time it takes to issue various visas and passports and the cost involved.
- Determine the costs and validity of South African passports for adults and children.
- Explain in a tabular form the difference between tourist visas, business visas, student visas, transit visas and re-entry visas.
- Describe the value of a passport and the consequences of losing or damaging it.
- Explain specific requirements for passports and visa applications regarding accompanying information and documents.

7.2.6 Subject Outcome 6: Demonstrate the ability to make decisions and give advice, when assisting a client with visa and passport applications.

Learning Outcome

The student should be able to:

- Identify ways of recognising valid documents and steps to be taken on finding counterfeit documents.
- Describe legal implications of signing forms on behalf of customers.
- Read a visa and explain the information regarding expiry, validity, visa type and type of entry.
- Determine how much time it takes, given a variety of consulates, for a consulate to process a visa application, based on which consulates take the longest, hours of business, sit-ins and public holidays in those countries.
- Identify the shortest possible time for handling and transport of the necessary documentation and explain the reasons for your decision.
- Identify and explain the appropriate travel entry documents necessary and the cost thereof, given customers' proposed travel needs.
- Identify and explain possible restrictions and validity of a passport.
- Explain the necessity of enough empty pages for visas and departure/entry stamps.

7.2.7 Subject Outcome 7: Demonstrate the ability to adapt performance when faced with changed regulations or requests for emergency issuing of travel documents.

Learning Outcome

The student should be able to:

- Describe how the performance would be adapted if there were specific changes in requirements and method for obtaining visas and passports.
- Explain ways to speed up a visa application for a customer who must travel to another country within 72 hours.

8 RESOURCE NEEDS FOR THE TEACHING OF SCIENCE OF TOURISM - LEVEL 4

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 stationery (pens, tippex, etc.)
- Plastic sleeves
- Dividers
- Relevant reservations registers and related tourism documents
- Logbooks