



education

Department:
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SUBJECT GUIDELINES

Sustainable Tourism in South Africa and Regional Travel NQF Level 3

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SUSTAINABLE TOURISM IN SOUTH AFRICA AND REGIONAL TRAVEL

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INTRODUCTION

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

Sustainable Tourism in South Africa and Regional Travel provides students with information about the country and its tourism resources and attractions. At the same time important tourism issues like sustainability, conservation and heritage are explored. It also equips students with essential knowledge about maps and map-reading skills.

While students should become acquainted with South Africa from a tourism point of view, it is essential to create an understanding that tourism can be a lucrative, income-generating and ethical business if managed in a responsible manner. Heritage is one of the pillars on which tourism rests, whereas conservation provides the tools with which we can preserve the industry for the future.

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

In order to assist tourists, a thorough knowledge of South Africa is vitally important to any student pursuing a career in tourism. Basic skills such as map reading and giving directions combined with a solid understanding of concepts like sustainability, heritage and conservation help to embed successful tourism practices.

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

In Sustainable Tourism in South Africa and Regional 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 Regional Travel Learning Outcomes

The student must be interested in travel, physical geography, routes and sightseeing. It would be a huge advantage if the student could visit local attractions and communities while training. Students should have an active interest in the natural environment and a flair for explaining things and clarifying matters. They must have problem-solving skills, keen powers of observation and a feeling of responsibility to the environment and community. An interest in history, heritage and culture would be an added advantage.

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 tourist destinations in Southern Africa and the Indian Ocean islands
- Provide tourism information about certain identified countries on the sub-continent
- Utilise information about South Africa to introduce the country and its heritage to tourists
- Explain different dimensions of sustainable tourism.

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 Sustainable Tourism in South Africa and Regional Travel 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 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 Regional Travel 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 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 Regional Travel* (Level 3).

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. South Africa and regional tourism	75%
2. Contribute to sustainable tourism	25%
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 fifty (50) percent in ICASS and fifty (50) in the examination.

7 SUBJECT AND LEARNING OUTCOMES

On completion of Sustainable Tourism in South Africa and Regional Travel Level 3, the student should have covered the following topics:

Topic 1	South Africa and regional tourism
Topic 2	Contribute to sustainable tourism

7.1 Topic 1: South Africa and regional tourism

7.1.1 Subject Outcome 1: Identify the location of various regional countries and Indian Ocean Islands

Learning Outcomes

- Identify the location of various regional countries and Indian Ocean Islands on a map
Range: Namibia, Botswana, Zimbabwe, Mozambique, Kenya, Tanzania, Madagascar, Mauritius, Seychelles
- Research and document in table format the typical features, attractions and tourist facilities
Range: a desert destination, a swamp destination, a big game destination, a coastal destination, an Indian Ocean Island destination

7.1.2 Subject Outcome 2: Use basic information on South Africa and a local area to enhance a tourist's experience

Learning Outcomes

- Describe a range of attractions in a local area that will match the particular interest(s) of a tourist
- Research a particular South African attraction or destination using basic information about South Africa and the local area and document under the following headings: weather, cultural sensitivity, distance(s) to be covered, transport needed, allocated time for sightseeing, reason for being identified as an attraction
- Study various tour operator brochures, then research and design an elementary brochure for a half-day excursion
- Design a simple travel plan in support of the above itinerary

7.1.3 Subject Outcome 3: Suggest and recommend alternative arrangements for clients based on knowledge of the context

Learning Outcomes

- Recommend alternative venues, attractions or routes in case the preferred itinerary cannot be used due to a change in circumstances (e.g. bad weather) or a change in information (e.g. an unexpected incident)
- Suggest additional attractions or activities to enhance or to alter the excursion
- Explain how one would arrange alternative bookings to a cancelled event

7.1.4 Subject Outcome 4: Advise clients on appropriate behaviour based on the context

Learning Outcomes

- Describe appropriate tourist behaviour based on protocol at a religious site, e.g. at a mosque or a Hindu temple
- List important points about personal security for pedestrian, driver and passenger tourists
- Explain how one would address issues such as littering and respecting the natural habitat with one's clients

7.1.5 Subject Outcome 5: Access sources of information in order to provide a service to clients

Learning Outcomes

- Determine various sources of information to ensure that the client experiences a problem-free and successful excursion.
- List and explain how one would access various sources of information to keep abreast of the everyday happenings in one's city, province and country. Include radio, internet, newspaper, industry publications and talks with people who are well informed. Give examples where possible
- Describe how one could convey information that may be controversial for tourists in a manner that ensures a just point of view, portraying national and international attitudes positively (as opposed to giving a biased view)

7.1.6 Subject Outcome 6: Demonstrate an understanding of the dynamic processes and agents that shape heritage

Learning Outcomes

- Examine the impact of historical and current political, economic, biophysical and social factors on one another and on different ways of seeing heritage
Range of factors: Individuals, museums, zoos, natural resources, NGOs and Community Based Organisations, the media, schools, funding agencies, etc.
- Discuss the dynamic processes by which agents shape heritage

7.1.7 Subject Outcome 7: Recognise types of heritage

Learning Outcomes

- Compare natural and cultural heritages
- Compare tangible and non-tangible heritages

7.1.8 Subject Outcome 8: Use understanding of heritage to enhance performance

Learning Outcomes

- Explain how sensitivity towards others can be enhanced through knowledge of different heritages
- List options for using heritage in everyday work

7.1.9 Subject Outcome 9: Recognise own place in South African heritage

Learning Outcomes

- Compile a very basic diagram depicting the various South African cultures and place own family in South African Heritage context
- Select a controversial tourism issue and research different attitudes towards it by comparing cross-cultural responses (e.g. amongst fellow students)
- Document the findings in a simple table and compare to personal point of view, in order to explore some consequences of own cultural inheritance, such as language, religion, class and gender

7.2 Topic 2: Contribute to sustainable tourism

7.2.1 Subject Outcome 1: Describe different roles, relationships, responsibilities and expectations of stakeholders in tourism

Learning Outcomes

- Outline the different roles played by stakeholders such as: Government (on national as well as local level), industrialists, entrepreneurs (e.g. tour operators), tourists and communities, and the relationships between them
- List the needs of different stakeholders and point out the potential conflicts between these needs
- Suggest methods to ensure full participation of all stakeholders in sustainable tourism enterprises

7.2.2 Subject Outcome 2: Describe approaches for sustainable tourism

Learning Outcomes

- Obtain sustainable tourism strategies from approved sources e.g. White Paper, Government Gazette etc.
- Compare these to general organizational objectives
- Compare these to general tourism industry activities

7.2.3 Subject Outcome 3: Identify types of resources integral to tourism

Learning Outcomes

- List types of resources available to the tourism industry and explain their use and application using the correct terminology
- Describe the value of heritage resources such as archaeological, historical, cultural, wildlife and scenic sites

7.2.4 Subject Outcome 4: Evaluate sustainability issues towards improving own performance

Learning Outcomes

- Obtain information on sustainability issues from an approved source. Use a case study to identify the impact on student's own industry
- List these findings
- Still using a case study, identify and list sustainability issues that could affect own performance
- Write short paragraphs to evaluate and address these issues in line with organizational standards and operational procedures (the latter all forming part of the case study)
- Identify, list and evaluate sustainability issues that could affect workplace and organisational performance, e.g. within the hiring sector
- Address these in line with organisational standards and operating procedures

7.2.5 Subject Outcome 5: Reflect on own contribution to sustainability within a tourism enterprise or project

Learning Outcomes

- Describe own contribution in a commercially, environmentally and culturally sustainable enterprise (case study)
- Make a list of suggestions regarding the improvement of own performance and the organisation's performance in relation to the understanding of sustainability

8 RESOURCE NEEDS FOR THE TEACHING OF SUSTAINABLE TOURISM IN SOUTH AFRICA AND REGIONAL TRAVEL - LEVEL 3

(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 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 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 center** (recommended per group of 15 – 20 students)

- A well-equipped media/resource center
- 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 are already declared competent as assessors and/or moderators
- Training 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
- Logbooks