



Recommendations: NC (V) Tourism and Hospitality programmes



Dr C Booyse
Manager: Curriculum Umalusi



tourism

Department:
Tourism
REPUBLIC OF SOUTH AFRICA

Tourism – intended curriculum

a) Rationalization of the curriculum

- Tourism curriculum be **revisited to reduce the breadth of content**. Reviewing the curriculum requirements over the three levels would allow topics to be properly consolidated.
- **Allow space for greater depth** in certain areas.
- **Consciously spiralling** the content, concepts, skills and cognitive demand; greater coherence within and across the curriculum could be achieved e.g. **Sustainable Tourism** provides a good example of **spiralling progression** as the curriculum moves from local to international tourism, and from conceptualization to evaluation
- This rationalization would allow for the introduction of the missing types of tourism content such as Meetings, Incentives, Conferencing and Exhibitions (MICE), adventure, medical, religious and spiritual tourism.

Tourism – intended curriculum

a) Rationalization of the curriculum (cont)

- Recommended that **assessment tasks be integrated across subjects**, allowing for fewer tasks that would help students understand the interrelatedness of their subjects.
- The re-working of the curriculum must also provide for a greater ease of reading and **cross-referencing through the use of a numbering system**.

Tourism – intended curriculum

b) One exit-level qualification at NQF Level 4

problems outlined above regarding progression, the curriculum structure over the three years, and the inevitable difficulty Level 2 and 3 graduates are likely to have finding jobs in the tourism industry, the three levels would best be treated as a single qualification with an exit at NQF Level 4.

c) Articulation

Collaboration to establish articulation options to higher education and to further workplace-based study: DHET, CATHSSETA and its industry partners, the Committee for Higher Education, and the private training service providers in

Tourism – intended curriculum

d) Reflexive contact with the workplace

Meaningful workplace experience needed over their three years of study. Such experience would equip students to exit the programme and enter the workplace better prepared; it would also provide students with opportunities to use reflexive thinking skills.

Workplace experience allow students to make more informed choices about which sectors of the industry they would like to work in. At the very least, it would provide them with the beginnings of a *curriculum vitae* that speaks to the industry.

Tourism – intended curriculum

e) Pedagogical support and assessment guidance

Tourism lecturers to be better supported on matters of pedagogy and assessment practice, e.g. through “consensus moderation meetings” and “assessment seminars” (WACE)

Stakeholders to provide pedagogical and assessment practice support to lecturers at FET Colleges, based on the experience of Provincial Departments of Education already providing this support, and on the Western Australian practice.

Support to be ongoing, focused, practical and user-friendly in order to engage lecturers fully.

f) Entrepreneurship

Possibility for “Entrepreneurship” at Level 3 in Tourism Operations, be further strengthened with topics from Consumer Behaviour, such as: “Consumer behaviour and decision-making”, “Branding and packaging” and “Identifying customers”.

Tourism – assessed curriculum

a) Compliance with Subject and Assessment Guidelines – including cognitive demand

A design grid be drawn up by the DHET for all examiners and moderators to ensure compliance with the weighting of topics in the Subject Guidelines & compliance with the range of cognitive categories required in the Assessment Guidelines.

b) Cognitive demand and level of difficulty

By *combining* cognitive categories and level of difficulty in the same design grid, examiners and moderators would have a better insight into what they require of students, and also be able to adjust levels of difficulty in combination with cognitive categories.

Tourism – assessed curriculum

b) Level of difficulty

Examiners and moderators be given a tool to adjudge the difficulty range of questions, and that DHET provide them with the approximate percentages of questions that should fall into category in the difficulty range. The scores based on this instrument should be incorporated into the design-grid recommended above.

c) Progression from Level 2 to Level 4

The recommendation of the use of a design grid across all three years of study would

also go some way towards bringing about progression. The Science of Tourism evaluation team recommended that examiners emulate the cognitive demand of Question 6 in the Level 3 paper, which requires students to conceptualize, solve a problem, evaluate and synthesize.

Tourism – assessed curriculum

d) Format of the Level 4 examination papers

Recommendation that examination papers be subjected to more stringent quality control mechanisms by the DHET to ensure logical divisions, scaffolding of questions, avoidance of repetition of topics in different

section of a paper; scenarios and case studies that require students to apply knowledge and reflect, rather than merely copy from the text provided and the correct use of action verbs. Umalusi would need to monitor that this happens.

The use by examiners and moderators of the design grid recommended in the **Compliance** and **Level of Difficulty** sections above would help.

It is recommended that **questions be linked more directly to the workplace.**

- All examination papers should be **assessed for ease of readability**, by using a test such as the Flesch/Flesch–Kincaid readability test, to ensure that students at Level 4 are able to comprehend the material provided in the examinations.
- Accuracy of all marking guidelines to be assured

Tourism – assessed curriculum

e) Strengthening of capacity

It is strongly recommended that both Umalusi & DHET to strengthen the capacity of examiners and moderators through structured training.

Because Umalusi's exam analysis instrument had yielded helpful results, it was felt that its **use in such training could help to establish a common understanding for the setting and moderating process.**

This process should build on the positives in setting of the examination papers already noted.

Hospitality – intended curriculum

a) Rationalization of the curriculum

- Hospitality curriculum be reviewed in order **to rationalize the distribution of topics, learning outcomes and subject outcomes** over the three years and over the four subjects
- Should create better progression within in the topics in the curriculum, as well as progression in the complexity of the learning content within and across the levels. The team recommends that the subject, **Hospitality Generics** be used as an example of strong progression in terms of related topics.
- The reworking of the curriculum should ensure a greater ease of reading and cross-referencing, by using a numbering system, rather than bullets.

Hospitality – intended curriculum

b) Sequencing of the curriculum

Content and skills in four Hospitality subjects should be **sequenced to provide guidance about teaching order**. At the same time, **clearer suggestions about the time to spend per topic can be offered**. It is especially necessary to allocate the time necessary for both practical and theoretical work, without overburdening students and lecturers.

c) Distribution of topics

- The problem of discerning theoretical concepts from practical skills is likely to result in different lecturers interpreting topics differently. This difficulty calls for **lecturer training and/ or more comprehensive curriculum guidelines**.

Hospitality – intended curriculum

d) Articulation

CATHSSETA and its industry partners, the Committee for Higher Education, and the private training service providers in tourism to establish clear articulation options from the NC (V) Level 4 Hospitality programme to higher education and to further workplace-based study at Level 5 and above, and to the tourism industry in general. This strategy will provide much-needed legitimacy for a programme which can be considered to be credible and worthwhile studying.

In addition, the DHET should give urgent attention to articulation between the vocational aspects of the National Senior Certificate (Grades 10 – 12) and the NC (V) Levels 2 – 4.

Hospitality – intended curriculum

e) Contact with the workplace

- Simulated environment in a college cannot replace work placement - meaningful work placements important.

f) Pedagogical support and assessment guidance

- Far more on-going training and mentoring of lecturers is recommended. To support initiatives from CATHSSETA, DHET and stakeholders in this regard - should be strongly motivated, funded and supported by all concerned.

Hospitality – assessed curriculum

a) Compliance with Subject and Assessment Guidelines – including cognitive demand

It is recommended that a design grid be drawn up by the Department of Higher Education for all examiners and moderators to ensure:

- compliance with the weighting of topics in the Subject Guidelines;
- compliance with the range of cognitive level requirements in the Assessment Guidelines.
- Examiners would do well to study **the example of the Food Preparation paper as an example of how to spread the cognitive demand levels in an examination paper.**

Hospitality – assessed curriculum

b) Level of difficulty

- Examiners and moderators be given a tool to adjudge the difficulty range of questions.
- DHET to provide examiners and moderators with the approximate percentages of questions that should fall into categories of difficulty. The instrument used for this evaluation would be a useful start.
- By *combining cognitive demand and level of difficulty in the same design grid*, examiners and moderators would gain insight into what they require of students, and be able to adjust levels of difficulty in combination with the range of cognitive categories.

Hospitality – assessed curriculum

b) Level of difficulty

- The type and variety of questions must be carefully checked.
- Guard against the overuse of the same type of questions such as matching terms to definitions.
- Real case studies or situations to be included that require students to break a problem down into its constituent parts, make adjustments, solve non-routine problems and provide substantiation for an opinion, all of which are skills required in the hospitality industry.

Hospitality – assessed curriculum

c) Format of the Level 4 examination papers

- The evaluation team suggests that examination papers be reviewed and moderated collectively and comparatively across all three levels, as each level is technically an exit level qualification. All papers should be submitted for language and technical editing.
- In addition, it is suggested that a question bank of “best practice” questions be developed.

Hospitality – assessed curriculum

e) Strengthening of capacity

- It is recommended that **clear guidelines and/ or training on setting of assessments** be given to assessors and moderators to strengthen the quality of examination papers and marking guidelines. Both Umalusi and the DHET should play a role in this process.

Consumer Behaviour – case

- The subject guidelines to be precise in percentages of cognitive categories to be included
- Consumer Behaviour papers should be more consistent with other NC (V) papers with regard to time and mark allocation i.e. Level 4: 200 marks – 3 hrs
- Questions **to become more industry focused using industry based examples**
- **Careful moderation practices** on usage of language for second language learners, cognitive demand and topic weightings and coverage, duplication of questions
- **Scaffolding of questions is recommended** within each question so that it is accessible for the learner and does not become more difficult as the paper progresses. Recommend that during curriculum revision the **Entrepreneurship on L3 in Tourism Operations be strengthened with topics from Consumer Behaviour.**
- **CSHR also be strengthened as a hospitality/tourism subject:** The market, the target market, branding, packaging and labelling

Critical aspects learned from WACE to enrich SA NC(V) Tourism and Hospitality programmes

- Continuous **in-service** lecturer training and development for deeper insight in subject matter and methodology
- **Pre-service preparation** of lecturers in the particular fields and **methodology** *(higher education institutions to support initiatives in offering teacher training courses)*
- **Credit accumulation** to allow transferability across institutions of learning and industry *(articulation pathways)*
- The involvement and **collaboration of all industry stakeholders, communities** benefiting from the fields and **government support and funding**

Critical aspects learned to enrich SA NC(V) Tourism and Hospitality programmes

- Creating more “**Learnership**”-opportunities to experience the world of work
- Knowledge and skills (applied knowledge) and holistic competencies to be developed in depth
- Narrow broad curriculum to **ensure depth** to suit industry needs and ensure smooth articulation into further education
- **Effective assessment** ensuring learner preparation to think systemically, creatively, be able to substantiate opinions, design

UMALUSI



Council for Quality Assurance in
General and Further Education and Training

THANK YOU



tourism

Department:
Tourism
REPUBLIC OF SOUTH AFRICA