



# The Maintaining Standards 2011 - 2014 research: Services Subjects Tourism

Dr Celia Booyse: Manager: Curriculum Umalusi

2 October 2015



Why did Umalusi undertake this research and how does it fit into Umalusi's research agenda?

- As Quality Council for General and Further Education and Training, Umalusi performs its functions in terms of NQF Act (Act 67 of 2008) and NEPA Act (Act 27 of 1996)
- As a result of the NQF Act, Umalusi has the function of developing and maintaining a sub-framework of qualifications
- Curriculum is intrinsic to the determination of the breadth, depth and level of the qualification which means quality assurance of the underpinning curricula is necessary

# Why the research?

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

**NDT and GTTPSA:** need to investigate articulation pathways to HE qualifications, tourism and hospitality management

**CATHSSETA:** questions about quality of curricula and preparation of students for industry

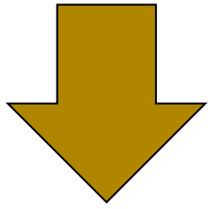
**Higher education institutions:** questions about global competitiveness, purpose of curricula, learners / students envisaged; the place of managerial skills, systemic thinking abilities

**Umalusi** also considered impact of emotional intelligence on tourism operations and hospitality management

**DBE** requested Umalusi to quality assure the CAPS.

# Who became involved?

- National Department of Tourism (NDT)
- CATHSSETA
- Higher Education Institutions : UJ, UP, UNISA, North West University
- Higher Education South Africa
- DBE
- DHET
- IEB
- Private Providers (Boston & Damelin)
- TVET colleges
- Industry representatives (Tsogo Sun, Peermont Group, etc.)
- Independent training (Text Tu Train, BARSA)



# Findings on the Tourism CAPS

**Appropriateness of broad content areas across the whole phase.**

Nine topics constitute an appropriate Tourism curriculum across the phase.

However, ordering of and superficial splits in the nine topics - fragment learning experience.

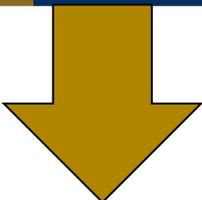
Tourism cannot be seen as an integrated system by the learners; limits integration of concepts. This impacts on the nature & level of assessment.

**Key content, skills or competencies omitted**

**CONTENT:**

Service Excellence & Entrepreneurship - not enough emphasis.

Prioritised by NDT & industry & economic imperatives of the country.



# Findings (cont'd)

## SKILLS & COMPETENCIES

Concern: emphasis on lower order cognitive skills throughout the three-year curriculum – at the expense of higher order skills.

Emphasis on understanding & applying. Evaluating & synthesising (creating) are absent.

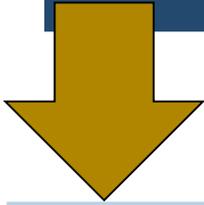
***Include action verbs as indicator of expectancies***

Higher Education & Tourism Industry require thinking, reflexive and responsive students and employees.

Learners should be required to do independent research, investigations incorporating reflexive thinking and report writing and to practise oral presentation skills.

# RECOMMENDATIONS

Based on its findings, the evaluation team recommends in the re-conceptualisation:



**Stronger cognitive demand**

**Increase the number of cognitive levels for assessment**

**Repetition: Sustainable and Responsible tourism**

**Re-introduce Service Excellence skills**

**Bring in Entrepreneurship across all grades**

**Assistance to teachers**

# RECOMMENDATIONS (cont'd)

- **Develop learning and teaching support**
  - **Teacher support will lead to learner support**
    - **WHAT** - Opportunity to provide additional information in Teacher's Guide
    - Development of templates/worksheets to support teachers
    - **WHO/WHERE** - Provide information regarding support in industry/ internet/ academic institutions/ specialists
    - **HOW** - Adopt a school – invest time/skills/knowledge
      - demonstrations at the school
      - invite learners to industry/other institutions
      - innovative thinking / ideas / opportunities
    - Training /refreshment courses for teachers
    - Interactive projects between schools/higher education/industry
    - Inclusion of technology/multi-media

# RECOMMENDATIONS (cont'd)

The spiral curriculum of the NCS should be revisited to return to **fewer, integrated organisers**.

This will facilitate deeper, **more holistic conceptual thinking**, rather than fragmented reproduction of facts in weekly slots. There should be less content with greater depth. The current 9 topics should be **better integrated**

## Curriculum development experts

Include curriculum development experts along with the content specialists in the next revision of the Tourism curriculum.

# The Practical Assessment Task (PAT)

The team recommends that the PAT be **reviewed in its entirety**, considering the nature and structure of the subject to ensure a fair, valid and authentic assessment in order to:

- provide opportunities for more **psychomotor skills**;
- develop the necessary **research skills**;
- allow for **creativity, innovation** and **self-expression**.

It should be set/designed by a **recognised assessment body**.

# The Practical Assessment Task (PAT)

The team recommends strongly that the Department of Basic Education develop a clear overarching policy guideline setting out the requirements for all subjects with a practical component.

**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**