Analysis of the intended and assessed curricula of the Tourism Programme in the NC(V)

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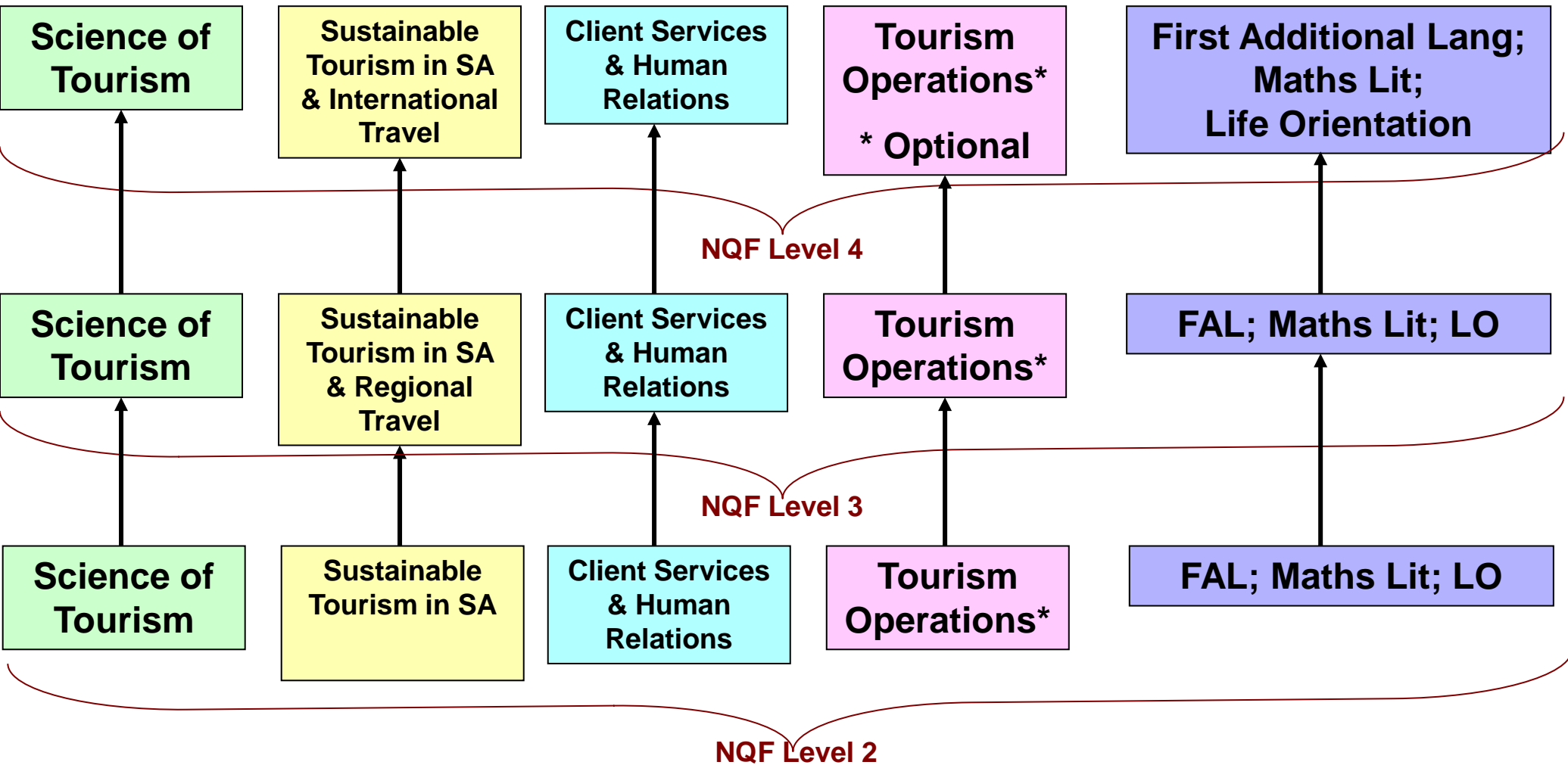
The intended curriculum of the Tourism Programme

- **Aims of the vocational subjects**
- **Content and skill coverage**
- **Weighting (time allocation and breadth)**
- **Depth**
- **Sequencing**
- **Progression from NQF Level 1 to Level 4**

The structure of the NC(V): Tourism Programme

NQF Level 4

| Science of Tourism | Sustainable Tourism in SA & International Travel | Client Services & Human Relations | Tourism Operations*   * Optional | First Additional Lang; Maths Lit; Life Orientation |

NQF Level 3

| Science of Tourism | Sustainable Tourism in SA & Regional Travel | Client Services & Human Relations | Tourism Operations* | FAL; Maths Lit; LO |

NQF Level 2

| Science of Tourism | Sustainable Tourism in SA | Client Services & Human Relations | Tourism Operations* | FAL; Maths Lit; LO |

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Subject Aims

1. Science of Tourism

- **Understand** the nature and structure of the tourism environment and industry and select a tourism career path

- **Collect, analyse, organise** and **critically evaluate** information to serve the development of the national tourism industry

- Demonstrate an **understanding** of the tourism industry as a set of interrelated systems

- **Categorise** tourists types according to their needs

- **Explore** education and career opportunities in tourism and (through **practical work**) experience employment possibilities

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Subject Aims

2. Sustainable Tourism in SA

- Providing basic skills such as map reading and giving directions

- Providing the tourism student with very basic knowledge about popular international tourist destinations and overseas travel

- Giving a solid understanding of concepts like sustainability, heritage and conservation to help embed successful tourism practices in students

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Subject Aims

3. Client Services & Human Relations

- Instilling a culture of client satisfaction in all employees in the industry
- Identifying and solving problems that arise, either in the daily running of a tourism enterprise, or when dealing with the general needs of tourists, using critical and creative thinking
- Working effectively with others in a variety of contexts –
  - ➤ as a staff member in the tourism office;
  - ➤ as part of a service excellence team;
  - ➤ as leader or guide to a tour group;
  - ➤ as a member of a tourism project to involve and benefit the local community

Subject Aims

4. Tourism Operations

- Mastering the practicalities of starting a new tourism business and the use of marketing resources and development of business plans to create self employment

- Effectively and critically using technology for faster and more accurate tourism administration, showing responsibility towards the environment and health of others

- Performing accurately forex exchange transactions and conversions

- Planning an itinerary to meet the needs of specific tourists

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The intended curriculum for the subjects included in the Tourism Programme

Content / skill weighting

1. Science of Tourism

- Wholesale and Retail Tourism, Incorporating Air Travel *Weighting: 55%*

- Tourism Legislation *Weighting: 45%*

Content / skill weighting

2. Sustainable Tourism in SA

- South Africa and International Tourism
  Weighting: 60%

- Evaluate Tourism Events with respect to Sustainability
  Weighting: 40%

Content / skill weighting

3. Client Services & Human Relations

- The Effect of Solved Problems on Client Care
  Weighting: 50%

- Ways to ensure the Health and Safety of Clients and Colleagues *Weighting: 30%*

- The Importance of Staff Development to Human Relations *Weighting: 20%*

Content / skill weighting

4. Tourism Operations

- Excursions and Tours   *Weighting: 50%*

- Basic Foreign Exchange Transactions and Conversions   *Weighting: 25%*

- The Itinerary   *Weighting: 25%*

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Breadth of content covered

- Content/concepts and skills coverage is very wide across all three levels in all 4 subjects

- The skills range across all Bloom's cognitive categories: demonstrating knowledge, comprehension, application, analysis synthesis and evaluation

- The Tourism curriculum was found to be very packed and intense: far too much content is expected from students in a particular year

Breadth of content covered

- Tourism Operations Level 2: "Process payments" has 15 Subject Outcomes

- Tourism Operations Level 2: "Manage and store information" has 7 Subject Outcomes, with up to 13 Learning Outcomes per Outcome

- Client Services and Human Relations Level 3:
  - ➤ Knowledge of various Acts (12 Subject Outcomes)
  - ➤ Health & Safety Procedures (9 Subject Outcomes)
  - ➤ Impact of Cultural Knowledge on Client Care (13 Subject Outcomes)

The intended curriculum for the subjects included in the Tourism Programme

Depth of content

1. Science of Tourism

- Over 3 years, students have the opportunity to move from a superficial grasp of the tourism industry to a more refined and powerful understanding, ending with wholesale and retail tourism

Depth of content

2. Sustainable Tourism in SA

- Allows students to move from a local, to a regional to an international understanding across the three years:
  - ➤ moving from South Africa, to
  - ➤ regional travel, to
  - ➤ international travel,

- in a spiralling curriculum

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Depth of content

3. Client Services & Human Relations

- Health and Safety is stressed across the three years in Client Services and Human Relations, enabled by 14 Subject Outcomes

- Heritage and Cultural tourism is stressed to the exclusion of other types of tourism, such as MICE, adventure, medical, religious and spiritual tourism

- "Impact of cultural knowledge on client care" is supported by 13 Subject Outcomes.

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The intended curriculum for the subjects included in the Tourism Programme

Depth of content

4. Tourism Operations

- At Level 3, Entrepreneurship is covered in great depth in 12 Subject Outcomes, equipping a person to become an entrepreneur

- The curriculum moves from "describing and discussing entrepreneurship", to "research the potential for a specific SMME" to "compile a business plan based on a budget for an SMME", resulting in skills enough to start an SMME

Depth in which content is dealt with

- All four Tourism guideline documents call for "Job Shadow or Industry Practicum" and "Practical /Application Assessments"

- Overall, the four NC(V) Tourism subjects over the three years cover in broad terms what would be required of a person studying a course on Tourism. The four subjects are broadly complementary.

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Sequencing and progression of content and skills

In the NC(V), generally, Topics are distributed randomly *within* the subjects, and *over* the three years of study:

- little or no scaffolding evident within subjects

- topics arranged in random order, with Learning Outcomes haphazardly listed

- a lot of repetition of Learning Outcomes within a subject within the same year

- no stipulation of progression within the levels of the NC(V)

- There is little evidence of progression through changes in content / concept / skill, or changes in levels of complexity / difficulty in Science of Tourism, Client Services and Human Relations, and Tourism Operations.

- However, Sustainable Tourism has a clear progression over the three years, moving from local to international tourism, and from conceptualisation to evaluation.

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Concluding remarks

The evaluation team found that the Tourism programme is credible and worthy and speaks to the skills shortages in the industry.

However, to strengthen the Tourism curriculum and to ensure greater coherence, each subject needs to be reviewed to ensure –

- congruence between Topics, Subject Outcomes and Learning Outcomes;

- progression from the concrete to the abstract;

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Concluding remarks

To strengthen the Tourism curriculum and to ensure greater coherence, each subject needs to be reviewed to ensure –

- clear progression in conceptual development and cognitive demands (from knowing to understanding, to application, analysis, synthesis and finally evaluation);

- progression from NQF Level 2 to NQF Level 4 in all subjects;

- Sustainable Tourism provides an example of spiralling progression.

Concluding remarks

To strengthen the Tourism curriculum and to ensure greater coherence, each subject needs to be reviewed to ensure –

- learners are required to demonstrate far more reflexivity;

- the great size and breadth of the NC(V) curriculum at a largely superficial level is judiciously pruned and the four subjects consolidated to -

  - achieve greater depth;

  - make place for missing topics: MICE, adventure, medical, religious, spiritual tourism.

Concluding remarks

The NC(V) guideline documents speak of "Job Shadow or Industry Practicum" and "Practical /Application Assessments". Anecdotal evidence suggests that this is not done in the workplace at NQF 2 and 3, and only rarely at NQF 4.

At best, a poorly equipped Simulated Environment in the College often suffices as industry experience/ practical application.

This lack of industry experience does not sufficiently equip learners to enter the workplace seamlessly.

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Concluding remarks

The Tourism curriculum must articulate with higher education and training, to come to a shared understanding of the status of the NC (V) Level 4 qualification for entrants into Tourism degrees and NQF Level 5 Tourism courses.

The lack of progression *within* and *across* three of the four tourism subjects indicates that -

- the curriculum is not well designed as three one-year coherent exit level qualifications;

- nor as a three year programme.

Concluding remarks

The Tourism Subject Guidelines must offer far greater pedagogical support for lecturers:

- guidance on classroom management and methodology;

- guidance on different forms of assessment;

- setting and using specific types of assessment, such as the use of case studies.

Are we there yet?

The attained (assessed) curriculum

NC(V) Tourism programme

Ms Elsabe Engelbrecht (Tourism Research Team)

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The attained curriculum NC(V) Tourism evaluation process

- Based on a document analysis
- Examination papers Level 4 - 2011 (4 subjects)
- Umalusi exam evaluation instrument

Evaluation of question papers included:

- Format, structure, layout, general impression
- Item-by-item analysis
- Compliance with Assessment Guideline
- Progression between the three levels in the NC(V)
- Cognitive categories required

The attained curriculum NC(V) Tourism evaluation process

- Level of difficulty of questions
- Format of papers and suitability as a model for future papers
- General standard and quality

The question papers - Level 4

1. Science of Tourism
2. Sustainable Tourism
3. Client Services and Human Relations
4. Tourism Operations

Papers were evaluated against the Assessment Guidelines requirements in terms of
- cognitive demand and
- content coverage.

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1. Science of Tourism

- The format is clear with enough white space. Generally, the illustrations are clear.

- The scenarios link the theory with practice. However the questions should get students to focus better on the workplace and its need for reflexive thinking, rather than merely asking students to copy sections from the scenarios.

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The format of the 2011 final examination papers

1. Science of Tourism (continued)

- The **language usage** is accessible to the students at this level. The **length** of the **paper** at 200 marks for three hours is fair. The amount of reading required by the students in this time is also fair.

- There tends to be a sameness of type of question: short scenario, followed by short answers.

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Cognitive demand L4 Science of Tourism

Cognitive demand and level of difficulty L4 Science of Tourism
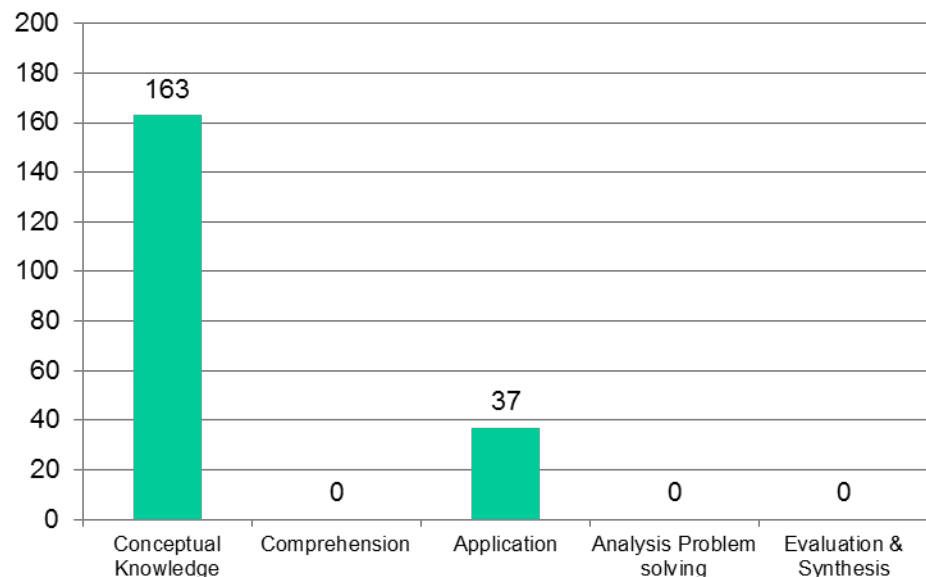
Level of difficulty L4 Science of Tourism
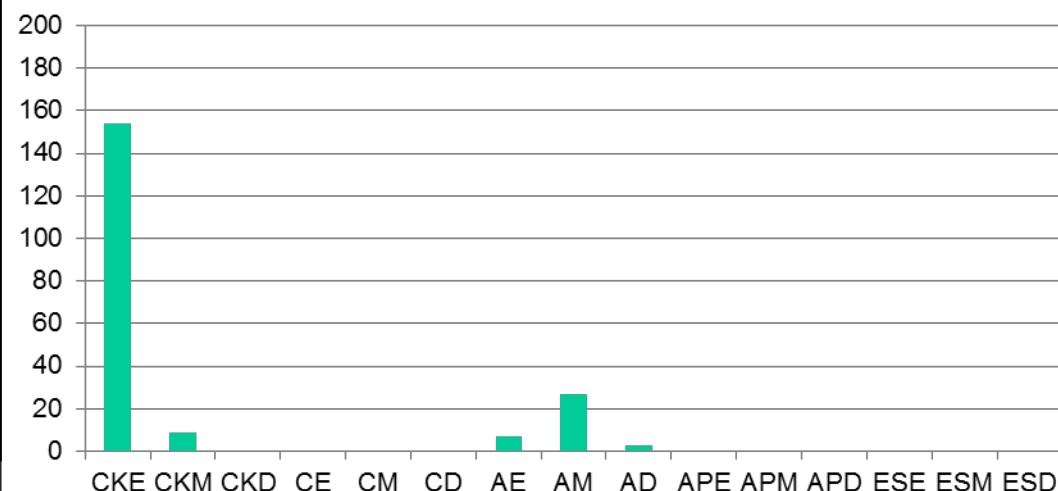
> Sameness of questions: scenario + short questions
> Need workplace focus and reflexive thinking; not only to copy sections from the scenario
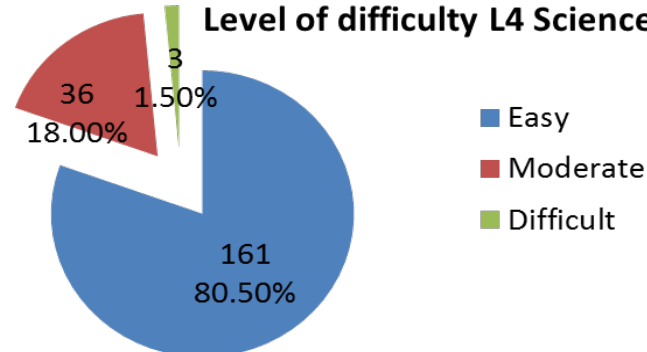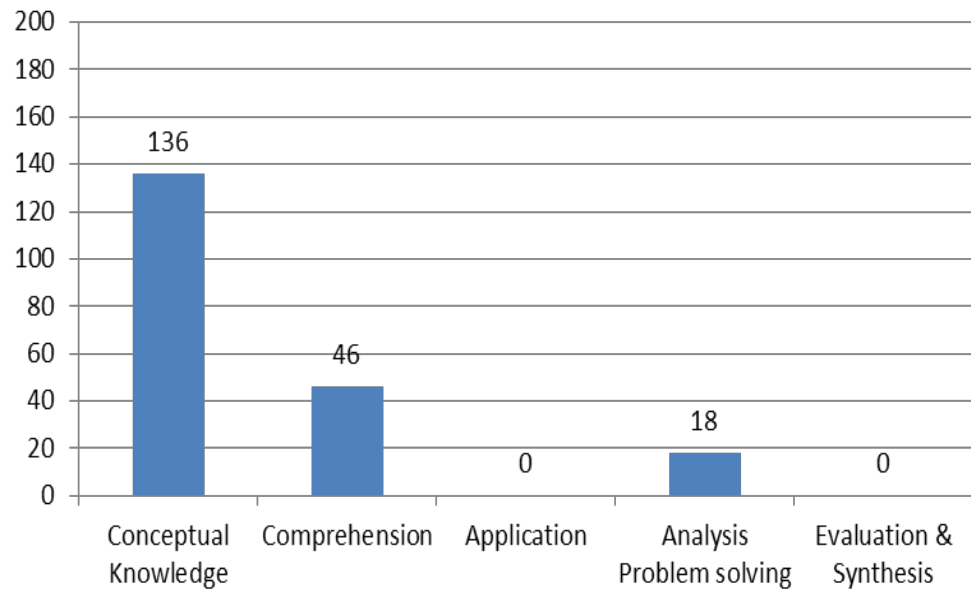
2. Sustainable Tourism

- The layout of the question paper is neat with enough open spaces.

- The Level 4 paper is not a good model for future examinations and the format and standard should be re-visited. This requires immediate attention.

- Attention should be given to the relationship between the questions posed and the cognitive demand in the learning outcomes.

2. Sustainable Tourism

- In some cases the language and sentence structure are poor

- Repetition of the same content across different questions is not acceptable. Repetition increases the weighting towards certain topics.

- In some cases, the answers in the memorandum were incorrect.

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Cognitive demand: Sustainable Tourism Level 4

Cognitive demand and level of difficulty: Sustainable Tourism Level 4

Level of difficulty: Sustainable Toursim Level 4

- Same content repeated (see p 94)
- Repetition of same type of questions
- Narrow range of memo answers
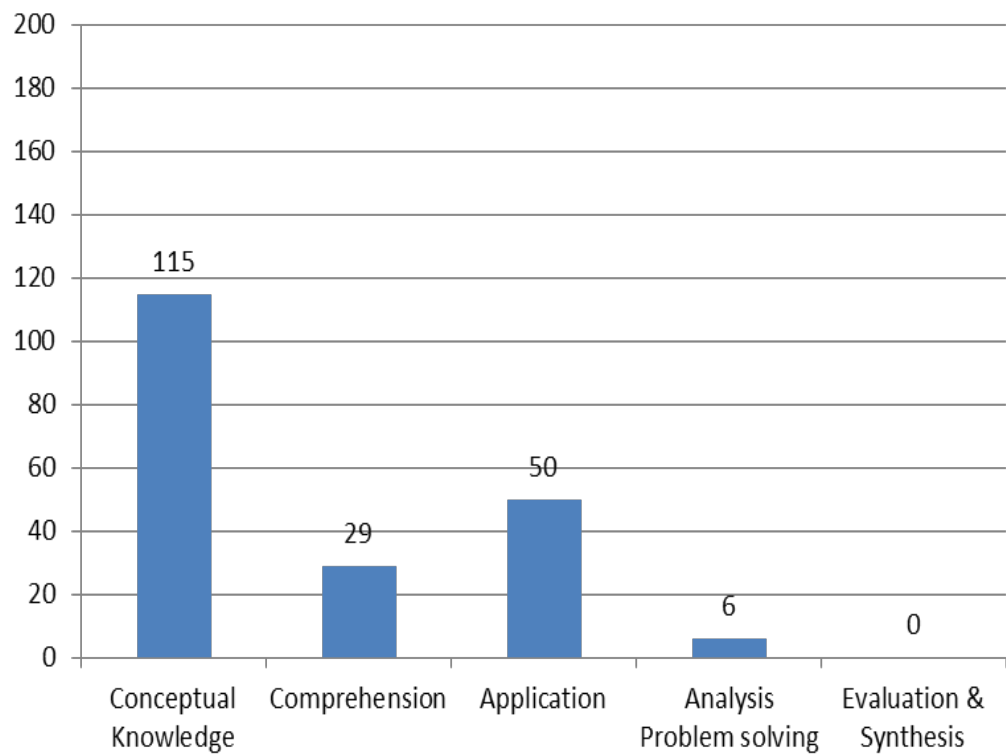- Memo answers questionable
- Reading ease
- No application questions
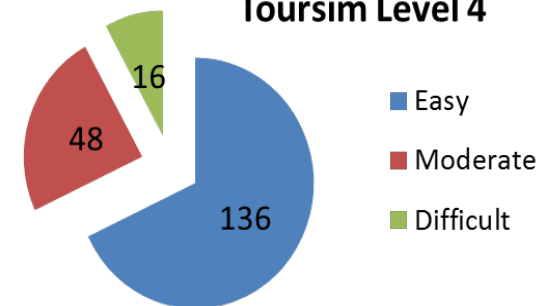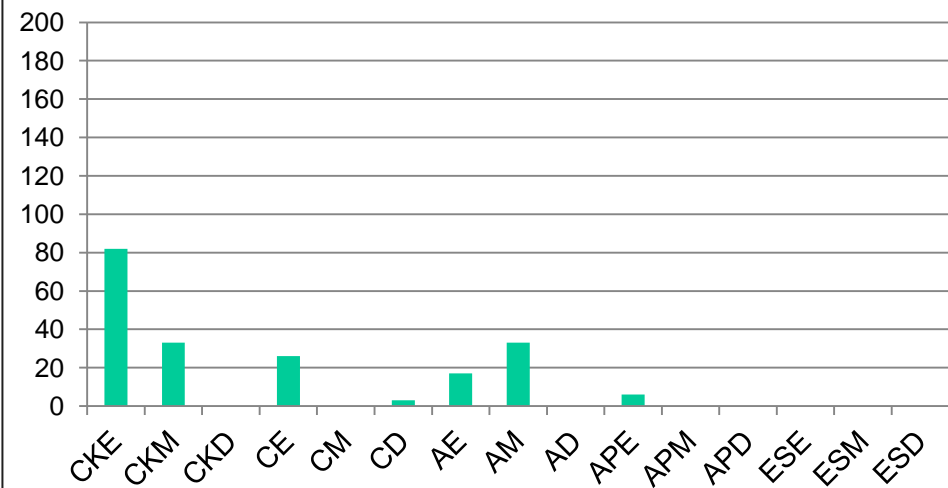
The format of the 2011 final examination papers

3. Client Services & Human Relations

- The language level, length of paper and visual appearance are all appropriate.

- The cognitive demand of the paper must be aligned to the requirements of the Assessment Guidelines. In its present form, it will NOT prepare learners with analytic, evaluating or synthesising skills for entry into industry and/or higher education.
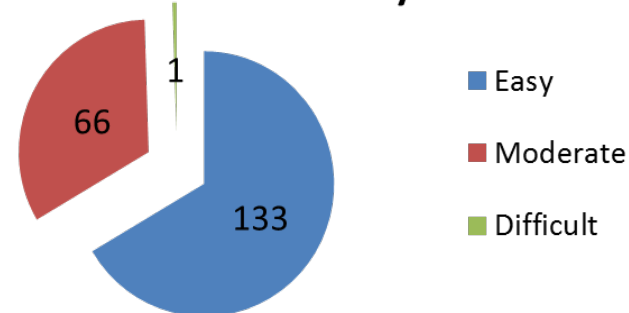
- Scaffolding of questions must receive attention

Cognitive demand: CSHR Level 4

Category	Value
Conceptual Knowledge	115
Comprehension	29
Application	50
Analysis Problem solving	6
Evaluation & Synthesis	0

Cognitive demand and level of difficulty: CSHR Level 4

Categories: CKE, CKM, CKD, CE, CM, CD, AE, AM, AD, APE, APM, APD, ESE, ESM, ESD

Level of difficulty: CSHR Level 4

- Easy: 133
- Moderate: 66
- Difficult: 1

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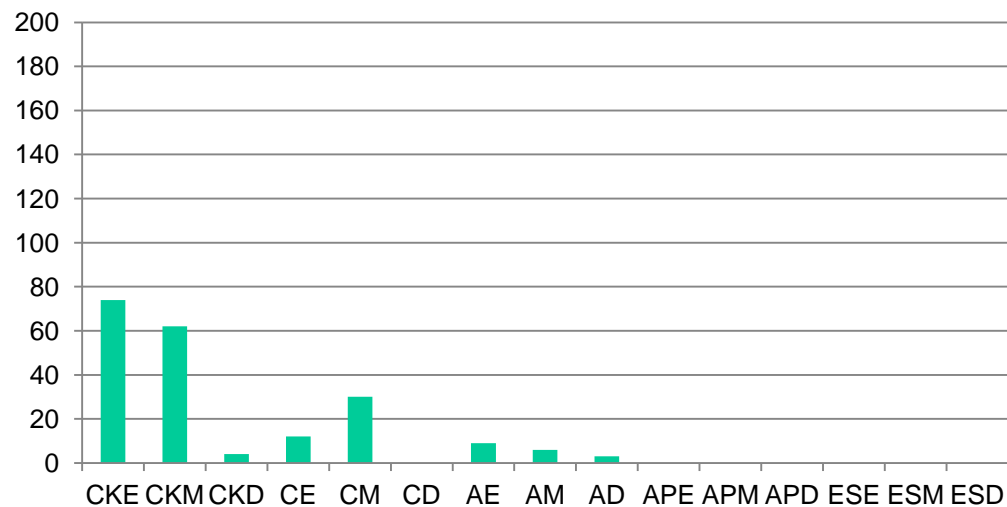General and Further Education and Training

4. Tourism Operations

- The layout and readability of the questions is good

- The use and level of language must be commended

- The paper is "busy": it jumps between different levels of mark allocation and similar sub-questions. Sub-questions should be more inter-related within the main question.

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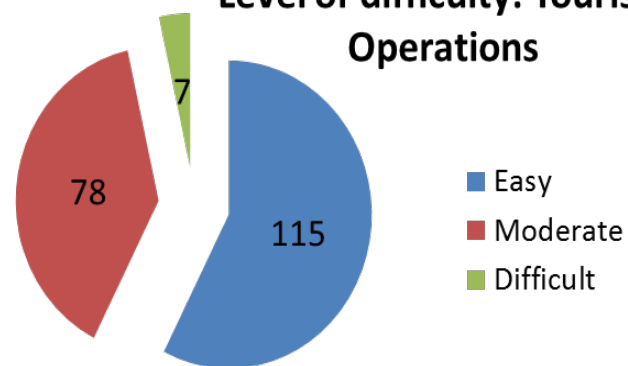General and Further Education and Training

Cognitive demand: Tourism Operations Level 4
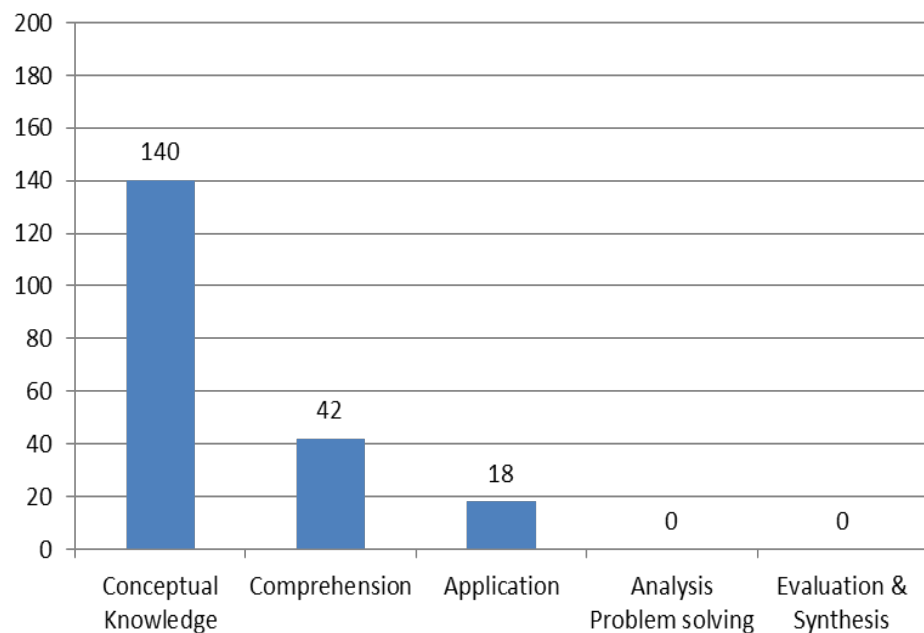
Cognitive demand and level of difficulty: Tourism Operations Level 4

Level of difficulty: Tourism Operations

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1. Compliance with Subject Assessment Guideline

- Lack of **compliance** - weighting of topics and spread of cognitive demand

2. Cognitive demand

- All subjects were **heavily weighted** towards Conceptual Knowledge (recite, recall, remember)
- No **evaluation** and **synthesis**
- Sustainable Tourism: No **application**
- **Discriminate** against students with strong problem solving, analytical abilities, evaluation and synthesis skills prized in the workplace

3. Level of difficulty
- Examinations in all four subjects **too easy**

4. Progression from Level 2 to Level 4
- Not a **clear progression** in cognitive demand
- Questions **weighted in favour** of Conceptual Knowledge
- **Sameness** in the way questions are asked

5. Format of the question papers
- **Not good models** for future papers
- Divide papers into **sections** and **scaffold** questions
- **Repetition** of questions within a paper
- Questions are not **workplace related**
- **Incorrec**t use of action **verbs**
- **Errors** on marking guideline

5. Format of the question papers (cont.)

Positives:

- Good use of **language** (except Sustainable Tourism where readability level of case studies too difficult)

- General **layout**: clear, cover pages complete, clear instructions, clear illustrations

1. Compliance with Subject Assessment Guidelines

Department of Higher Education must draw up a design grid for all examiners and moderators to ensure compliance with regard to topics and cognitive categories.

2. Level of difficulty

- Department of Higher Education must provide examiners and moderators with a tool to adjudge the difficulty range of questions and the weighting thereof.

- Combine cognitive categories and level of difficulty in the same design grid.

3. Progression from Level 2 to Level 4

The use of a design grid across all three years of study will bring about progression.

4. Format of the Level 4 examination papers

- More stringent quality control measures be implemented by Department of Higher Education. Umalusi to monitor that this happens.
- Questions must link more directly with the workplace.
- Examination papers should be assessed for ease of readibility (Flesch/FleschKincaid).
- Marking guidelines must be error-free.

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5. Strengthening of capacity

The capacity of examiners and moderators must be strengthened though structured training.

Curriculum realisation process

Entrepreneurship (Level 3 Tourism Operations) be further strengthened with topics from the subject Consumer Behaviour.

Poor models of question papers will inevitably result in poor practice. Tourism papers should be turned into good models of "best practice."

The findings in this analysis should form the basis to train examiners, internal and external moderators to understand and apply the assessment requirements more effectively.

THANK YOU