



FROM RESEARCH FINDINGS TO ENHANCED PRACTICE: NSC HOSPITALITY STUDIES

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Background to research

Umalusi is the Quality Council for General and Further Education and Training

Founding Act: The General and Further Education and Training Quality Assurance Act, Act 58 of 2001, amended 2008 and 2010

Performs functions in terms of Section 28 of NQF Act (Act 67 of 2008) and NEPA Act (Act 27 of 1996)

As a result of the NQF Act, Umalusi is required to develop and maintain a sub-framework of qualifications for its sector and a quality assurance framework for its qualifications, **the underpinning curricula and assessment.**

Research processes 2011 - 2014

Preparatory phase (March – Sept 2011)

Curriculum investigation

NSC (Research session 1: 2-4 Nov 2011)

NC (V) (Research session 2: 22-24 Nov 2011)

Unit standards underpinning some qualifications

Learning from the VET model in Australian states:

Victoria & Western Australia (January 2012)

**Assessed curriculum analysis (29-31 May 2012)
NSC and NC (V)**

Introduction to a comparative analysis: NCS / CAPS
(3-5 July 2012)

International web-based search as fact findings
process (July 2012)

**To establish the quality of the Curriculum
and Assessment Policy Statement in
relation to the FET Phase of the NCS of
2008 (August 2013)**

Writing entry-level requirements & exit- level
outcomes; determining expected learner
attainment at NSC exit level (November 2013)

**Determine levels of reproductive /
productive thinking in the NC(V) ISATs and
NSC PATs (August 2013)**

International search for alternative models to
consider for Tourism PAT in SA (March 2014)

International benchmarking (March 2014)

Formulating the research questions

Hospitality Studies, Consumer Studies, Tourism

Tourism identified as priority sector in the **government's Medium Term Strategic Framework** (2009) and one of the pillars of growth in SA **New Growth Plan (2010)** and **IPAP2 – Industrial Policy Action Plan**

Umalusi requested to quality assure the CAPS

NDT and GTTP-SA: need to investigate articulation pathways to HE qualifications, tourism and hospitality management

CATHSSETA: questions about **quality of curricula and preparation of learner for industry; quality of assessment**

Reasons for additional research questions:

Tourism, Hospitality Studies, Consumer Studies

Higher education institutions: questions about **global competitiveness**, purpose of curricula, learners envisaged; the place of **managerial skills**, **systemic thinking abilities and expectations in assessment**

Umalusi also considered the **impact of emotional intelligence** on consumer behaviour, tourism operations and hospitality management

Hospitality Studies

Content focus and weighting

NCS

Food Production and Service (45%), supported by *Health, Hygiene, Safety and Security* (10%) make up 55% of the total curriculum.

The rest of the topics covered are more or less equally represented, with percentages ranging between 1% and 7%.

CAPS

Not much different: 49% of the curriculum covers *Food production, Service, Nutrition and Menu planning*, followed by *Health, Hygiene, Safety and Security* (8%). All other topics, to the total of 43% of the curriculum, carry a weighting of between 0.25% and 6% each.

- The focus remains skewed towards Food and Beverage.

Core Findings and Recommendations

FINDING

- A. The significance of Hospitality Studies as a subject within the National Senior Certificate
- Refer to National policy pertaining to the Programme and Promotion requirements of the National Curriculum statement Grades R-12.

RECOMMENDATIONS

1. The designation status of the subject needs to be reviewed as a matter of urgency.
2. Well thought-through measures to enhance the value – increased cognitive demand and broader industry content.
3. Early exposure to the subject in Grades 8 & 9- advantageous or hospitality-related skills should be included into the Technology curr.

Core Findings and Recommendations cont...

FINDING

B. The name of the subject
Hospitality Studies is misleading
when the actual content focuses
on Food and Beverage
preparation and service

RECOMMENDATIONS

4. Content to be reviewed to be more reflective of the industry – working group. Preserve and expand the practical component (skill).
5. Review the curriculum content considering the time available for teaching as well as the value of the learners' practical experience.

Core Findings and Recommendations cont...

FINDINGS

C. No insistence on the presence of the enabling requirements for the subject at schools

RECOMMENDATIOND

6. To be true to the nature of the subject and requirements in industry, no school should be allowed to offer the Hospitality Studies to its learners unless it is suitably equipped – and staffed – to do so.
7. Learners should not be allowed to change to Hospitality Studies in Gr 11 and 12, due to skills that are built up over the period of three years

Core Findings and Recommendations cont...

FINDINGS

D. The need to increase awareness of the value of the subject and its Position to the following stakeholders:

- Industry, Higher Education Institutions
- Principals and School Management Teams
- Vocational Guidance teachers
- Learners and Parents.

RECOMMENDATIONS

8. Subject awareness and positioning should increase amongst various stakeholders, ie NDT, CATHSSETA, South African Chefs Association (SACA) and other industry associations
Examples to promote the subject:

- Invite industry guests to attend PAT functions
- Invite Grade 9 learners to attend practical sessions as guests.
- Hold a schools' culinary competition hosted by industry partner.

Core Findings and Recommendations cont...

FINDINGS

E. Enhancing the quality of teaching and learning: While there are commendable pockets of excellence, there are also great concerns regarding variable standards of teaching Hospitality Studies.

RECOMMENDATIONS

9. Pre-service teacher training courses should include appropriate teaching strategies for the subject field, the development of classroom resources and teaching aids.
10. Teacher / subject advisor training in content and practical skills important.
11. Teaching qualifications with Hospitality to be pursued.

Core Findings and Recommendations cont...

FINDINGS

F. Learning and Teaching Support Materials (LTSMS)

- Experts need to ensure that good quality text books are aligned with curriculum.
- Good quality textbooks should help stimulate the learners' interest and attention and support the delivery of the subject

RECOMMENDATIONS

12. The ability to develop learning and teaching material of quality is held in high esteem, focusing not only 'print material' but also videos and multi-media and software-access to internet
13. Pre-service teacher training courses must include training in the development of additional quality learning and teaching support material and not rely on the readily available teaching materials only.

Core Findings and Recommendations cont...

FINDINGS

G. The Practical Assessment Task (PAT) should be strengthened.

RECOMMENDATIONS

14. In order to align the subject with the industry, a ratio of practical to theory of 70:30, rather than the present 25:75 is recommended. This may be an ideal which gradually needs to be worked towards as the quality of teaching and resources improves.

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The Practical Assessment Task investigation

Dimensions measured

The instrument intends to measure the level of **reproductive and productive skills** in terms of cognitive, psychomotor, reactive and interactive categories required to be displayed in the tasks.

A second intent is to determine whether the **task question is difficult (or easy)** due to its content, the nature of the stimulus, the process required by the task or the complexity of the expected response.

Conceptual framework

Dimension 1: Skills categories and a framework for thinking

The instrument draws conceptually on frameworks dealing with reproductive and productive thinking

- Reproductive skills refer to the reproduction of known content, concepts, and application in familiar contexts.
- Productive skills refer to application in novel contexts related to critical and creative thinking, which are thinking skills that assist in the productive thinking process.

Specific reference to the work of [Romiszowski \(1981\)](#), but also resembles the work of [Kolb \(1984\)](#) and that of [Marzano \(1998, 2001\)](#) which took the conative *(aspect of mental processes or behaviour directed toward action or change and including impulse, desire, volition, and striving)* and affective aspects of thinking in consideration.

Conceptual framework

Dimension 2: The four-category conceptual framework for thinking about question difficulty

- is adapted from Leong (2006) four general categories of difficulty:
 - a. Content (subject/concept) difficulty;
 - b. Stimulus (question) difficulty;
 - c. Task (process) difficulty; and
 - d. Expected response difficulty.

Leong (2006) draws on literature to make a further distinction between “valid” and “invalid” sources of question difficulty or easiness.

What's important is that you have faith in people, that they're basically good and smart, and if you give them tools, they'll do wonderful things with them.

- Steve Jobs

I THANK YOU