

A TRAVEL AND TOURISM CURRICULUM FOR THE TRAINING OF SECONDARY SCHOOL TEACHERS

by

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en wat geleenthede bied om dit tot eer van Sy naam aan te wend.*

SUMMARY

In January 2000, the Department of Education implemented a Learning Programme for Travel and Tourism (grades 10 -12, NQF2-4/FET). The programme is offered by 250 schools, involving approximately 20 000 learners. Because of the shortage of Travel and Tourism teachers, and limited opportunities to be retrained to teach Travel and Tourism at secondary level, this study developed a curriculum for Travel and Tourism specifically focussing on retraining teachers.

The concept *curriculum* was defined as a complete programme with a specific purpose, listing expected outcomes and contents of learning activities reflecting the social, economic and educational context within which the curriculum will be used. This view of curriculum led to the compilation of procedures that was applied in the development of a teacher training curriculum for Travel and Tourism.

This curriculum development process included a comprehensive internal and external situational analysis to identify training needs within the holistic South African tourism and educational context. Based on the situational analysis, outcomes, assessment criteria and range statements were formulated.

The situation analysis further led to the identification of Problem-Based Learning (PBL) as methodology and Distance Learning as delivery strategy. PBL has unique advantages that enhance the achievement of the OBE critical outcomes, merely by the nature of PBL itself. The decision to use Distance Education is justified by the need to make education more accessible to adult learners.

Chapter 6 contains a proposed Travel and Tourism for Teacher Training curriculum. It also contains a PBL module book as an example of how the proposed curriculum, the PBL method and Distance Education can be combined and implemented. The curriculum conforms to the criteria of SAQA in terms of the presentation of the curriculum in unit standard format.

The proposed curriculum and the PBL/Distance Education method and delivery is a product of the socio-constructivist approach, allowing learning to take place when the learner interacts with materials or other resources containing potential knowledge. The learner constructs his/her own knowledge and form conceptual frameworks. Learners slot any new knowledge into these frameworks. Therefore, the integrated, multidisciplinary content could not be organised around subjects, resulting in learning activities that are based on real life problems and themes.

Key Terms:

Tourism

Curriculum

Problem-Based Learning

Outcomes-Based Education

Distance Education

Learner-centred

Self-directed Learning

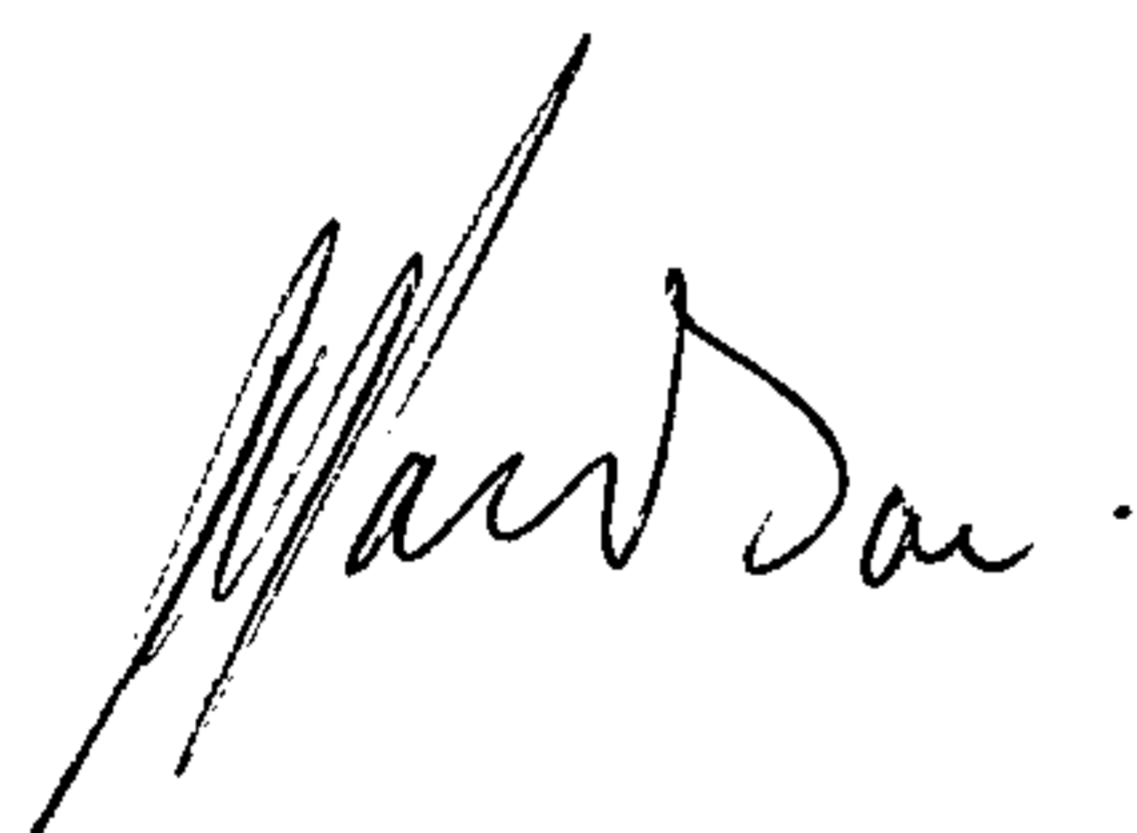
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DECLARATION

I declare that

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TRAINING OF SECONDARY SCHOOL TEACHERS**

Is my work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

A handwritten signature in black ink, appearing to read 'Pawson', with a stylized, slanted initial 'P'.

P PAWSON

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LIST OF ABBREVIATIONS:

BMI – Business Marketing Intelligence

DE – Department of Education

DEAT – Department of Environmental Affairs and Tourism

EU – European Union

HITB – Hospitality Industry Training Board

KPA - Key Performance Area

NBI – National Business Institute

NQF – National Qualifications Framework

OBE – Outcomes-Based Education

PBL – Problem-Based Learning

RAU – Rand Afrikaans University

R&T – Reach and Teach

SACTE – South African College of Teacher Education

SAQA – South African Qualifications Authority

SATOUR – South African Tourism

TBCSA – Tourism Business Council of South Africa

TETASA – Tourism Education and Training Association of South Africa

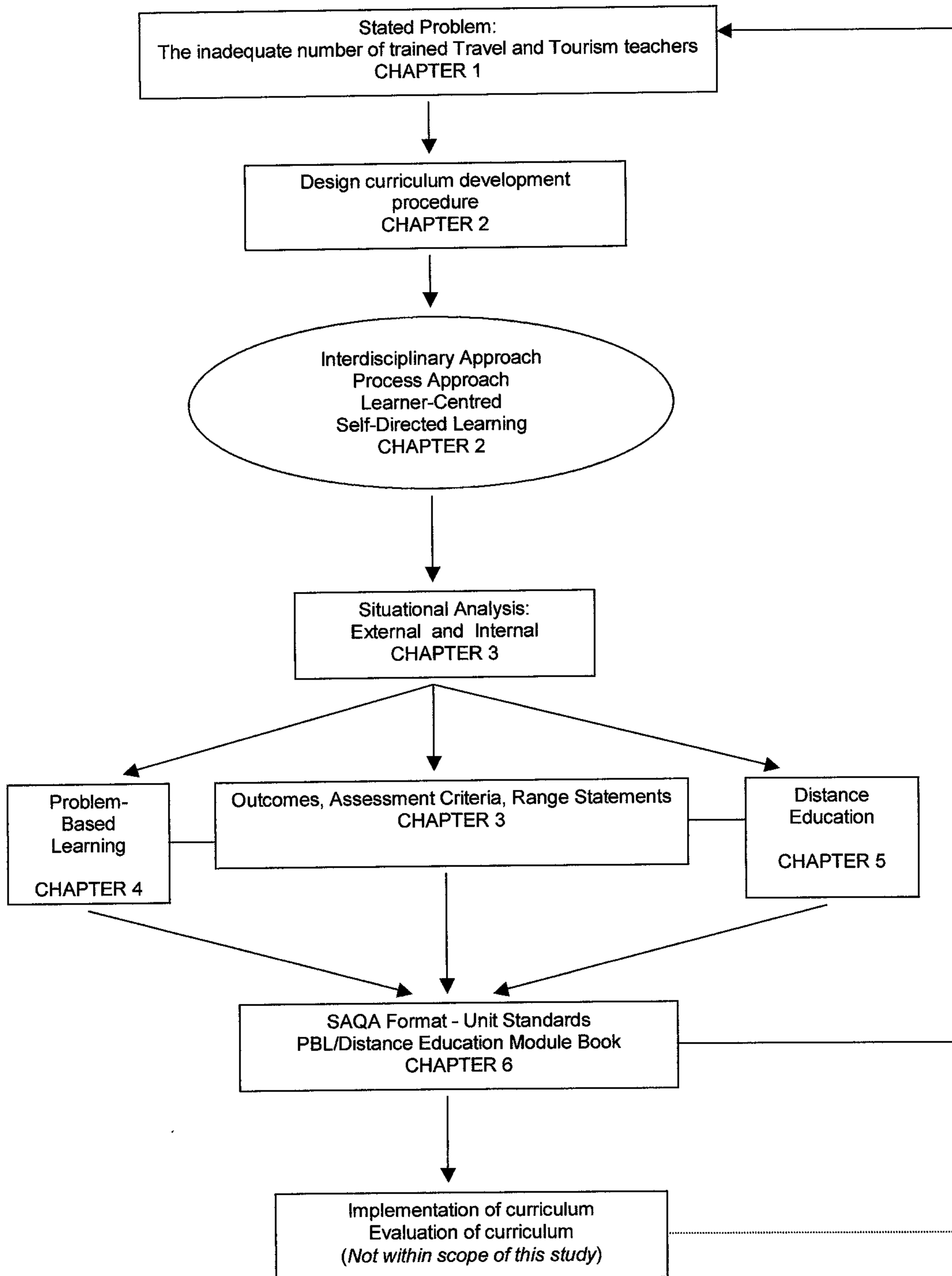
THETA – Tourism and Hospitality Education and Training Authority

UNISA – University of South Africa

USA – United States of America

WTO – World Tourism Organisation

TRAVEL AND TOURISM CURRICULUM FOR TEACHER TRAINING



CHAPTER 1

INTRODUCTORY ORIENTATION

1.1 INTRODUCTION

The introduction of Travel and Tourism as a Learning Area in 64 secondary schools in 2000 (Department of Environmental Affairs and Tourism (DEAT) Annual Report 1999/2000:9) was justified by the strength of the South African tourism industry. With the increased growth in the tourism industry, it has created an enormous potential as an employment creator, directly and indirectly. Resulting from this was a need for training of learners wanting to enter into this industry. This need was expressed by the industry itself as well as by the South African Government.

According to the Department of Environmental Affairs and Tourism's Annual Report (1999/2000:13), South Africa is ranked 25th in the world's top tourism destinations and since 1994, foreign arrivals into the country has grown by 40%. The industry brings an estimated R20 billion into the country annually. This results in an 8,2% contribution to the Gross Domestic Product (GDP). The number of new jobs in the trade and hospitality sectors grew by 9% during 1998 because of the growth in tourism. In 1999 the number of foreign visitors ("overseas" visitors and "African air arrival" visitors) grew by 9% (Grant Thornton Kessel Feinstein, 1998:18).

In 1998, about 590 000 people were directly employed in South Africa's tourism sector; this represented 5,6% of total employment (Saunders, 2001:5). It is expected that tourism employment in South Africa will grow to about 1-in-11 jobs by 2010 compared to an international average of 1-in-10. The tourism contribution to the GDP is expected to grow to over 10% by 2010. These

statistics of expected growth are because the growth rate of international tourism in South Africa for the period 1994-1997 was 20,5% (Grant Thornton Kessel Feinstein, 1998:5).

Domestic tourism has also grown due to the growth in the disposable income of South Africans. As a possible job creator and income generator, tourism is seen as a national priority by the South African Government. The Department of Education, Department of Environmental Affairs and Tourism as well as the Department of Labour are involved in tourism related training (see 1.2).

Because of the increased recognition for the economic importance of the tourism industry, training in tourism has been receiving more attention from government in recent years. The industry itself is placing a higher premium on the quality of training. Other role players, such as private sector investors, are also entering the training sector. Apart from local private training providers such as the Graduate Academy of Southern Africa and Damelin, overseas institutions have also entered the South African market. The *Christelijke Hoogeschool Noord-Nederland* is currently in the process of establishing a Tourism University in Port Alfred and hopes to start their training in 2003.

1.2 BACKGROUND TO THE PROBLEM

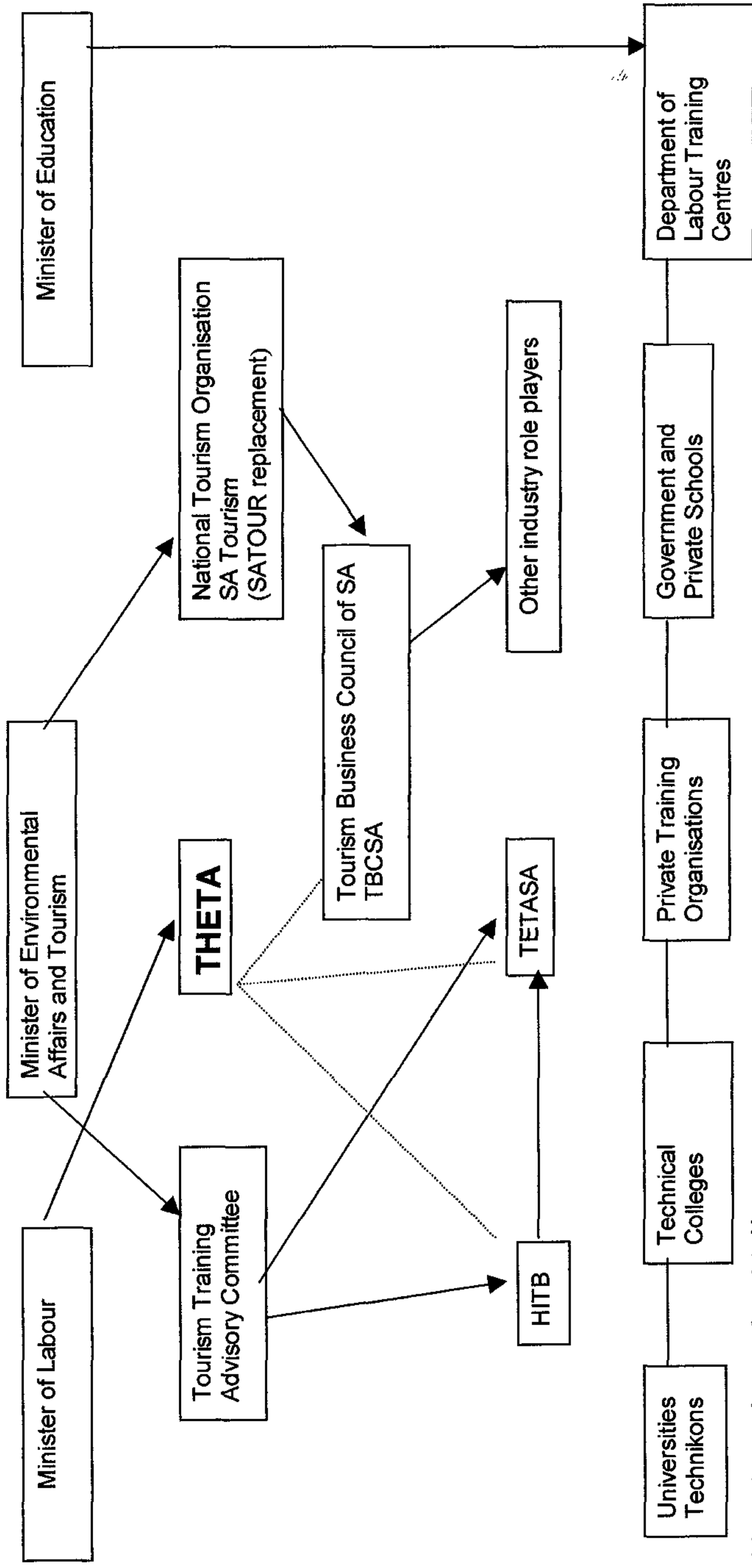
1.2.1 Tourism Training in Commercial Industry

Before the Department of Education's National Qualifications Framework (NQF) Act (1995) was promulgated, training in the travel and tourism industry was mostly in the hands of the then fragmented tourism industry. As an industry consisting of several sectors (see Chapter 1, 1.4.1), each sector (eg the hospitality sector) established its own set of standards, regulations and training.

This largely led to tourism training being fragmented with no common goals. With the streamlining of the various training providers into the Tourism and Hospitality Education and Training Authority (THETA), there is a real need to consolidate and develop a common training framework as envisaged by the National Qualifications Framework.

The diagram on the following page represents the Tourism Training Scenario before the NQF legislation (BMI Report, 1997:5).

Diagram 1.1: Tourism Situation Analysis Prior 1995



Policies and strategies were formulated by:

- Ministry of Environmental Affairs and Tourism – Legislature, regulate strategise;
- SA Tourism – Regulate, develop, market;
- Tourism Training Advisory Committee – Facilitate, advise, represent (industry players); and
- TBCSA - Facilitate, advise, represent (industry players).

Regulating the industry was performed by:

- THETA (regulate tourism training under the Department of Labour since the Skills Development Act);
- TETASA (Tourism Education and Training Association of SA) – Previously facilitated, accredited, monitored, recommended;
- HITB (Hotel Industry Training Board) – Previously facilitated, accredited, monitored, recommended.

Implementation of policies, strategies and regulations was the responsibility of:

- Training institutions – Train in Tourism, Travel, Hospitality (general/specific level, accredited national/industry/in-house)
- Schools – General Tourism Education (non-specific/non-accredited); and
- Department of Labour – Train (unemployed, specific basic hospitality and business skills – accredited by HITB)

The Hospitality Industry Training Board (HITB) offered hospitality training and accreditation of programmes that included accommodation, food and beverage training.

The Tourism Education and Training Association of South Africa (TETASA) offered training and accreditation in tourism which was almost entirely based on the training requirements for the travel sector (eg travel agents and tour guides) and not the tourism industry as a whole.

The Skills Development Act (97/1998) (Government Gazette 20865) legislated by the Department of Labour had a significant impact on training in South Africa. This act develops a strategy for the development of vocational skills in South Africa, with a Sector Education and Training Authority (SETA) for each economic sector. The Tourism, Hospitality and Sport Education and Training Authority (THETA) now coordinates and accredits tourism training on behalf of the Department of Labour. THETA is an extension of the former HITB and TETASA which amalgamated after the promulgation of the above-mentioned act.

Another government department involved in tourism training is the Department of Environmental Affairs and Tourism (DEAT). The South African Government became aware that with the *projected growth* in tourism and its importance to the national economy, there was an urgent need for training in the industry. The White Paper on Tourism issued in June 1996 by the DEAT emphasised the need for training in tourism. The White Paper also laid down the principles of making training in tourism related fields more accessible and affordable for previously neglected groups, and to support on-going efforts to ensure that school programmes and curricula are specifically targeted to include tourism (DEAT White Paper, 1996:29).

However, the White Paper also acknowledges that inadequate training, education and tourism awareness is a serious shortcoming in the Tourism sector. At the time of publication (1996), the White Paper forecasted an estimated growth in the number of

tourism employees at approximately 100 000 and a total potential training capacity (by the Higher Education and Industry Training sectors) at that time in the region of 10 000 learners up until 2001.

Even though growth did not meet expectations based on the above-mentioned figures, it is clear that the South African training capacity cannot nearly fulfil the tourism training needs. The White Paper also states that there is a general need for tourism awareness programmes in South Africa and an urgent need for a wide range of basic skills (such as communication, customer service and entrepreneurial skills) among individuals working with tourism customers (DEAT White Paper, 1996:9).

1.2.2 School-Based Tourism Education

When SATOUR published their Three Year Domestic Development Strategy (SATI Archive Material - SATOUR, 1993:3) in 1993, tourism awareness and tourism training featured as long term plans in two of their planned Key Performance Areas (KPA), namely:

KPA: The creation of a tourism culture among the population at large.

Objective 1: To develop a nationally based general tourism awareness and education programme aimed at the community at large, communicating in very basic terms the benefits of tourism and the onus it places on the population.

Objective 2: To develop a tourism awareness and education programme aimed at the business community.

KPA: Facilitation and support of entrepreneurship in tourism.

Objective 1: To establish a programme of entrepreneurial support in kind, such as training programmes, regular information sessions, seminars, etc.

Objective 2: To formulate and implement an overall tourism training strategy for South Africa, based on the training needs of the tourism industry and taking into account all training facilities.

It is thus clear that, from government's point of view, tourism training, tourism awareness and entrepreneurship development in the tourism industry, was seen (as it currently is) as a high priority when the development of the current school learning programme was initiated.

In addition to the government's attitude, American Express in South Africa and the American Express Foundation New York together proposed to sponsor the development of a further education and training (FET) level programme for Travel and Tourism in South African Schools. This followed the lifting of anti-apartheid ordinances in the USA in 1993. It provided the ideal opportunity for American Express' process to re-enter the South African market (SATI Archive Material - Higginson, 1994b:1). An amount of \$650 000 was made available to develop the programme (SATI Archive Material - Drescher, 1995:2).

Reach and Teach (R&T), an independent, non-profit organisation co-founded by IBM and IBM South Africa in 1994, was appointed to co-ordinate the curriculum development and implementation. R&T operated in the field of educational development in Southern Africa. Their mission was to assist in the development of infrastructure required for educational and training needs of all people in Southern Africa (SATI Archive Material - Higginson, 1994a:3).

The programme was developed by local educators in consultation with experts from the tourism industry (SATI Archive Material - Delahunt, 1995: 1). It was to be based on the Programme for Travel and Tourism or the Academy of Travel and Tourism. These were based on programmes and materials already developed under American Express' sponsorship in seven other countries, namely United States of America, United Kingdom, Ireland, Brasil, Mexico, Hungary and Hong Kong. The programme was first launched in the USA and the UK in 1986 (SATI Archive Material - Higginson, 1994a:5). In South Africa, the programme, would also have catered for the needs of adult learners through community training centres (SATI Archive Material - Holomisa, 1995:3).

The target audiences for whom the programme was initially developed for, included:

- Schools learners at FET level 2, 3 and 4 (Grades 10-12);
- Young adults who did not have the opportunity to participate in education before or who were outside of mainstream education. Training was going to be provided to this group through the &T Development Centres and community colleges; and
- Employees of travel and tourism organisations to be used in in-house training as bridging courses for new recruits in the industry.

(SATI Archive Material - Drescher, 1995:2)

The programme was developed to focus on values and knowledge (therefore education through school), rather than skills (on-the-job-training). At the time, there were in the region of 120 training providers already providing skills training. Consequently, the school learning programme was aimed at rather creating and enhancing awareness of tourism and customer services in the tourism industry (SATI Archive Material - Drescher, 1995:3). Further, as in the programmes for Travel and

Tourism developed and implemented by American Express abroad (SATI Archive Material - Higginson, 1994a:5), the programme expected learners to:

- think cross-culturally;
- to consider their own towns, regions and countries as a tourism destination;
- to learn the basic concepts of customer service;
- to become familiar with the basics of destination geography;
- to become familiar with computers; and
- to become knowledgeable about the structure and career potential of the tourism industry. Wherever possible, learners were offered first hand exposure to the industry.

The programme in South Africa was developed by two committees (SATI Archive Material - Higginson, 1994a:6):

- The Educators and Advisors Committee, and
- The Travel and Tourism Advisory Committee.

These two committees would have ensured that the new programme met the needs and criteria of the accreditation standards and educational system at the time (July 1994) and the acceptance of the tourism industry.

The "Original Programme Concept" was described as follows:

The original consensus between educators and the tourism industry was that the new programme should be closely linked to vocational skills needed in the tourism industry. Educators and industry role players expressed the need for what was called, a comprehensive pre-vocational programme. It was also agreed that young black South Africans should play a vital role in the growth of the tourism industry, since a growth in black tourism was expected, especially after 1994 (SATI Archive Material - Higginson, 1994a:3).

The curriculum development and implementation plan was structured in three phases (SATI Archive Material - Trade & Tourism Curriculum Development Plan, 1994:2-3):

- Phase 1

Programme content was established by obtaining input from education and training programmes used in South Africa at the time, including industry-based training programmes. Units were selected based on the objectives of the programme, always asking the question *what the learner should be able to do after the completion of the unit*.

Concurrently the selection of pilot schools would also have begun based on the school's available resources, their willingness to participate, their willingness to provide academic support to new schools, and also to be located in Gauteng to monitor progress in a financially efficient way. Participating teachers would then be chosen, preferably with a Geography background and with a commitment to the success of the programme. This phase was completed in March 1995.

- Phase 2

Curriculum developers were recruited to begin with the module development and to research adult education systems and methods for approval of the programme. This phase was completed in December 1995.

- Phase 3

The pilot programme was implemented in pilot schools in 1996 with ongoing evaluation, assessment, adaptation and enhancement.

The curriculum development process was well supported by Government and the business environment. The following stake holders all played a role in the

development, and therefore contributed to the acceptance and credibility of the developed school learning programme in 1996:

Nedcor (as the American Express franchise holders in South Africa), Satour, Association of South African Travel Agents, South African Tourist Board, South African Regional Tourism Council, Publicity Associations of Johannesburg, Durban and Cape Town, Hospitality Industry Training Board, Southern Sun (own 25% of American express Travel in South Africa), Fedics, Protea Hotels, Rennies Travel, Sabi Sabi, South African Airways, Imperial Car Rental, Budget Rent a Car, Kruger National Park, National Parks Board, Johannesburg and Pretoria Zoo's, Human Sciences Research Council and Damelin.

(SATI Archive Material - Contact list for Curriculum Development Purposes and Teacher Training, 24 January 1995; American Express Press Release, 4 May 1995).

In January 1997, the Department of Education launched the Learning Programme for Travel and Tourism for grades 10 and 11 and in January 1998 for grade 12 as part of a pilot programme. In 1998, twelve Gauteng schools with a total number of 400 participating learners joined the pilot programme. The approved learning programme was finally implemented in January 2000.

According to the South African Tourist Institute (SATI), 250 schools are currently offering Travel and Tourism, involving approximately 20 000 learners (Von Maltitz, 2002: 1).

The Journal of South African Tourism (Editor, 2001:53) reported that R15.7 million was donated by the government of Spain to promote tourism education and skills training in SA. The first part of the SA/Spanish training project will focus on upgrading the skills of teachers and commenced as a priority early in 2002.

1.3 PROBLEM STATEMENT

The main problem which this study addresses, is the fact that there is not an adequate number of teacher training programmes to upgrade the knowledge and skills of secondary school teachers in order for them to teach the Learning Area Travel and Tourism in secondary schools (Grade 10-12/FET2-4).

A contribution to the solution of this problem is the development of a Travel and Tourism training programme specifically focussing on teachers.

Some issues that have contributed to this problem are discussed in further detail:

- There are no formally qualified teachers specifically in the Learning Area Travel and Tourism. Teachers from a variety of subjects such as Geography, History and Economics are being recruited to teach Travel and Tourism. This is due to the absence of relevant teacher training in this field. These teachers are recruited because they are considered to have a good basis and background for further studies in Travel and Tourism due to the overlap between the content of these subjects and Travel and Tourism. These teachers are often isolated in schools, not properly integrated into any specific established academic department, and therefore sometimes linked to unrelated groups of Learning Areas.
- Teachers coming from a variety of educational backgrounds may not have had any exposure to the Learning Area Travel and Tourism. Where a *practical* component in the learning programme would solve this problem, it may not be the solution for teachers from rural areas where the tourism infrastructure is inadequate, therefore limiting the opportunity to gain practical experience in the industry.
- Only *two* instructional programmes have been offered to teachers, namely:

- i. The Certificate in Travel and Tourism for Educators (SAQA Level 4; 8 credits) is offered by the former South African College for Teacher Education (SACTE), now part of the University of South Africa (Unisa). The only entrance requirement is Grade 10 and the duration of the course programme was six months. This programme was terminated at the end of 2001.
- ii. The Rand Afrikaans University (RAU) introduced a Tourism Teacher Training programme in 2001. It is a two-year programme consisting of four modules.

Other current formal programmes on tourism, but not specifically for training of teachers, are offered by:

- i. Government: Universities (BCom degrees), Technikons (diplomas and BTech degrees) and the secondary school curricula referred to in this study (Grades 10-12/FET2-4)
 - ii. Private commercial enterprises: In-house, on-the-job training at tourism establishments such as hotels, nature reserves and airline companies (training courses such as Fares and Ticketing as well as computer reservation systems, for example Galileo, Amadeus and Worldspan).
 - iii. Private educational institutions, of which some are accredited by the South African Qualifications Authority (SAQA), such as the Graduate Academy of Southern Africa, Damelin and others (degrees and certificate courses in Tourism or sectors of tourism).
- Due to the teachers' professional responsibilities in schools, as well as the fact that a large number of teachers live in rural areas, the delivery of such training

is problematic and limits teachers' ability to obtain the relevant training. A suitable programme should enable these teachers to participate in more cost effective training programmes without having to take *leave* of absence from permanent employment and having to leave families temporarily (such as distance learning opportunities).

1.3.1 Sub-problems

In order to address the main problem, the following subproblems have been identified:

1.3.1.1 Present learning programme

In order to train educators to facilitate learning, an analysis of the grade 10-12 school learning programme would be crucial in determining the content and the repackaging of the content of the present secondary school learning programme into modules for teacher training. This is dealt with in Chapter 3.

A critical analysis of the present secondary school learning programme for the Learning Area Travel and Tourism brings some of the following problems to light (see 3.2.2.1):

- Secondary school learning programmes are not intended to prepare learners for careers in any field. The purpose of the programme is mainly to create awareness, instil an interest and motivate the learner to seek employment at junior levels in an industry or to proceed with tertiary study in a particular field. The school learning programme contains outcomes that would be more appropriately mastered at tertiary level, such as the operation of computer reservation systems. At the time of formulating outcomes for this learning area, the curricula for tertiary training, particularly at technikons had been well

established. Despite this, technicians were not involved in the development of the learning programme.

- The focus of the learning content is on the travel sector and the interrelatedness of the sectors is only addressed in one outcome and studying tourism as a system is not included in the learning programme.
- The tourism sectors are taught separately in classrooms, although, in reality, none of these sectors can exist without the others.
- The learning programme generally focuses on isolated aspects and does not adequately show the interrelation between elements/aspects related to the industry as a whole throughout the learning programme. The learning programme is too ambitious in preparing learners for the industry, instead of rather creating awareness of tourism and customer care as was originally intended. The learning programme content also overlaps considerably with the existing tertiary learning programmes.

The outcome of the critical analysis of the present learning programme for Travel and Tourism grades 10-12, would contribute towards determining the content of the proposed learning programme for a teacher training. The teacher training programme contents should be determined with reference to the following aspects:

- The purpose of the learning programme and methodology to be used;
- Exit level outcomes and specific outcomes;
- Assessment standards;
- Range Statements

The complete proposal for a teacher training programme in SAQA format will be dealt with in Chapter 6.

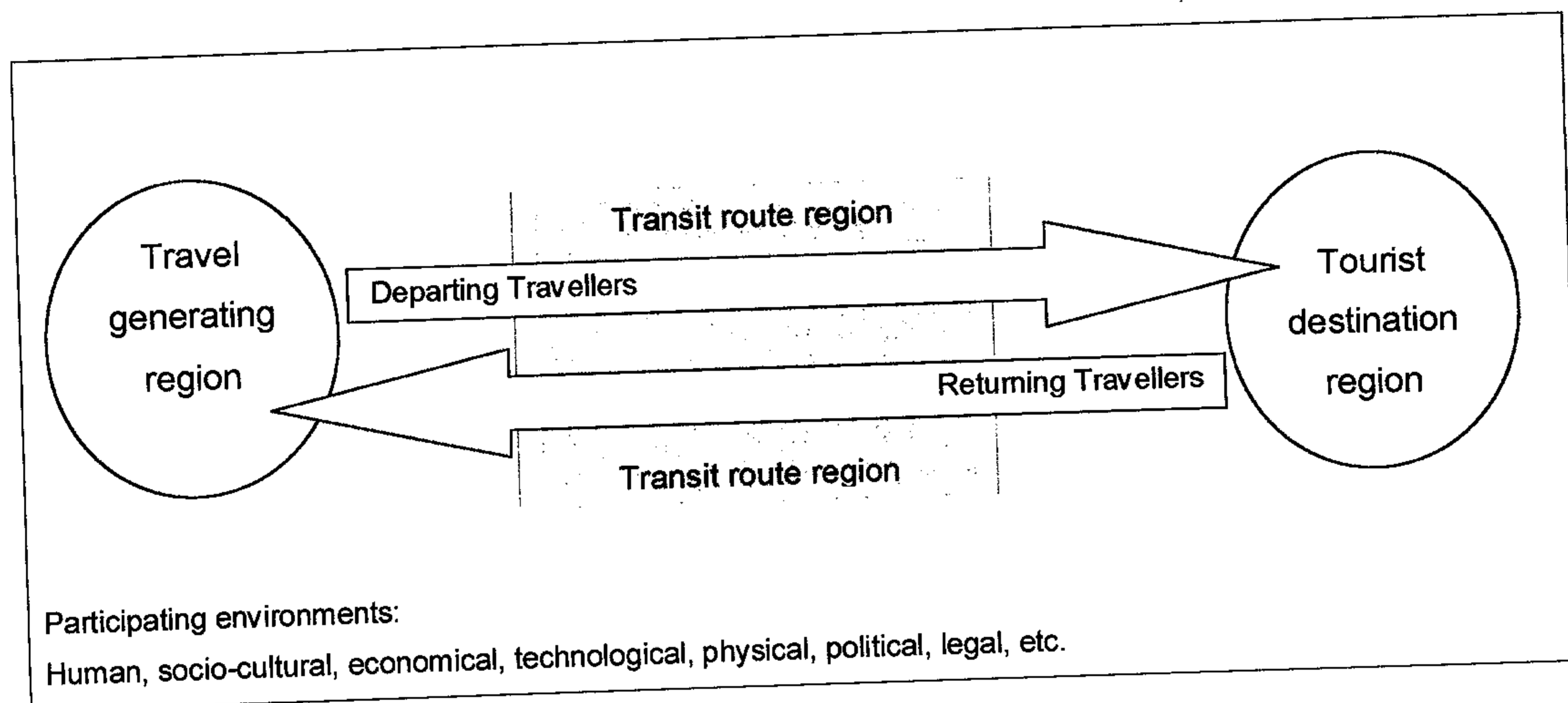
1.3.1.2 The interdisciplinary nature of tourism

When considering the expected outcomes of the learning programme for Travel and Tourism, it becomes apparent that the programme overlaps with a variety of other learning areas. As will be discussed in Chapter 3, Travel and Tourism includes calculations, communication skills, geography, culture and accounting. This is the result of the tourism industry being a fragmented industry, which includes many different economic sectors (e.g. hospitality, travel, attractions, retail and wholesale).

If a learner is to truly understand the nature of tourism, it is important to view the industry holistically as an interdisciplinary field of learning. This approach creates opportunities for learners to learn and become acquainted with new knowledge, skills and attitudes as they may encounter them in practice.

In order to demonstrate the interdisciplinary nature of tourism, the following models attempt to describe and explain tourism according to the systems approach.

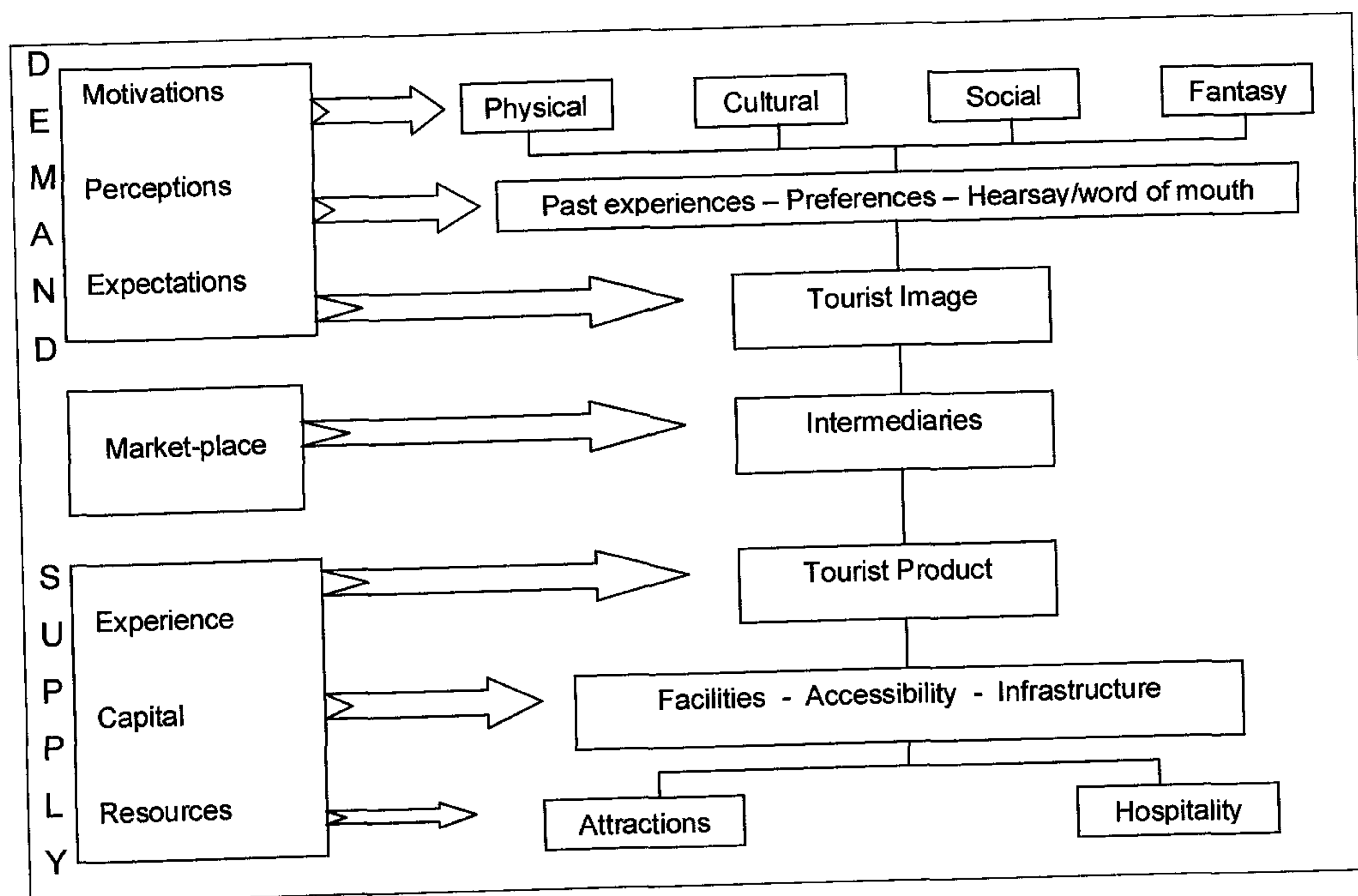
Diagram 1.2: Basic Tourism System (Leiper, 1981)



This simple model is an effective visual representation of tourism. People from tourism generating regions, mostly developed regions and countries, travel to tourist destination regions (developed or developing regions or countries). After staying at the destination for at least one night, they travel back to their point of departure. Leiper's system suggests that everything happening between the time of departure until the time of the return of the traveller, is part of tourism activities and therefore part of the tourism industry.

A model describing the tourism system based on the demand for and supply of tourism services, was published by Murphy in 1985.

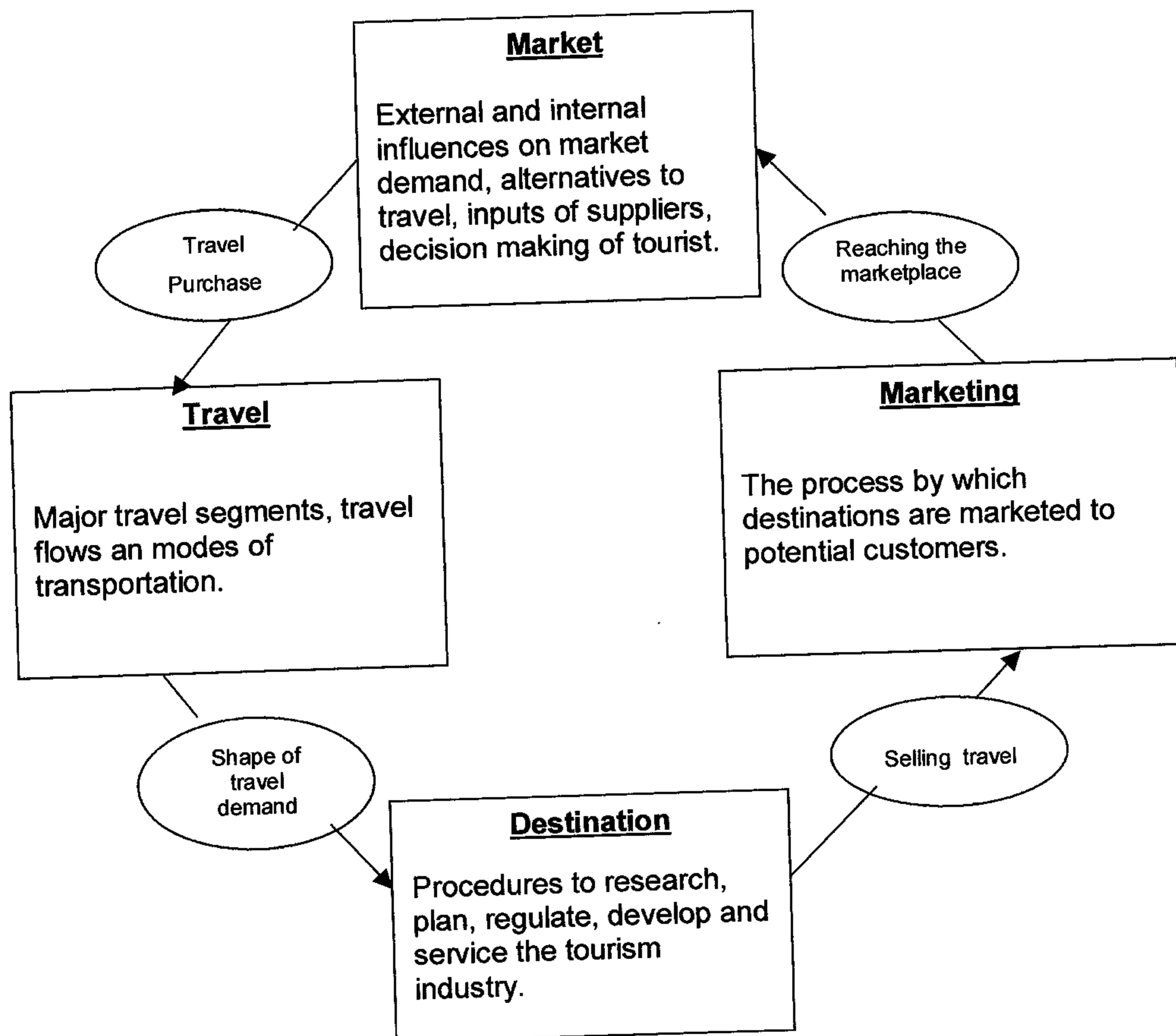
Diagram 1.3: Tourism Supply and Demand (Murphy, 1985:10)



Murphy explains tourism as a system by starting with the psychological needs and reasons why people travel and why people then choose specific modes of travel, destinations, accommodation and activities. This creates an opportunity for these varying needs to be satisfied in the market through the supply of a variety of services needed to meet the needs and demands of tourists.

Another model of the tourism system was supplied by Mill and Morrison in 1985.

Diagram 1.4: Tourism Market Forces (Mill & Morrison, 1985:2,99)



According to Mill and Morrison (1985:2,99), tourism should be described as a system consisting of four interrelated parts, namely: Market, Travel, Destination and Marketing. This model takes the view that the way a destination is marketed will appeal to a certain type of consumer. This consumer will be stimulated by the specific communication by destination marketers due to internal and external influences effecting the consumer's decision-making. On the other hand, the destinations has

drawing power which lies in its natural resources, climate, culture, history, ethnicity and accessibility (Bennett, 2000:45). This, and the consumers' decision making, will effect the way destination marketers communicate and market the destinations.

All four mentioned models focus on specific elements of the tourism system and point out different elements of the whole system. Furthermore, they also indicate how the different elements/sectors of the whole tourism system interrelate.

An educational approach to tourism should take cognisance of this interrelatedness. To understand the tourism industry and its sectors as an interrelated system has been identified as an outcome of the school-based Travel and Tourism learning programme.

This study proposes Problem Based Learning (PBL) as a method to overcome the complexity regarding interrelated sectors in the teaching and learning of tourism. PBL is a method mostly used in the training of health professionals due to the multi-disciplinary nature of health care. It is also a method focussing on processes and the outcomes thereof; it is student centred and allows self-directed learning. It is therefore suitable to be used as a method within the Outcomes-Based Education (OBE) strategy. PBL will be discussed in depth in Chapter 4.

1.3.1.3 Accessibility to training

The need for tourism training of educators has already been stated in this chapter (see 1.1 and 1.2). When assessing the training needs of teachers, different needs are likely to be highlighted, such as programme content requirements, but also the teachers' individual and personal needs. As this programme would have to focus on the retraining of teachers, some of whom already teach tourism, it is safe to assume that these learners are adults, have employment, and probably have other social commitments. These responsibilities may be obstacles to further learning.

Another obstacle to learning may be the availability of financial resources. Finding resources to travel to academic institutions for classes may be difficult and the cost of attending classes, over and above the cost of education itself, may further limit learners' possibilities to further their studies. *Distance education* would alleviate the problem of finding resources to finance transport, accommodation and residential (contact) education.

Distance learning is seen as a solution to the above problems since it provides learners with opportunities to learn without the regimented time-table approach of contact education. This mode of delivery is flexible enough to ensure that learners can manage their own time regarding their learning. It is also in-line with the OBE principles of learners taking responsibility for their own learning, self-directed learning, learner centred teaching and life long learning. Distance learning as a solution to this sub-problem is dealt with in Chapter 5.

1.4 PURPOSE OF THIS STUDY

The purpose of this study is the development of an Outcomes-Based Learning Programme in Travel and Tourism for the training of secondary school teachers. It will be shown (Chapter 4) that Problem-Based Learning (PBL) is an ideal methodology to introduce learners to a interdisciplinary field such as tourism, as it is learner centred and self-directed. The proposed learning programme is also developed in such a way that it can be used as a distance learning programme, which then makes it more accessible. Lifelong learning will also be facilitated by such a programme (Chapter 5).

On the assumption that the outcome of this study will be implemented in teacher training, this study should contribute to achieving the goals of the Travel and Tourism secondary school learning programme as it was envisaged by the Department of Education (DE) (Department of Education, 1999: vi).

According to this document, the purpose of such tourism training programmes should be to (Department of Education, Travel and Tourism Programme, 1999:vi). :

- *Provide qualifying learners with applied competence and a basis for further learning;*
- *Add value to the qualifying learner in terms of enrichment of the person, provision of status, recognition, enhancement of marketability and opening up of routes to additional education and learning;*
- *Provide benefits to the society and the economy through enhancing citizenship, increasing social and economic productivity, providing specifically skilled people, transforming and redressing legacies of inequity;*
- *Comply with the objectives of the NQF including enhancement of the learner access, mobility and progression, and the provision of quality education;*
- *Introduce learners to the tourism industry;*
- *Develop a knowledge of the career opportunities and the skills to access these;*
- *Prepare new recruits for the industry;*
- *Create quality customer service and customer care;*
- *Develop educated citizens.*

These objectives will be realised with the use of an Outcomes-Based Education (OBE) strategy emphasising the critical outcomes and by using the PBL method to further develop skills related to the workplace.

1.5 CLARIFICATION OF CONCEPTS

1.5.1 Tourism

The fragmented nature of the industry is the reason why there are several definitions to describe what tourism is, depending on why it needs to be described. Tourism consists of so many aspects that finding one definition has not been possible. It remains an ambiguous concept, for example: all tourism involves travel and recreation, but not all travel and recreation is tourism (Mill and Morrison, 1985:xvii).

As a Learning Area, it is also difficult to define tourism, especially to learners from poor socio-economic backgrounds who may not have had any exposure to any part of the tourism industry. The definitions of tourism remain vague and usually need further elaboration and explanation depending on the context it is being used in.

Tourism as a Learning Area has not been accepted as an academic field of study for a very long time. This is also true of the South African situation. It is only in the past decade that tourism development and the management thereof for sustainability of growth in the industry, has been gradually accepted in academic circles. It is still difficult to change perceptions that travel agents and tour guides represents the whole tourism industry. Academically tourism has a multidisciplinary theoretical base and therefore lacks academic recognition as a “pure” academic discipline. Due to the fragmented characteristic of the Learning Area, relatively little research has been done on issues relating to tourism other than monetary and impact issues (physical and economic impact) and this contributes to the lack of academic credibility (Faulkner & Ryan, 1999:3). Key role players in the tourism industry are among those who are not taking academic tourism serious, thinking that on the job training is adequate. This point is illustrated by a widely used text book in South African tertiary institutions, namely *Marketing for Hospitality and Tourism* by Kotler, Bowen and Makens. This book only gets to the definition of Tourism on page 647 (out of a total of 767 pages) in

chapter 18 (out of a total of 19 chapters). Kotler quotes the British Tourist Authority's definition of tourism:

A stay of one or more nights away from home for holidays, visits to friends or relatives, businesses conferences or any other purpose except such things as boarding education or semi-permanent employment.

(Kotler, Bowen & Makens, 1996:647)

The following definition provided by Mathieson and Wall (1982:1) is used extensively.

Tourism is the temporary movement of people to destinations outside their normal places of work and residence, the activities undertaken during their stay in those destinations, and the facilities created to cater for their needs.

The Dictionary of Travel, Tourism and Hospitality (Medlik, 1993:149-151) does not define the concept tourism at all. It lists several words starting with "tourism" such as tourism destinations, tourism industry and tourism sector, along with definitions on the concept "tourist", such as:

- The tourism industry is defined as firms and establishments providing facilities and services for tourists.
- Tourism-related industries are defined as industries serving tourists directly that are to some extent dependent on tourism for business.
- Tourism sector is defined as parts of the economy which has a common function of meeting tourist needs.
- Tourists are defined as visitors whose visit is for at least one night and whose main purpose of visit may be classified as leisure and holiday, or business and

professional, or other tourism purposes. This definition is endorsed by the World Tourism Organisation (WTO) (Medlik, 1993:150).

According to McIntosh, Goeldner and Ritchie (1995:10) tourism can be defined as:

The total phenomena and relationships arising due to interaction of tourists, business suppliers, host governments and host communities in the process of attracting and hosting these tourists.

This definition may be of good use once the concept tourist is defined.

Holloway (1998:2) defines tourism more broadly and seems to have captured most of the ideas about what tourism really is:

Tourism comprises the activities of tourists, that is persons travelling to and staying in places outside their usual environment for not more than one year or less than 24 hours for purposes of leisure, business or other activities such as religion, health, etc.

In summary, most definitions require a stay away from home as a prerequisite for tourism to take place. The industry itself thus includes the hospitality sector for providing accommodation and gastronomy. Although travelling is an integral part of tourism definitions, the maintenance of roads, eg the currently closed Chapmans' Peak scenic drive between Cape Town and Hout Bay that was often used by tourists (or any other road), is outside the tourism industry. This seems obvious, but arguments such as this one makes the tourism industry and the activities related to the industry, difficult to define. It is therefore not always logical that some aspects/topics are included or excluded from tourism definitions, descriptions and eventually tourism training.

From the above definitions and discussion, one can list *two essential elements* referred to as part of the definition of tourism. People *travel* from one place to another, and they *stay* in different places. For tourism to exist, travel is integral. For this reason

the word *travel* is often used interchangeable with tourism, although the terms are not synonyms.

Travel makes up a very important sector of the whole tourism industry. This term represents all the direct elements of travel when making a journey from one place to another (McIntosh *et al.* 1995:535). Tourism cannot exist without the travel sector.

The description of what travel entails is fairly simple. People have to move away from their normal place of residence and/or work in order to engage in activities linked to tourism. Therefore, the movement of people for the purpose of tourism, and the activities related to this movement of people, is the travel sector of the tourism industry. This exclude the daily travelling of people between their homes and workplaces and other similarly routine travelling not associated with tourism activities. The travel sector is further divided into the road, rail, air and sea categories with further reference to travel categories which can also be described as destinations, accommodation or attractions in their own right (eg, Blue Train, Rovos Rail, cruise ships, riksha's, etc).

The second essential element of Tourism is that people have to *stay* somewhere after they traveled away from their normal place of residence and work. The hospitality sector of the tourism industry provides commercial activities, which offer accommodation, meals and refreshments to consumers when they are away from their ordinary place of residence (George, 2001:18).

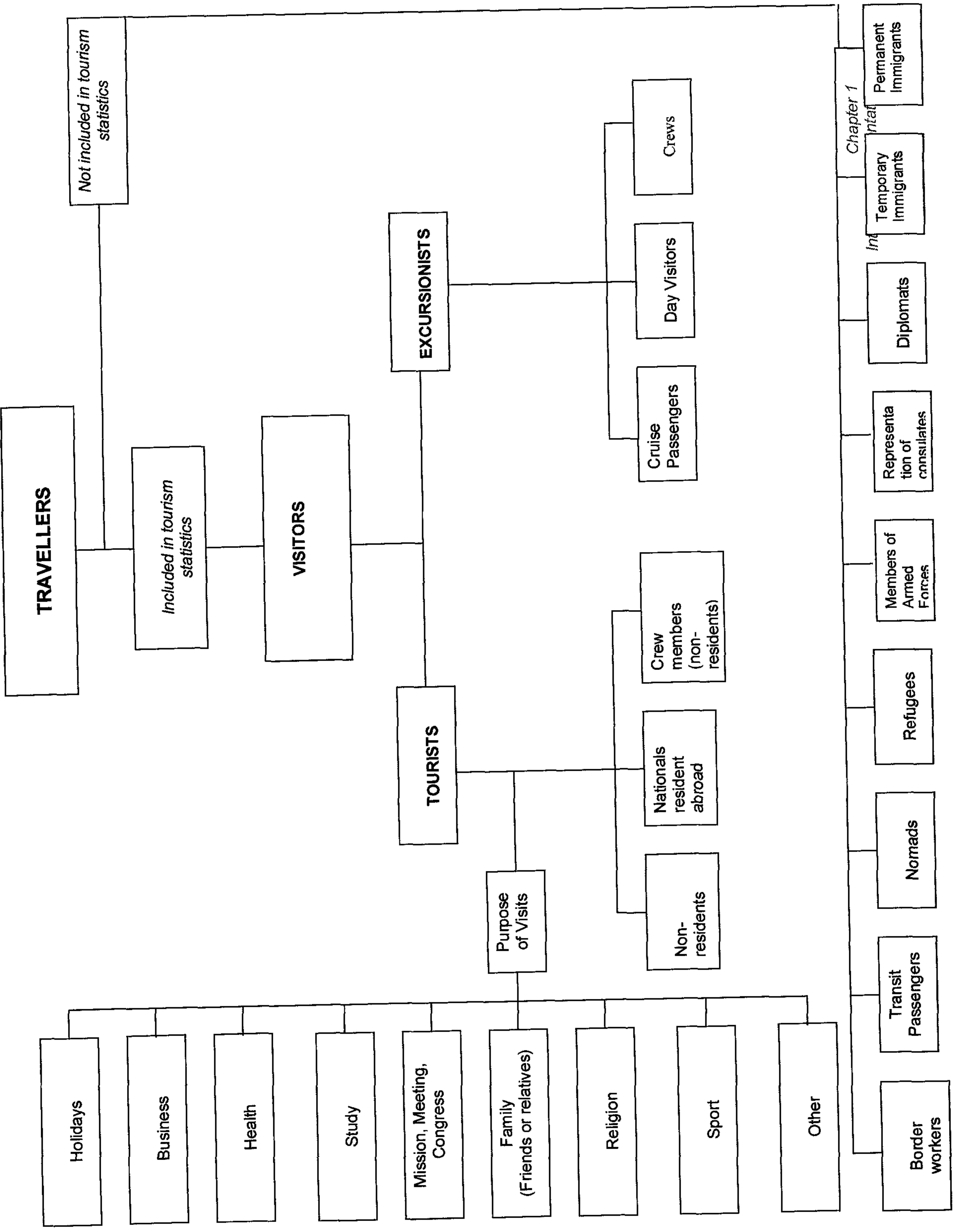
This sector can be categorised according to the type of accommodation offered (eg guest house, hotel, camp site), the level of service offered (eg serviced hotels or self-catering chalets), the meals offered by the accommodation enterprise (eg self catering, full board, bed-and-breakfast) or other facilities made available (eg lodges, holiday camps, conference centers) (Holloway, 1998:148).

Like any service sector business, the hospitality sector is very dependent of the tangible (beds, rooms) and intangible (helpfulness, hospitality) elements of the product it offers to tourists in order to be successful. Tourists buy from establishments where both these aspects are available to them. Apart from a bed and a meal, they also demand friendliness, security, comfort and a hospitable atmosphere.

The difficulty to define what tourism is and what it is not and the statistical measurement of tourism when trying to establish the impact of tourist, was discussed at the WTO International Conference in 1991. The Conference made some recommendations, which were also adopted by the United Nations in 1993 (Holloway, 1998:2). These definitions provide clarity on both domestic and international tourism.

The WTO defined a tourist is a overnight visitor to a place other than his usual work or home who stays at the destination for less than 12 months. The diagram on the following page gives clarity on who and what is regarded as tourists and tourism by the WTO.

Diagram 1.5: World Tourism Organisation's Definition of a Tourist
(Holloway, 1998:3)



Holidays

Business

Health

Study

Mission, Meeting, Congress

Family (Friends or relatives)

Religion

Sport

Other

Non-residents

Nationals resident abroad

Crew members (non-residents)

Cruise Passengers

Day Visitors

Crews

Not included in tourism statistics

Included in tourism statistics

VISITORS

TOURISTS

EXCURSIONISTS

TRAVELLERS

Border workers

Transit Passengers

Nomads

Refugees

Members of Armed Forces

Representation of consulates

Diplomats

Temporary Immigrants

Permanent Immigrants

Chapter 1

Tourism is a phenomenon that presents itself in a highly fragmented industry. The industry consists of five sectors which all form part of the interrelated supply of services to satisfy the needs of tourists.

These five sectors are (Howell, 1993:7):

- The travel/transportation sector which are further subdivided into air, land and sea as main categories. (Howell separated these three categories into individual tourism sectors.) Travel is an essential part of the tourism industry.
- The hospitality sector provides accommodation and meals and other related services. Along with the travel sector, hospitality is another essential part of the tourism industry.
- The attraction and events sector consists of the planning, development, conservation, management and marketing of attractions and events at destinations (for example beaches, nature reserves and parks, more specifically attractions and events such as the Victoria & Alfred Waterfront in Cape Town, Soweto as an attraction, the Klein Karoo National Arts Festival, the migration of large herds of animals in central Africa, the pyramids in Egypt, Mount Kilimanjaro in Tanzania, Eiffel Tower in France, etc).
- The wholesale sector consists mainly of tour operators. They buy services such as airplane seats, accommodation and car rental in bulk, combine it into travel packages and sell it to the retail travel trade (such as travel agents) or directly to the public. Wholesale tour operators get discounts for buying in large quantities and then resell at a profit. Examples are, among others, Contiki, Trafalgar, and Beachcomber.

- The retail sector consists mainly of travel agents and sales agents. This sector sells the products put together by the wholesale trade, products from airlines, car rental companies, hotels, etc to the public. Their income is the commission they receive on sales.

These sectors are the five main tourism sectors addressing the major needs of tourists. Other sectors that could be included are the financial services, technology and training. However, these are not (yet) seen as essential sectors of the tourism industry, especially in a country such as South Africa where the market is relatively small in comparison to well-established tourism industries such as those in the United States of America (USA) and the European Union (EU).

Another important consideration about the tourism industry, is the product on offer to customers. The tourism product is mainly a service rendered to tourists and only a small part of the customers' satisfaction would depend on tangible aspects.

Service products, and therefore tourism products, have the following characteristics (Bennett, 2000:231-232):

- Tourism services are mainly intangible. This means that an investigation of a product (eg a package holiday) cannot be done before buying the product on offer. The evaluation of the product will rest upon the few tangible elements (the appearance of an entrance of a restaurant or hotel or a brochure explaining the different elements of the tourism product) which will be used to base decisions upon when it comes to accepting or rejecting a holiday offer. The intangibility also means that one cannot take a service back or exchange it if it did not meet expectations. Buying a tourism product therefore includes an element of risk for the customer buying and paying something that s/he has not seen or tested and that will only be used in the future.

- The tourism product and the service provider are inseparable. A tourist on a bus will also encounter a guide and a driver. Hospitality services depend on the staff of a hotel to offer high quality customer service. Burgess (1982:50) suggests that the social interaction between people, the welcoming, friendly and hospitable atmosphere create a pleasant, positive feeling of security and comfort. The hospitality industry, for example is not just about making a bed and food available to tourists.
- There is no transfer of ownership. In this industry, the customer cannot take anything home, apart from items to remind him/her of the tourism experience.
- Tourism products are heterogeneous and vary according to, amongst others, season, place, people rendering the services, weather and activities undertaken. The outcome of a tourist product depends on the intangible inputs of people rendering the service and for this reason no two visits to the same destination can be the same.
- Services are perishable and cannot be stored like tangible products. Airline seats not sold today cannot be sold tomorrow. Empty seats and beds are lost and result in loss of revenue for the provider of that specific tourism service.

The service quality of the tourism industry leads to questions as to whether tourism should actually be defined as an industry (Mathieson & Wall, 1982:38). An industry, such as the mining or motor industry, produces a variety of products from one overall category that is easily defined. It uses labour and raw materials that is then refined and changed into parts used to provide the end result. Mill and Morrison (1985:xviii) also state that tourism is not an industry. They argue that tourism is an *activity* when people, for example, travel across borders or stay away from home for more than 24 hours or take a trip travelling to a place at least a 100 miles from home.

The fragmented nature of the tourism industry and the seeming unrelatedness of the sectors, mean that tourism described as an industry become problematic. However, tourism could potentially have a huge impact on local infrastructure, employment and culture and cannot be isolated to be studied like other industries or productive units.

1.5.2 Outcomes-Based Curriculum Development

Outcomes-Based Education (OBE) is described as a learner-centred, outcomes oriented approach. It focuses on the desired results of the learning process (Van der Horst & McDonald, 2001:5).

According to Olivier (1997:15) and Van der Horst and McDonald (2001:12-13), the characteristics of OBE are as follows:

- The expected outcome of the teaching and learning must be clearly stated in terms of the knowledge, skills, attitudes and values the learner has to acquire.
- OBE is a learner-centred educational approach. The educator facilitates the learners active participation in the educational process.
- The successful learner has to demonstrate that learning took place by applying the expected knowledge, skills, attitudes and values. The learner has to demonstrate that the expected outcome was mastered.

OBE focuses on the outcomes of the educational process and not on the content thereof. Outcomes are the result of the learning that has taken place and refers to what a learner can do or knows after learning. OBE as a strategy is thus based on the projected outcomes of the education and the process by which those outcomes are achieved.

Official documents describe OBE learning programmes as relevant specific outcomes (demonstrable knowledge, skills and attitudes) as well as the teaching-learning material which can be used to facilitate learning during the teaching-learning process. The outcomes, material and the methods used facilitate the achievement of the expected outcomes by the learners (Department of National Education, 1997:3).

Curriculum development starts with the formulation of the purposes of learning and teaching and then uses that as the criteria for development of outcomes, teaching and learning materials while taking the educational method into consideration

The OBE learning programme is a concept that includes the aims and objectives, the content, teaching strategies and related experiences of learners. It is officially defined as:

A term used to describe a unit standard or any programme of learning including syllabi, schemes of work and lesson preparation, as well as, training course outline by means of which learners can achieve agreed learning outcomes. (Department of Education, 2000: ii).

1.5.3 Problem-Based Learning (PBL)

Problem-Based Learning is an educational method originally used in the medical field (De Graaff & Bouhuijs, 1993:10). It is well suited for studies in multi-disciplinary learning areas where learners are required to direct their own learning and where education is learner centred. Learners become involved in and they are responsible for their learning with the guide of a facilitator. According to De Graaff & Bouhuijs (1993:10-11), PBL is learning technique rather than a teaching method. It leads to developing learning capabilities rather than learning for the sake of acquiring knowledge.

In a PBL educational situation, learners are confronted with problems that should stimulate independent, self-directed learning. The problem is presented in the same context as it would be found in real life (Boud & Feletti, 1991:21).

De Groeij (1997:288-289) describes PBL as an educational method in which students tackle problems. These problems are descriptions of a set of phenomena or events that can be perceived in reality. Problems are constructed by staff (lecturers) and grouped into thematic modules. These modules are mostly interdisciplinary, although this is not always the case. The given problem has to be analysed in terms of underlying principles and processes. Learners can do this through group discussion, activation of prior knowledge and the formulation of learning objectives. This is followed by individual study of available resources after which the result of the self-directed study is reported to the rest of the group and integrated to ensure that the expected learning had taken place and that the problem is solved.

PBL is particularly suitable for the instruction of tourism as an interdisciplinary Learning Area to adults with prior knowledge and experience, studying through distance learning. Some of the essential elements of PBL in this context are:

- Thematic modules or blocks
- Activation of prior knowledge
- Generation of questions and motivation
- Formulation of learning goals
- Self-directed learning
- Reporting

A complete in-depth discussion of PBL will be dealt with in Chapter 4.

1.5.4 Distance Learning

The South African Government is strongly committed to improving education and to broaden possibilities and accessibility to education. With high budgets needed for residential institutions, distance education has become a better financial option for the government as well as for the learners (Van Patten, 1999:14). This represents a change in the main reason for the origin of distance education, namely vast areas of the country far away from centres with tertiary institutions, learning opportunities for employed people or people with families not able to get away from responsibilities for extended periods of time (Filho, 1998:10). Distance education allows a learning programme to be more accessible.

Distance education is defined as education taking place while the educator and the learner are separated by physical distance and where some form of technology (eg print, audio cassettes, data, etc) is used to overcome the physical separation (Rowntree, 1992:29).

For the purpose of this study, distance education was selected as a mode of delivery due to the advantages of reaching more learners within South Africa, who are unable to study at residential institutions and in order to be able to offer the programme to a potentially high number of learners with less financial resources. It is also important to consider the fact that teachers will in effect undergo in service training if they could remain in their places of employment (as tourism teachers) while being retrained to teach Travel and Tourism.

Distance education will be discussed in more detail in Chapter 5.

1.5.5 Tertiary and Secondary

This study refers to the concept *tertiary* as being post-school learners. These are learners from the SAQA Higher Education and Training (HET) band, levels 5-8.

The term *secondary* refers to learners from the SAQA Further Education and Training (FET) band, levels 2-4, grades 10-12.

1.5.6 Teacher and Learner

Since the intention of this study is to develop a curriculum for teacher training, the teacher then becomes the learner. Reference to the learner in this context thus refers to teachers being retrained in the Learning Area Travel and Tourism.

1.6 RESEARCH METHODOLOGY

This thesis represents a qualitative research design. It is an exploratory study of the problem of the inadequacy of teacher training programmes in South Africa in order to upgrade the knowledge, skills and attitudes of secondary school teachers to effectively teach the Learning Area Travel and Tourism.

As such, it will involve an investigation into a relatively unknown field in South Africa. Because relatively little is known about teacher training in tourism in South Africa, the exploratory research design includes the following research techniques:

- An application of the researchers experience in the field being studied, and
- An exploratory literature study.

1.6.1 Researcher's Experience

The researcher has been employed by the retail and marketing sectors of the tourism industry and did various courses in Tourism and is thus experienced and trained in the theory of Tourism as a discipline. Further, the researcher is also a lecturer in Tourism and thus saw the opportunity to research and investigate the problem as stated. Regarding this, Van Deventer maintains that *subjective experience* offers an initial starting point and

is thus an acceptable method. Van Dalen (in Van Deventer, 1983:16) is also of the opinion that...

"...(a)ppealing to personal experience is a useful and common method of seeking knowledge."

The research is however, primarily a literature study.

1.6.2 An Exploratory Literature Study

The literature available on Curriculum Development, Problem-Based Learning, Distance Learning, and the Tourism Industry in South Africa will be studied. The main purpose will be to investigate the application of the PBL methodology as part of the OBE strategy using Distance Education as delivery strategy.

A wide spectrum of sources will be consulted. This includes books, periodicals, reports and official documents. These will be studied in order to obtain an in-depth understanding of OBE and PBL in order to be able to apply it to distance learning and curriculum development.

The *official documents* of the Curriculum Development Committee of the secondary (Further Education and Training/FET) Learning Area Travel and Tourism (school programme/SAQA 2-4) will be studied in order to establish how the curriculum development took place and what the purpose and expected outcomes of the curriculum were. This is necessary due to the fact that the teacher training programme would have to equip teachers to teach content and facilitate learning and assist teachers to contribute toward fulfilling the purpose of the school learning programme.

The current secondary school learning programme for the Learning Area Travel and Tourism will be reviewed in order to:

- determine the minimum required knowledge needed to teach Travel and Tourism;
- determine the minimum background, supplementary and supporting knowledge and skills needed to teach Travel and Tourism; and
- determine the methodology and teaching skills needed to teach Travel and Tourism.

According to Squelch (1991:11), a literature review also serves to promote critical and analytical thinking, and to raise questions that may lead to new research and information. This in itself may lead to better understanding of the problem and problem solving.

Another concern is the nature of the tourism field of learning itself. The interdisciplinary nature of tourism demands training methodology which addresses the interrelatedness of issues related to the tourism industry. Critical and analytical thinking will enable educational innovation to be applied to solve these problems.

In order to think critically and analytically and to be practical enough to propose innovations, fundamental knowledge about all the related aspects is imperative. According to Leedy (1985:69-75) the function of investigating the literature related to the research problem derives from a fundamental position among researchers that the more that is known about the peripheral investigations relevant to one's own study, the more knowledgeable the inherent problems of the specific research can be approached. The literature study of Curriculum Development, Distance Learning, OBE, PBL, the South African Tourism Industry and generic tourism principles will enable the researcher to combine these into a coherent, practical curriculum for the training of teachers for the Learning Area Travel and Tourism.

1.7 STRUCTURE OF THE THESIS

The ultimate goal of this study is to use Problem-Based Learning as a methodology within the Outcomes-Based strategy, but to modify the PBL method to implement it as a distance learning programme for teachers to be trained for the Learning Area Travel and Tourism.

Chapter 2 contains the result of a literature study of curricula and curriculum development. The characteristics and nature of curricula and the historic development of curriculum development processes are discussed and analysed. A curriculum development process for this study is designed and substantiated.

Chapter 3 is crucial in determining the content, teaching techniques within the PBL methodology, and the repackaging of the content of the present secondary school learning programme into modules for teacher training. The content of the proposed learning programme for a teacher training programme in the Learning Area Travel and Tourism with reference to the following aspects is determined:

- A situation analysis of present teacher training in Travel and Tourism;
- Determine and formulate the purpose of the learning programme and methodology;
- Formulate the exit level outcomes and specific outcomes;
- Determine assessment standards and range statements.

Chapter 4 reports on the in depth study of PBL as an educational method. The nature and characteristics of PBL, advantages and limitations, its implementation at residential training institutions and expected modifications to distance education, as well as a critical comparison between PBL and OBE is done.

Thereafter, in *Chapter 5*, the need for distance education with reference to learners' needs is discussed. Distance Education is also described and compared to more traditional education, its prerequisites for success and different issues regarding delivery, such as the use of technology, in South Africa specifically. The different role players in Distance Education and the roles and responsibilities assigned to each of the role players are

investigated. These are also linked to some fundamental principles of both PBL and OBE as well as the critical outcomes of OBE. The planning and organisation of distance education delivery and related teaching skills in order to improve interaction and feedback also forms part of the proposed curriculum development.

Chapter 6 contains the proposed teacher training programme in prescribed SAQA format. It also contains an example of a problem-based module book as it applies to this study.

The final *Chapter 7* contains the deductions, implications and recommendations evolving from the study.

Before embarking on the process of designing a curriculum for the training of teachers in Travel and Tourism, it is necessary to study curriculum development approaches and procedures. This will enable the researcher to design the proposed curriculum by applying accepted and scientifically credible curriculum design principles and procedures. The design approach and procedures are described in Chapter 2.

CHAPTER 2

CURRICULUM DEVELOPMENT MODELS AND PROCEDURES

Curriculum planners and designers do not have to look any further than the real world... the bottom line here is that the world is an integrated, multidisciplinary, and interdisciplinary place. It is also filled with problems, projects, and challenges. Beginning to create curriculum that reflects this reality makes sense. Curriculum that more closely engage students in learning strategies to approach and master simulated or authentic problems clears out the educational clutter and cuts to the essence of preparing students to integrate the past and the present to take advantage of the future.

(Glasgow, 1997:14)

2.1 INTRODUCTION

The availability of computers and the related access to the internet, have dramatically changed the way in which we communicate, as well as the speed at which we communicate, since the early eighties. Access to communication technology has become part of the normal lives of ordinary people, and this has further sparked the tremendous growth in global availability of information. We are not faced with questions of what learners should learn anymore, but rather with the dilemma: how can learners learn to access and distinguish information in order to apply newly found knowledge to new situations? The focus of designing a curriculum has gradually moved from deciding what content to include, towards deciding which skills to include as part of the curriculum, along with the techniques to be applied to facilitate the learners in acquiring these skills necessary to live successfully in the 21st Century.

A curriculum designed for tourism teacher training should therefore focus on the development of learners' skills. These skills should enable the learner to find

applicable and useful information (not learn and memorise it) and to apply it to real life dilemmas and problems (not examinations). The intended outcome of this study, a curriculum for teacher training in tourism, can thus not be a description of content only. This study also has to focus on acquiring skills that will enable learners to use the wealth of knowledge available to them. For this reason, the methodology should be embedded in the curriculum development process. It is not merely an attempt to design a curriculum and should go further than just producing a new learning programme. The methodology is based on a philosophy that skills will add more value to the life of learners than knowledge would. Although it has to be kept in mind that, without a sound foundation in the content of the Learning Area, no higher order thinking skills or problem solving skills can be applied.

2.2 DEFINITIONS OF CURRICULUM RELATED CONCEPTS

Curriculum is more than a mere concept to define. It has developed into a dynamic field of research and the ideas, assumptions and knowledge that have been generated through all the research, have given rise to an actual body of knowledge with its own methodology and jargon, a discipline in itself.

However, some definitions of the word curriculum may offer some perspectives of how a curriculum study may be approached and what elements should eventually form part of a study of curricula and a curriculum itself.

Diagram 2.1: Definitions of curriculum related concepts

Term	Definition
Curro	Latin origin. "I run" Refers to a track or field to be completed.
Curriculum	It is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice. (Stenhouse, 1975:1-5).

	<p>The design and evaluation of curricula and <i>learning experiences</i> which lead to implementation and evaluation (Rowntree, 1982:1).</p> <p>Since education is an orderly and deliberate effort, a plan or curriculum is needed to guide the educational effort (Saylor, Alexander & Lewis, 1981:3).</p> <p>The content of education; the course of study to be followed in being educated (Taylor & Richards, 1985:3).</p> <p>A plan that describes teaching strategies. It describes the planned experiences of learners during their years in education. It is a system for the organising of teaching and learning (Ornstein & Hunkins, 1988:6).</p> <p>Curriculum represents a set of intentions or a set of intended <i>learning outcomes</i>. Consequently, curriculum matters have to do with the nature and organisation with those things course planners want learned in courses. It indicates what is to be learned, the <i>goals</i> indicate why it is to be learned, and the <i>instructional plan</i> indicates how to facilitate learning (Posner & Rudnitsky, 1997:8).</p> <p>A plan of a learning process. It implies an integration of intentions of the planners, the principles and methods of the implementers, the entrance requirements of the learners, the learning materials used and also assessment methods and criteria (Sprag & Winberg, 1999:3).</p>
Curriculation	The systematic and effective planning action during which components such as objectives, goals, situation analysis, selection and classification of content, selection and classification

	of teaching experiences, planning of teaching methods and teaching media, planning of the instructional learning situation, implementation and learner evaluation (Carl, 1995:38).
Curriculum framework	A document in which general policy for one or more instructional presentations in a particular subject is set out and it contains the following: broad objectives, core content in the form of themes/subjects as headings, and guideines (Carl, 1995:39).
Curriculum development	An continuing umbrella process in which structure and systematic planning methods are focused on from design to evaluation (Carl, 1995:40).

2.2.1 Three categories of definitions

It is apparent that different researchers focus on different aspects of the curriculum when defining the concept. Based on the definitions of curriculum, the kinds of curricula, and based on the aspect of curriculum which was emphasised by researchers, the definitions can be categorised into intent-focused definitions, context-focused definitions, and strategy-focused definitions (Carl, 1995:33):

- As intent:** What is it intended to do; what is the expected result or outcome of the curriculum; or what is the curriculum's purpose?
- As context:** The particular context within which the curriculum develops such as a specific philosophy, which eventually determines the nature of the curriculum.
- As strategies:** A teaching-learning strategy that can be utilised during the curriculum development process such as a problem-solving strategy.

It can thus be concluded that the objective, the context, and the strategy all form part of a curriculum, and that the most complete view of the concept curriculum has to include all three mentioned aspects of curriculum.

Within a specific *context*, certain educational needs will arise and be identified. This will lead to the formulation of curriculum *objectives*. In order to achieve the objectives so that the identified needs can be satisfied, specific *strategies* may have to be applied. All these elements brought together will constitute a *curriculum*.

2.2.2 Character of a curriculum

Since attempting to define the concept curriculum, it has been argued that a study which attempts to describe curriculum in terms of its nature may be more helpful (Carl, 1995:32). A description of the character of a curriculum includes the different elements of curriculum, its function and purpose, intended activities and intended outcomes.

In an attempt to describe the character of the concept *curriculum*, the following elements can be listed:

- Characteristically curricula contain the *content* of what is supposed to be learned by the learners; learning experiences; specific activities and experiences leading to learning;
- Characteristically curricula are *programmes* or plans that facilitate the teaching and learning activities;
- Characteristically curricula contain specifically intended learning results, *outcomes*, objectives or goals as the basis of a curriculum;
- Characteristically curricula reflect the culture of the *community* where and within which the curriculum is used so as to reflect the values of the particular community for whose use the curriculum is intended;

- Characteristically curricula list tasks and concepts to be mastered in order to lead to achieving a predetermined *purpose* of the curriculum;
- Characteristically curricula are instrumental in *social reconstruction* so that newly acquired values and attitudes may lead to a better community, i.e. aspects such as HIV-Aids, environmental awareness and tourism awareness may be included as aims and content of a curriculum (Carl, 1995:32).

The above are the characteristics best describing the nature of a curriculum. As research on curriculum development adds to ideas of what a curriculum should be, this list may grow to include further characteristics as it grows in scope and importance.

Conclusion 2.2.2.1

Based on the preceding discussion, the concept *curriculum*, for the purpose of this study, is the following:

A curriculum for teachers in tourism is a complete programme with a specific purpose, listing expected outcomes and contents of learning activities reflecting the social, economic and educational context within which the curriculum will be used.

The consequence of accepting the above definition is that the curriculum development process will have to include a situation analysis which will lead to decisions regarding content, methodology and delivery strategies and methods.

2.2.3 Purpose of the curriculum

Another approach to be followed when attempting to understand the nature of a curriculum, may be to study the various purposes curricula have in teaching and learning. The aim of the curriculum provides the basis for the content that is chosen as well as the methodology adopted and prescribed/suggested by the curriculum.

Glasgow (1997:11-12) listed some elements that may constitute the purpose of curriculum as to:

- transfer *knowledge, techniques and skills* to learners;
- provide opportunities to learners to *practice* and apply knowledge, techniques and skills;
- provide *interest and motivation* so that learners will want to learn;
- to create an *orderly learning structure* with logical sequencing of learning content;
- create a *learning environment* in which learners can explore, fine-tune and test their unique abilities and learning styles;
- provide teachers with class room management tools in order to assist teaching that would *facilitate learning*;
- facilitate the development of *learners' skills* to be able to investigate and to structure problem-solving pathways and to facilitate the development of self-assessment tools; and
- create confidence in *problem-solving situations*.

Conclusion 2.2.3.1

The implication of all of the above is that the proposed curriculum for training teachers in tourism, should then aim at transferring knowledge and skills (such as problem-solving skills) in a structured, planned manner within a learning environment that is inspiring, motivating and generally favourable to learning.

Further, it can be concluded that the purpose of curricula is to focus on certain elements of the teaching and learning process for both learners and educators, namely:

- *Content of curricula* as knowledge, skills, techniques, etc to be learned and acquired by the *learner*, and
- *Sequences and organisational aspects* aimed at facilitating effective teaching by the *educator*.

2.3 THE TRAVEL AND TOURISM CURRICULUM IN THE POST-MODERN ERA

The following discussion is an attempt to place the expected curriculum to be proposed by this study from within the philosophical framework. The expected result of this study, namely a Travel and Tourism Curriculum for Teacher Training, should be a result of how education and knowledge is conceptualised by the current generation and a reflection of what this generation intends to achieve with the curriculum. In that sense, the curriculum is a result of scholars (the researchers and authors quoted along with the researcher) of a certain era, a tool used by those scholars, but also a reflection of the era in which these scholars teach and learn.

The traditional view of science is that it discovers irreversible laws and truths. Nothing that is probable can be seen as knowledge. Only things that are perfectly known and understood, about which there is no doubt, can be believed.

The real truth is “out there”, independent of the knower or even of being known. It is timeless, objective and does not depend on, is not linked to any group, culture and society (Kelly, 1999:27).

One of the results of the absolutists theories is that subjects could be clearly defined and they had clear boundaries. Content could easily be allocated into a specific subject, and the subject implied the learning of specific content that could not be questioned.

In reaction to the absolutists, the empiricists believed that no knowledge not received through human senses, exists. Any knowledge one acquires is acquired

through the senses. Further, human senses are unreliable. This changed the absolutist view of knowledge to a more cautious view (Kelly, 1999:28).

The result was that educationists started to realise that content in classrooms, textbooks and curricula cannot be dogmatically prescribed any longer. How can one now be certain that something should be included into a curriculum? The result was a shift toward seeing knowledge as coming from experiences. These experiences are personal and individual and would form the basis of the hypothesis learners formulate about the world they have to live in. The ultimate view of the empiricists is that knowledge is personal and subjective and a consequent blurring of boundaries between subjects.

This view is being challenged by philosophers rejecting this linear view and proclaiming that there is no such thing as scientific certainty. It is a movement against absolutism of the era before the knowledge explosion of the past thirty years.

The movement against absolutism has certainly reached its current height in the views of post-modernists. Post-modernists do not offer an alternative viewpoint to any views of previous eras. It views any knowledge as ideological and places it within socio-political contexts. Therefore, they reject all efforts to base curricula on knowledge. "So called" knowledge is linked to power through the distribution of knowledge and the ability to participate in discourse regarding the knowledge. There is thus, according to post-modernist view, no knowledge, no ultimate truths, no reason why any knowledge should be included in any curriculum. Everything is ideological and subjective perceptions based on the politics, power, discourse, individual freedom and social democracy of the time a person live in. Everything is uncertain and should be viewed with scepticism (Kelly, 1999:33-34)

2.4 CURRICULUM DEVELOPMENT MODELS – AN HISTORICAL OVERVIEW

Tyler (1949) adopted a scientific approach to curriculum design through sequencing certain steps in the design process. These steps were aimed at structuring the educators' thinking about the curriculum by using four basic questions which have to be answered in order to design a curriculum.

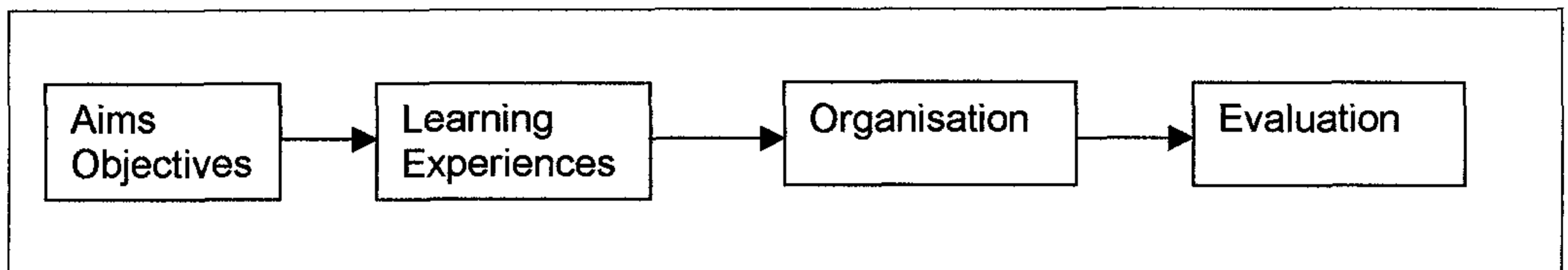
The four questions are:

- What educational objectives should be reached?
- What learning experiences are most likely to lead to reaching the objectives?
- How can the learning experiences be organised?
- How can it be determined whether the objectives have been reached?

(Mostert, 1985:13)

Tyler's model can be graphically presented as follows:

Diagram 2.2: Tyler's Model - 1949



In 1975, Bligh, Ebrahim, Jaques and Piper (1975:79) distinguished between content focussed and learner-focussed curricula. He described the two concepts as follows:

- *Content focussed* teaching: the subject and the curriculum is a body of knowledge such as facts, theories, concepts, principles and techniques;
- *Learner focussed* teaching: the development of skills and attitudes related to a certain body of knowledge, eg the ability to discover, use or communicate such knowledge.

Bligh *et al* (1975:80) was strongly in favour of educator-learner collaboration in developing an interdisciplinary curriculum. He was very critical about dividing knowledge into subjects, and then dividing subjects among educators as a form of job description to the teachers.

“Far from enjoying the adventures of academic curiosity and discovery, students are expected to absorb the dogmas of “established scientific facts: from authoritative sources, find solutions to problems with known “right” answers and to conduct “cookery book experiments” to obtain “correct” results. The student has little freedom to develop his own knowledge outside the prescribed framework. What is to be learned is equated with what is to be taught....

Knowledge became the property of those who teach it”

(Bligh *et al*, 1975 :80)

Bligh *et al* (1975:80-82) argued further that the elements of the curriculum do not exist as part of a one way relationship, but that changes in any element of the curriculum (objectives, learning experiences, organisation and evaluation), would have an impact on the other elements of the curriculum as well.

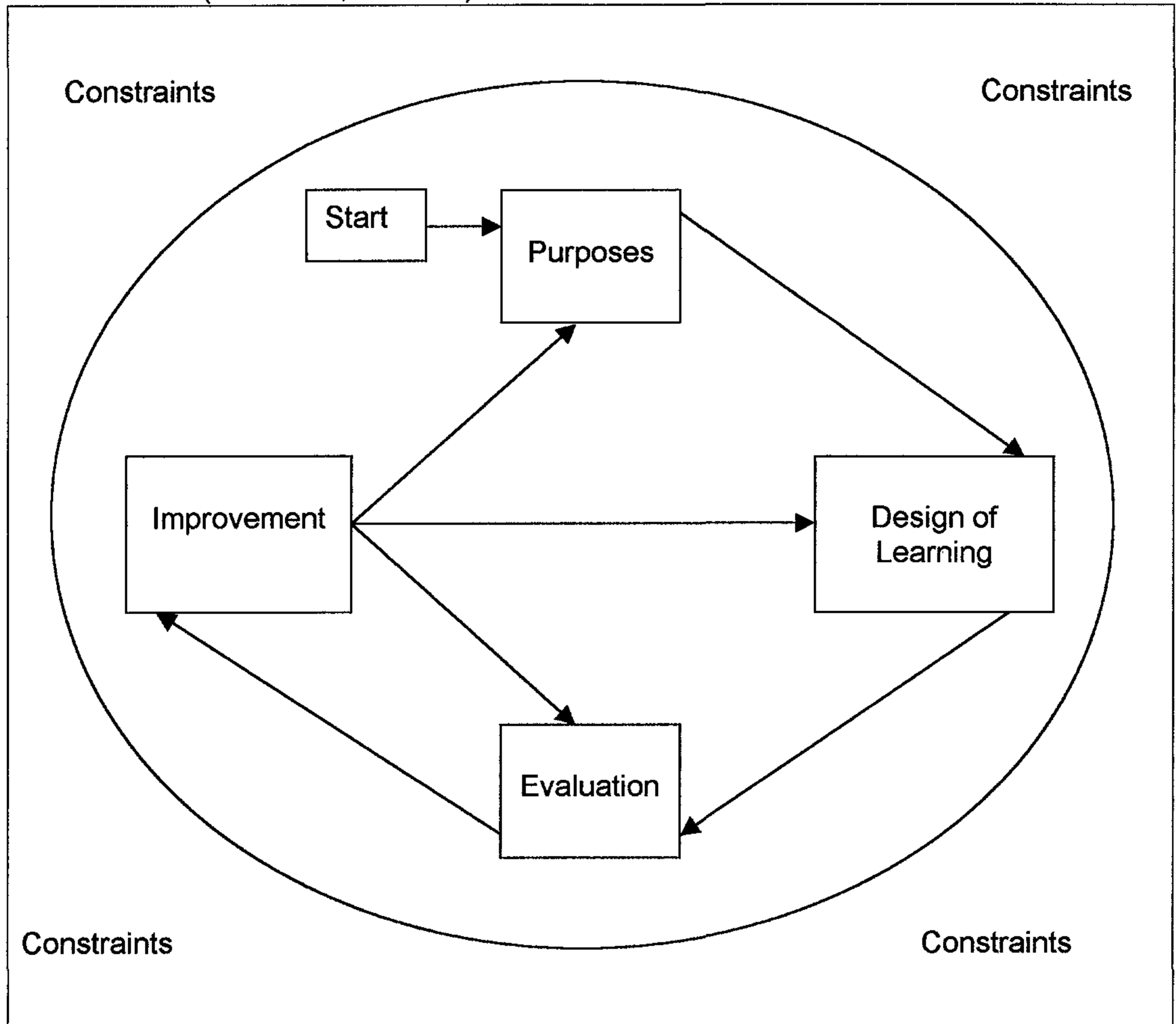
Rowntree’s educational technology model for curriculum development (Rowntree, 1985:8-18) states that educators should be able to clearly state what they try to do, how and why they propose to do it, and in what manner will the effectiveness of what is done, be judged.

Curriculum developers should follow a problem solving approach: Firstly identifying a problem (teaching objective) come up with a hypothesis of how the problem can be solved (learning experiences). After testing the hypothesis by applying the curriculum, evaluation thereof should point out whether the hypothesis can be accepted or rejected.

This four-phased problem-solving approach requires that the design and implementation of learning should relate to an explicit purpose. Instructional activities should be systematically thought through. The whole process should be approached as a systematic trial-and-error along with clear and honest evaluation in order to improve continuously.

Rowntree's curriculum therefore consists of identifying goals, designing learning experiences, evaluation and improvement of education based on the evaluation. However, he added the cyclical nature to the model, as well as the feedback loops through which any element of the model may be improved.

Diagram 2.3: Rowntree's four phases of curriculum development
(Rowntree, 1985:19)



Conclusion 2.4.1

For the purpose of this study, the curriculum development model as described by Rowntree is applied within the OBE framework. The model has, like most other development models, its origin in the Tyler model. It starts off with the formulation of goals, aims and teaching objectives, followed by design of the learning programme, evaluation and improvement, while taking external constraints into consideration. The model is dynamic and allows for continuous change and improvement. (See Chapter 3.)

2.5 CURRICULUM DEVELOPMENT

2.5.1 Content vs Process Approach

Despite the curriculum design models suggested by Tyler, Bligh, Rowntree (see 2.3), there are also different approaches to be taken into consideration. Once a model has been decided upon, it should be applied from a content focussed approach, or from a process focussed approach as described by Knowles & Associates (1984:13-18).

The main characteristics of the two approaches are summarised in the following table.

Diagram 2.4: Content and Process Approach to Curriculum Development

Content Approach	Process Approach
Skills and knowledge to be transmitted are <i>pre-decided</i> and the burden is on the <i>teacher</i> to get through the whole list of topics in the curriculum.	A <i>climate</i> conducive to learning is a prerequisite to effective learning, e.g. physical environment, mutual respect, trust, openness, pleasure, etc.
Content/Information should be arranged into <i>manageable units</i> for time tables, semesters, etc.	<i>Learners</i> must be <i>involved</i> in the planning of their learning.
The <i>logical sequence</i> of presentation of content is selected, e.g. from simple to complex.	Individual <i>learners</i> should <i>participate</i> in identifying their own needs and learning goals.
<i>Tutor</i> develops a plan to <i>present</i> the information to the learners, e.g. demonstrations, lectures, etc.	<i>Learners</i> should have the opportunity to formulate their <i>learning objectives</i> .

	<p><i>Learners should be involved in designing their own learning plans.</i></p> <p><i>Evaluation to ensure learner needs are met and, if they are not met, that the process is revised in order to ensure the quality and worth of the total programme.</i></p>
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The approaches to decide between, come down to deciding between a teacher - and/or content-focussed approach and a learner-centred approach. The characteristics of the content approach leave all the decision-making powers and the responsibility exclusively in the hands of educators. In contrast to this, the process approach emphasises learners' needs, involvement and participation.

Learning does not necessarily take place in useful units that happen to fit into convenient time slots. Further, learning does not necessarily take place in certain sequences. In the case of a Problem-Based methodology (refer Chapter 4), learning experiences are also organised, but actual learning (as in actual life) may start with application of principles, rather than being introduced to the basics of knowledge. Therefore, a content approach may not be as meaningful in terms of learning as it is convenient in terms of organising activities.

The Process Approach implies that curriculum development never has to finish. Learners' needs change and therefore the curriculum development cannot be static, but should be a dynamic process. This is in line with Rowntree's curriculum development model applied in this study.

Conclusion 2.5.1.1

For the purpose of this study, the Process Approach is selected. It allows for learner participation and focuses on the satisfaction of learners' needs. This is in line with the principles of Outcomes-Based Education.

2.5.2 Teacher-Centred vs Learner-Centred

The main difference between the content and process approach lies in the focus on content prescribed by the teacher/curriculum in the Content Approach compared to the focus on the learner in the Process Approach. The following discussion is a comparison of teacher-centred and learner-centred curriculum development.

In *teacher-centred* education, the teacher defines content to be learned, how it is to be learned, and how learners are to be assessed. Learners are less directly responsible for what they learn. They become accustomed to being passive recipients, not active learners. Instruction from teachers tends to lead to specific behaviour and responses from learners, wrong or right behaviour and responses. Learners expect the educator to be in control of the teaching and learning situation and to establish a familiar classroom routine where the learners are not in control and do not take responsibility (Bligh *et al*, 1975:79; Glasgow, 1997:31-33).

This approach has some advantages, namely:

- Educators ensure that learners are exposed to all the knowledge and concepts the teacher feels are appropriate or is prescribed in the curriculum; and
- This is the well-known method with which role players are familiar. It is recognised by learners and instils security in teaching and learning institutions.

The disadvantages that contributed to the development of thinking in favour of learner-centred education are:

- Learners are not homogeneous in background, knowledge, experience, in learning abilities in different areas or in their pace and style of learning and should not be treated as if they are homogeneous;
- The learners are generally passive recipients of information and do not “learn to learn”; and
- Educators cannot guarantee that learners’ experiences will be useful and applicable outside the classroom.

In *learner-centred* education, learners are presented with situations to deal with, and what they learn, how they learn it, and sometimes how they are assessed are up to the learners themselves. Control of learning can range from learners being responsible for all aspects of learning through to solving problems. Learning can also result from collaboration with the educator who can provide some teaching and learning structure in order to facilitate the learners progress (Bligh *et al*, 1975:79; Glasgow, 1997:34-36).

The advantages of learner-centred approaches to teaching and learning, are as follows:

- Learners “learn how to learn” in order to become life long learners and meet the challenges of the information era with the information overload they live in; and
- Learners acquire the ability to assess their own strengths and weaknesses and react upon it to meet their own individual needs.

Some disadvantages associated with learner-centred education are:

- This kind of learning is not easy to implement and manage in traditional institutions where teacher-centred approaches and culture are still intact;
- Due to this innovative and thus somewhat unknown approach, insecurity, fear and even distrust occurs among educators and learners.

For the purpose of this study, distance learning was identified as an appropriate delivery method of the developed curriculum. Distance learning programmes can go a long way towards moving away from their traditional extreme form of teacher-centred education. (Distance learning is discussed in Chapter 5.) However, there are some areas where distance education will remain teacher-centred such as the range of programmes offered, highly structured learning materials as well as uniform study requirements (Glasgow, 1997:134).

Conclusion 2.5.2.1

The curriculum to train teachers in tourism has to be learner-centred. The learners (teachers in training) are expected to be adults, therefore their maturity and their personal social and economic lives, should be respected. They would be able to contribute toward their own learning by deciding what, how and when to learn. They will have to exercise self-assessment to evaluate their own weaknesses and strengths.

The curriculum would also have to be learner-centred as it is a principle and characteristic of the OBE strategy applied in South Africa.

2.6 CRITERIA FOR THE DEVELOPMENT OF A CURRICULUM

Apart from the four elements that constitute a curriculum, namely objectives, content, learning experiences and assessment, all four elements should also adhere to some other criteria that will lead to successful curriculum implementation.

The criteria for successful curriculum implementation in South Africa, include the following important aspects:

2.6.1 Relevance of the curriculum

Glasgow (1997:15) maintains that learners have to experience what is done in the classroom as also being relevant to their lives outside the classroom. When learners engage in learning activities that are similar to situations that they may find themselves in, in future, they show greater interest and motivation to learn. Learning experiences should resemble the situations where the content of the learning (knowledge, skills, etc) would eventually be applied.

An example of the implication of *relevance* in a Travel and Tourism curriculum for teachers would be to include themes taking real issues into account, such as the terrorist attacks on the World Trade Centre in New York on 11 September 2001, as well as the unstable value of the Rand in December 2001.

2.6.2 Interdisciplinary

Jacobs (1989:4-5) names an interdisciplinary approach to curriculum design as a prerequisite for a successful curriculum. As a result of fragmentation of learning content into different subjects and time blocks (eg modules), learners may find no relevance in what they learned when they eventually encounter real life problems. Real life is encountered in an unpredictable flow of time and it is not divided into fields of knowledge or experience. Therefore, a curriculum becomes more relevant when there are connections between subjects rather than isolation from other subjects. A solution to this would be to provide learning experiences that show the

interrelatedness of different fields of learning and provide opportunities to learners to integrate different fields of learning themselves in a self-directed, learner-centred learning environment.

Following on from the argument that learning should be relevant and resemble situations where the learning content will eventually be applied by learners, it is clear that the approach toward decisions regarding learning experiences should be interdisciplinary. Learners will not come across neatly packaged issues only regarding isolated aspects of tourism. The interdisciplinary nature of tourism itself also demands an interdisciplinary approach to the teaching and to the learning of tourism.

An example of the implication of an *interdisciplinary approach* to a Travel and Tourism curriculum for teachers would be to use teaching methodology, such as Problem-Based Learning (Chapter 4). Problem scenario's from the tourism industry would be given to learners without any attempt to separate different fields of learning from each other.

2.6.3 Learner-centred

Curriculum 2005 (1997:6-7) states that learning should be an active rather than a passive experience, that learners should engage in critical thinking, reasoning, reflection and action, that teaching-learning activities should be learner-centred where the teacher facilitates and that learners should take responsibility for their own learning. The needs of learners, as in any other service-to-customer situation, should be the centre of the instructional activities and should determine the nature of the teaching and learning.

These instructional activities include the content of learning experiences, the organisation of the learning experiences as well as elements of evaluation of learning experiences. It is a deliberate attempt to identify the learner's needs and direct attempts to satisfy those needs in order to make a more powerful impact on learners (Lumadi, 2000:75). There is recognition of the contribution learners can

make toward teaching and learning activities. This inevitably changes the role of educators to facilitators of learning.

This approach does not imply that educators are abdicating their education responsibilities, but it is the final departure from the “empty vessel” and “clean slate” teacher-centred approaches.

2.6.4 Self-directed

Self-directed learning requires learners to be actively involved in their own learning and take responsibility for their own progress (Curriculum 2005, 1997:6-7). This means that learners should be able to work individually and that their learning should be controlled by themselves. Self-directed learning is a result of motivated, dedicated learners, but it should be made possible by ensuring that learners have certain skills that enable them to learn in this way and be responsible for their learning.

2.6.5 Outcomes-Based Education

The characteristics of OBE should be taken into account when curriculum development is done and should be clearly visible in the completed curriculum. The following are characteristics of OBE that would impact on the development of the curriculum (Van der Horst & McDonald, 2001:12):

- What the learner needs to learn should be clearly and unambiguously stated as outcomes. There should be no doubt about the expected result of the learning. The learners should *know* what to learn, should be *facilitated* towards learning, and should be *assessed* on what was supposed to be learnt. The process is thus learner-centred. The focus should be on the knowledge, skills, attitudes/values the learner is supposed to demonstrate after completion of the learning.

- OBE is characterised by high expectations. The assumption is that all learners are potentially successful. Each learner should therefore be given equal learning opportunities for successful learning. Each learner will be given the necessary time and assistance to fulfil his/her potential.
- Assessment of learners should be an integral part of the instructional design. Observation, reflection and analysis of the learners' progress will provide information for further instructional decisions by the educator.

2.6.6 Critical Outcomes

Any educational strategy or method used in South Africa is required to enhance and promote the critical outcomes as part of the end-result of all teaching and learning. Curricula should therefore include learning experiences, organise these learning experiences and adopt assessment and evaluation strategies to contribute toward a teaching and learning atmosphere conducive to achieving the critical outcomes.

The following are the critical outcomes (CO) accepted by the South African Qualifications Authority (SAQA):

- CO1 - Learners should be able to identify and solve problems by using critical and creative thinking skills.
- CO2 - Learners should be able to work effectively with others as a member of a team, group, organisation or community.
- CO3 - Learners should be able to manage themselves and their activities responsibly and effectively.
- CO4 - Learners should be able to collect, analyse, organise and critically evaluate information.

CO5 - Learners should be able to communicate effectively using visual, mathematical and/or language skills in oral and/or written presentations.

CO6 - Learners should be able to use science and technology effectively and critically, showing responsibility towards the environment and the health of others.

CO7 - Learners should be able to demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

2.6.7 Norms and Standards

Norms and standards for educators in South Africa is part of the National Education Policy Act, 1996 (Government Gazette 20844). This act is a policy document describing the roles of educators, the associated set of applied competences and qualifications necessary to be able to fulfil the seven roles of educators. These roles, competences and qualifications will be used by the Department of Education for purposes of recognition and evaluation of educators for employment by the Department.

The policy thus contains strategic objectives for the development of learning programmes, qualifications and standards for educators.

According to the Committee on Teacher Education Policy (COTEP: February 1996) this policy, *Norms and Standards for Teacher Education*, represents an output-based process where the aims, competencies and criteria for teachers to strive to. However, the means in which it is implemented can be altered according to the context in which the teacher will be trained.

Institutions offering teacher education may develop their own curricula while still taking account of broad fields of study.

“Some might choose to adhere to fields of study and practice as separate entities; others might ignore these traditional subject divisions and offer a cross-curricular, integrated approach; yet others might do a bit of both. Innovative and creative curriculum development is deliberately encouraged”.

(COTEP: Preface, February 1996)

The aims for teacher education are summarised as follows (COTEP – February 1996:6):

- To educate and train teachers to teach effectively in order to facilitate learning, recognising the full complexity of the SA context;
- It should result in the student being able to demonstrate the ability to apply, extend and meaningfully synthesize various forms of knowledge, such as subject knowledge, use of language, knowledge of learners and of self, vocational milieu, educational theory, teaching methodology, educational resources, etc;
- Prospective teachers should develop skills, such as the interpretation and development of curricula, thinking skills in the curriculum (domain and generic), the facilitation of learner-centred classroom practice and collaborative learning, a resource-based approach to teaching and learning, the ability to engage in evaluation procedures and assessment techniques, etc;
- Develop values, attitudes and dispositions which would produce teachers with a sense of vision which reflects values aimed at enabling pupils to develop as persons who are well-informed, rational, reflective, critical choosers, and yet are tolerant and compassionate human-beings who have the courage to take risks, the fortitude to handle failure and a belief in the value of life; and

- It should prepare teachers to be active and reflective members of the teaching profession, eg they should be able to develop students who are committed to exercising critical thinking skills in all spheres of professional activity, continuing professional development in life-long learning, the enhancement of career oriented education, etc.

The general competencies expected as described in the Norms and Standards policy are:

- *Knowledge* of learning area, subject, discipline, etc
- *Skills* regarding communication, methodology, classroom management, assessment,
- *Values/attitudes/dispositions* that are professional and will lead to good conduct in the educational institution

The *Seven Roles of the Educator* are described by the Norms and Standards policy and are briefly discussed:

- **The educator's role as *learning Mediator***
The educator will mediate learning in a manner which is sensitive to the diverse needs of learners and construct learning environments which are appropriately contextualised and inspirational.
- **The educator's role as interpreter and designer of learning programmes and materials**
The educator will understand and interpret provided learning programmes, design original learning programmes, identify the requirements for a specific context of learning and select and prepare suitable textual and visual resources for learning, while being sensitive to the diverse needs of learners.

- **The educator's role as leader, administrator and manager**
The educator will make decisions appropriate to the learners' level, manage learning in the classroom, carry out classroom administrative duties efficiently and participate in school decision making structures.
- **The educator's role as scholar, researcher and lifelong learner**
The educator will achieve ongoing personal, academic, occupational and professional growth through pursuing reflective study and research in their learning area, in broader professional and educational matters, and in other related fields.
- **The educators role regarding the community, citizenship and pastoral role**
The educator will practise and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others and demonstrate an ability to develop a supportive and empowering environment for the leader and respond to the educational and other needs of learners and fellow educators.
- **The educator's role as assessor**
The educator will have an understanding of the purpose, methods and effect of assessment and be able to provide helpful feedback to learners.
- **The educator's role as learning area/subject/discipline/phase specialist**
The educator will be well grounded in the knowledge, skills, values, principles, methods, and procedures relevant to the discipline, subject, learning area, phase of study, or professional or occupational practice. The educator will know about different approaches to teaching and learning and how these may be used in ways that are appropriate to the learners and the context.

Conclusion 2.6.7.1

The curriculum for training teachers in tourism will thus have to comply with the following criteria in order to be applied successfully in South Africa:

The curriculum should be *relevant* to what will be expected of learners after completion of the programme. In order to achieve relevance, the curriculum has to be *learner-centred* and consequently by implication also *self-directed*.

In order to achieve national requirements, the mastering of the OBE *critical outcomes* as applied in South Africa, is important, as well as the teacher education requirements resulting from the *Seven Roles of the Teacher* from the *Norms and Standards* of the Department of Education.

Being a tourism training programme, the curriculum has to be *interdisciplinary* in order to reflect the nature of the tourism industry in the tourism field of learning. This will also further lead to the relevance of the intended curriculum.

Since this intended curriculum is to be used to provide training to adults, the *distance* education delivery should adhere to certain criteria to facilitate learning (See chapter 5).

2.7 REVIEW OF CURRICULUM DEVELOPMENT PHASES

Once a curriculum development model has been decided upon, the next step is to start developing the curriculum systematically. A development procedure or process can be worked out to serve as a guideline for planning and also to assess progress as the development takes place.

Dates should be linked to each development phase or step to ensure that the development is done according to acceptable time schedules to ensure that all deadlines are met and the new curriculum can be implemented as planned.

The following five curriculum development procedures were examined:

- Curriculum development phases as described by Mostert (1986:229-230);
- Curriculum Development phases as described by Carl (1986:21);
- Curriculum Development Procedure as described by Brady (1990:20-188).
(A summary of phases and procedures as described by Mostert, Carl and Brady is provided in Diagram 2.8.)
- OBE Curriculum Development Procedure
- PBL Curriculum Procedure

The procedures proposed by researchers rest on Tyler's basic curriculum development model, but also leaves room for other additions depending on the context and purpose of the intended curriculum. However, all of these proposed procedures refer to objectives/intent, content, organisation and assessment. The Rowntree model's dynamic approach (taking constraints into account and analysing feedback after different stages of development) should be added to any curriculum development procedure.

2.7.1 Curriculum Development Phases – Mostert (1986)

Mostert (1986:229-230) identified six phases of curriculum development and grouped the actions together that need to be finalised before progressing on to the next developmental stage. The phases and actions are summarised in the diagram on the following page:

Diagram 2.5: Curriculum development phases and corresponding actions - Mostert (1986)

Phase	Actions
Step 1 Initiation	Launch an introductory investigation
Step 2 Planning	Analyse the situation Formulate goals Determine criteria for the selection and classification of content Plan an experimental design
Step 3 Development	Select and classify learning content Refine goals Supply didactic guidelines Develop and produce teaching material Develop evaluation mechanisms Submit to experts for evaluation
Step 4 Testing	Prepare teachers for the instructional task Introduce curriculum Formative evaluation Review
Step 5 Implementation	Plan learning contents Dissemination Teacher orientation Instruction/Teaching
Step 6 Summative Evaluation	Finally evaluate the programme

2.7.2 The four phases described by Carl (1986)

Carl (1986:21) described the development process by referring to four separate development phases, namely design, dissemination, implementation and evaluation.

- **Phase 1 - Curriculum design**

The phase during which a new curriculum is designed, or during which an existing curriculum is reviewed and re-planned after a full re-evaluation of the existing curriculum.

- **Phase 2 - Curriculum dissemination**

Curriculum users are prepared for the intended curriculum implementation, and information is disseminated. This is done through actions such as the distribution or publication of information, ideas and in-service training to prepare all those involved and to inform them of the proposed curriculum.

- **Phase 3 - Curriculum implementation**

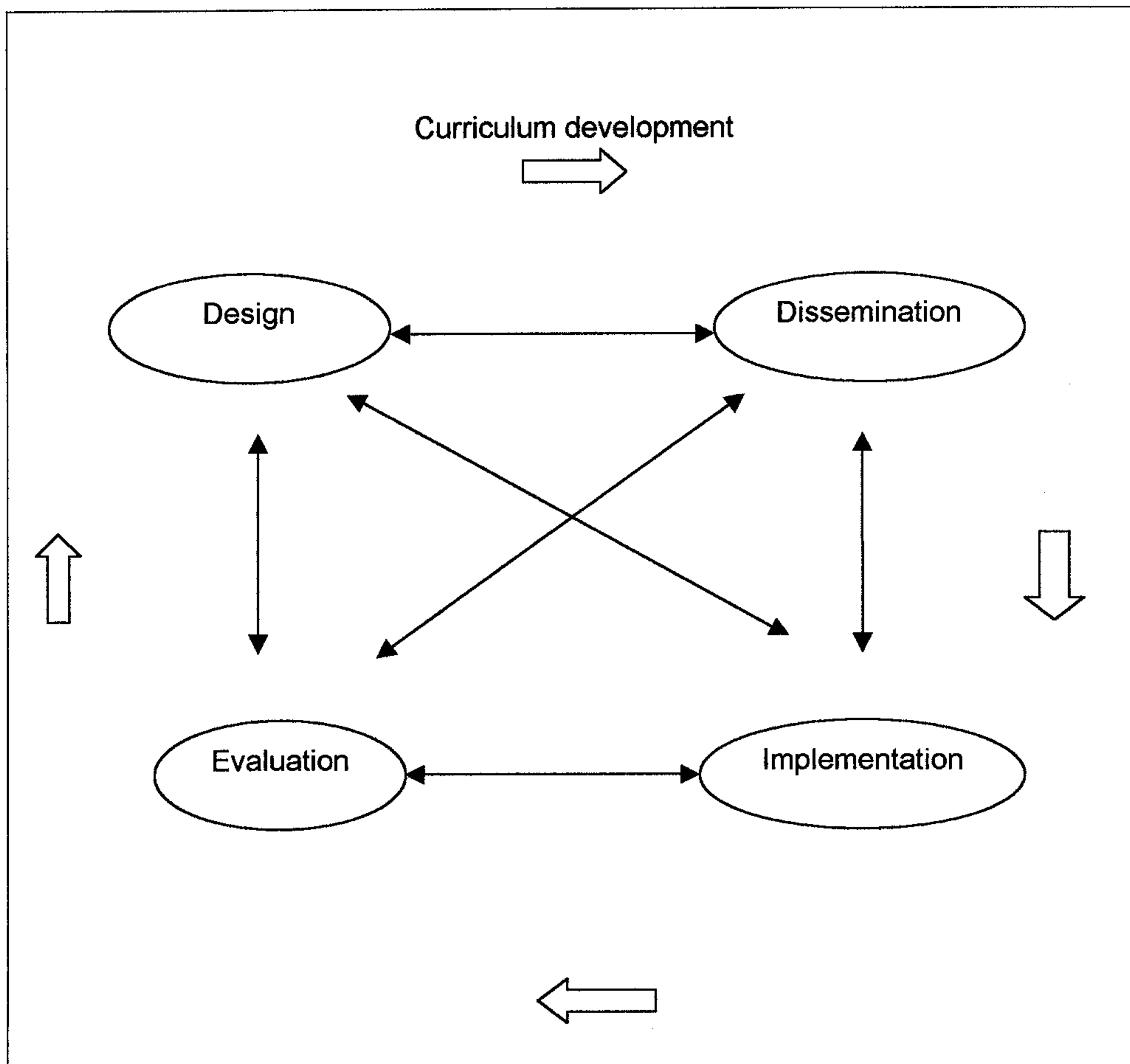
The relevant design is applied in practice.

- **Phase 4 - Curriculum evaluation**

The success and effectiveness of the curriculum and its effect on learners are evaluated.

The four phases as described by Carl can be graphically presented as follows:

Diagram 2.6: Curriculum Development Phases - Carl (1986)



2.7.3 Curriculum Development Procedure - Brady (1990)

Brady (1990:20-188) describes the development procedure by identifying seven separate phases, namely: situation analysis, identifying contributing disciplines, choice of a curriculum development model, stating objectives, selection of content, selection of method and learner evaluation. (A graphic illustration of Brady's curriculum procedure is presented in Diagram 2.7 after the following discussion of Brady's procedure.)

- **Phase 1 - Situation analysis**

Factors constituting the situation can be divided into two categories (Brady, 1990:22):

- Internal factors, eg learners, educators, the institutional structure, resources and the current curriculum; and
- External factors, eg community expectations and culture, educational system and policies, nature of the subject nature, teacher and learner support systems.

- **Phase 2 - Contributing disciplines**

Apart from disciplines directly related to the study of tourism such as Tourism Movement, Tourism Markets, Management and Sustainable Development, attention should also be given to disciplines such as:

- Philosophy: The nature and interrelatedness of the objectives, determining the priorities among objectives and explaining the nature of teaching and learning activities;
- Psychology: The nature and characteristics of learners, the nature of learning styles and processes and motivation; and

- **Sociology:** The expected future trends, the social and cultural backgrounds of learners and the role of educators in society and institutions (Brady, 1990:37).
- **Phase 3 - Choice of a curriculum development model**

Brady (1990:72) states that the Objectives Model and the Interaction Model represent the two basic approaches to curriculum development. Other models also fit into these two approaches.

Objectives Model: State the objectives of the teaching and learning, select and organise the learning experiences in order to reach the stated objectives, and then evaluate in order to determine whether the objectives were met.

Interaction Model: Curriculum development is stating objectives, selecting and organising learning experiences, and evaluation thereof, but as part of a dynamic process where the one element or changes concerning any of the elements would result in a change of all the others. This process may or may not start with stating the objectives, depending on the curriculum developer or the dynamics of the discipline that is studied.

- **Phase 4 - Stating objectives**

The curriculum objectives start with the purpose statement of the curriculum, followed by behavioural objectives and specific objectives (Brady, 1990:89).

In the South African education situation where OBE is applied, this translates into purpose statements, critical outcomes and specific outcomes of curricula.

- **Phase 5 - Selection of content**

Learning content includes attitudes, values, knowledge and skills from a learning area to be included into the curriculum.

Criteria should be selected in order to achieve the objectives of the curriculum and should therefore be relevant to the lives of learners and the purpose of the intended learning.

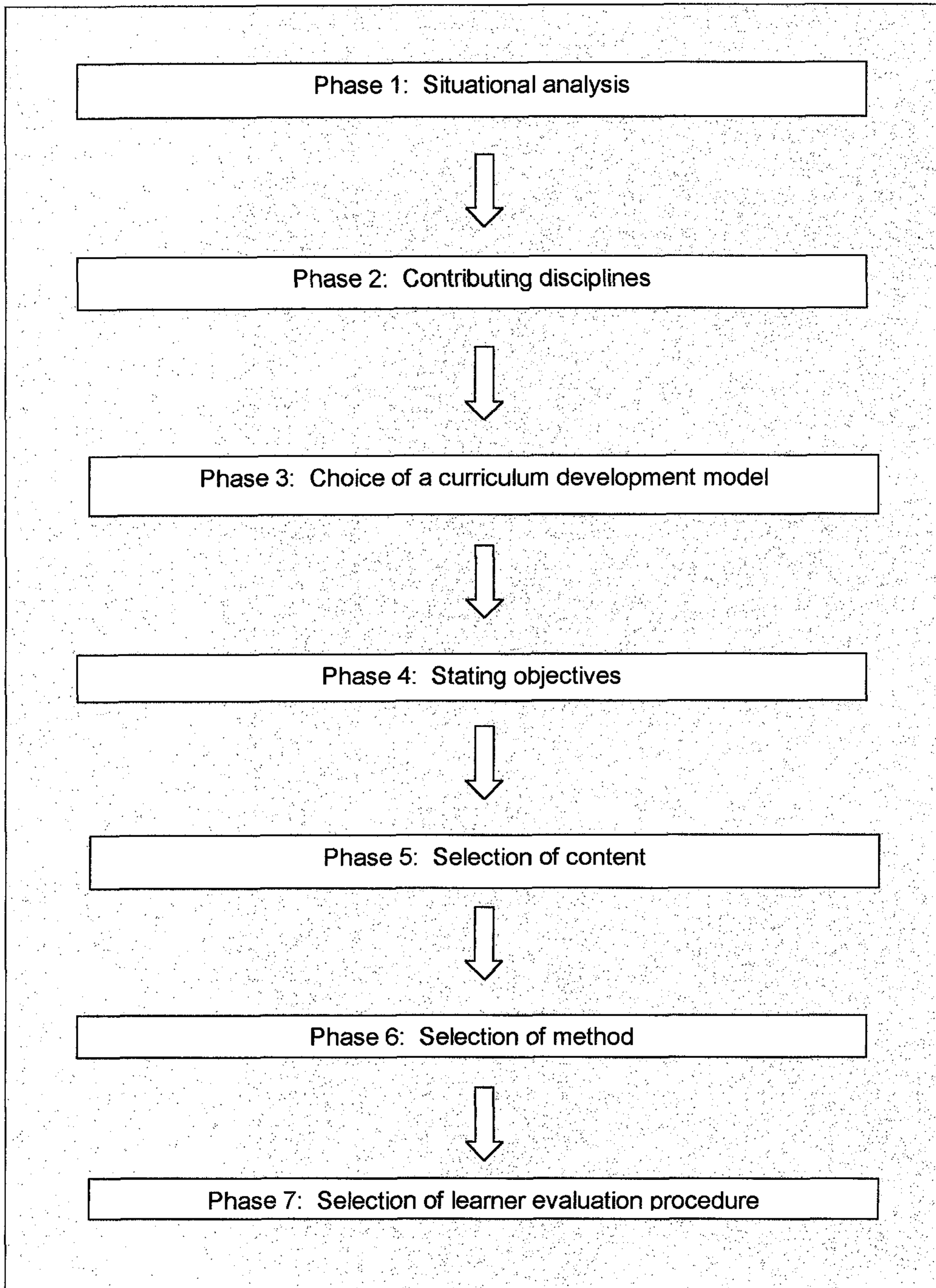
- **Phase 6 - Selection of method**

The method selected in an OBE education environment is expected to be learner-centred. Where the learners are adults, it is increasingly necessary to employ methods that allow for independent and self-directed learning. For the purpose of this study, Problem-Based Learning has been chosen as a method (see Chapter 4).

- **Phase 7 - Learner evaluation**

Assessment and evaluation of learner progress in order for them to reach the intended learning outcomes may include self-assessment, peer assessment and teacher assessment. It may be done through techniques such as written tests, assignments, projects and problems, observation and portfolios.

Diagram 2.7: Curriculum Development Procedure – Brady (1990)



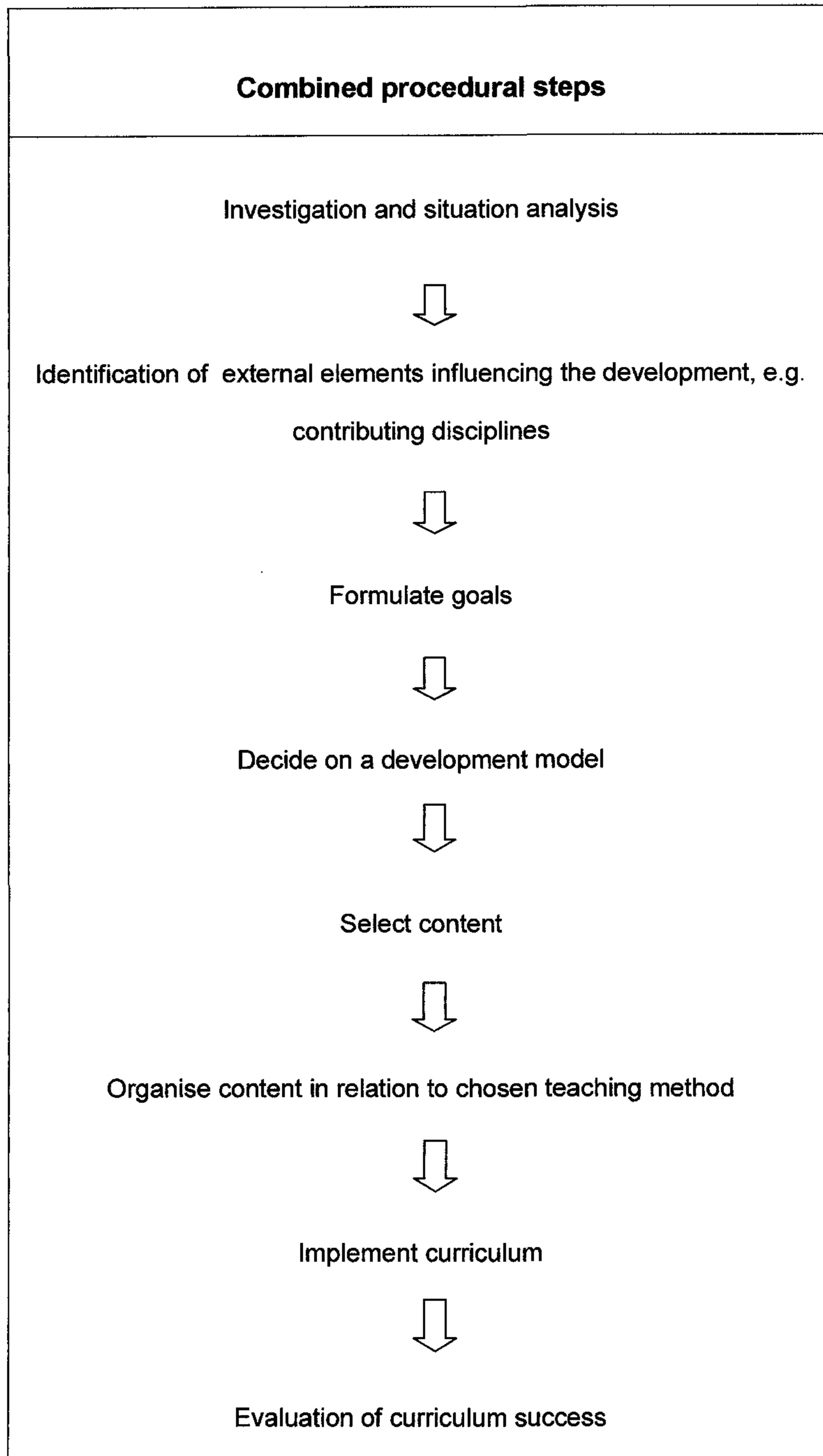
A *summary* of the three proposed curriculum development procedures is provided in the following diagram in order to clearly show the similarities, but also to show the possible gaps in the different approaches.

Diagram 2.8: Summary of the Proposed Curriculum Design Procedures

Mostert	Carl	Brady
Investigation	Design and dissemination	Situation analysis
Situation analysis		Identify contributing disciplines
Formulate goals		Choose a development model
Learning materials		Select content
Test curriculum		Choose method e.g. PBL
Implementation	Implementation	Learner evaluation
Summative evaluation	Curriculum evaluation	

The diagram on the following page illustrates the combination of the three procedures:

Diagram 2.9: Combined Procedural Steps



2.7.4 Outcomes-Based Education Curriculum Development Procedure

Although the OBE learning programme may differ substantially from traditional curricula, the procedures followed to develop the learning programme still rests on the curriculum development models of Tyler and all the subsequent additions by other researchers such as Rowntree. The basic questions still need to be asked and answered while taking external influences and feedback into account, namely:

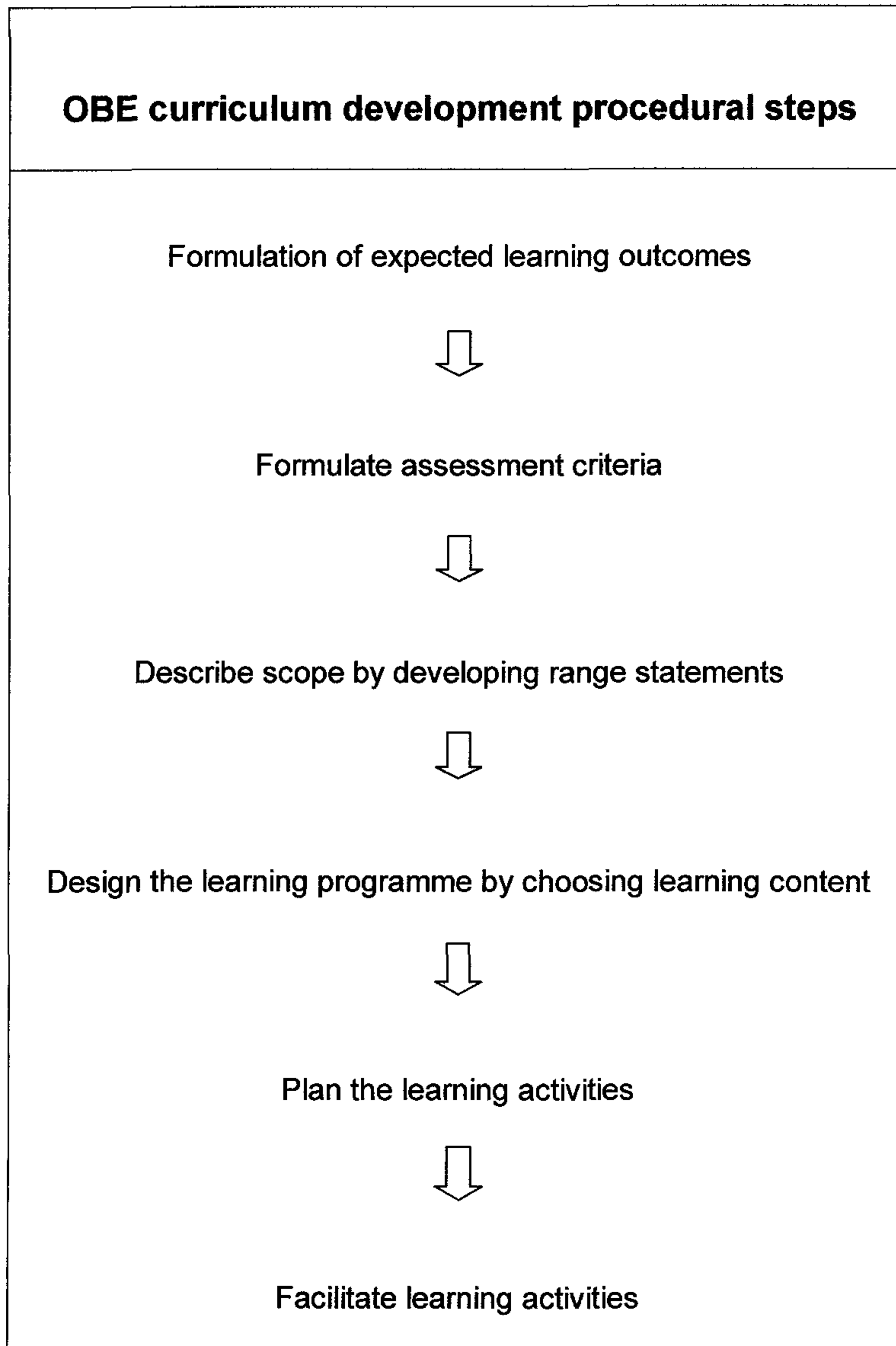
- What educational objectives should be reached?
- What learning experiences are most likely to lead to reaching the objectives?
- How can the learning experiences be organised?
- How can it be determined whether the objectives have been reached?

Based on these questions, the OBE curriculum developer should ask these questions from an OBE point of view, namely:

- What are the learning outcomes learners need to demonstrate?
- What are the learning activities needed for learners to master the expected outcome?
- What is the scope of knowledge, skills and attitudes that learners should study in order to master the expected outcome?
- Which criteria should teachers use to assess whether learners mastered the expected outcome?

Once these questions have been answered, the curriculum developer should also take the prescribed format of curricula (required unit standards, different level outcomes, assessment and range statements) into account. The following procedural steps can then be applied in order to complete the learning programme development (Diagram 2.10 on following page):

Diagram 2.10: OBE Curriculum Development Procedural Steps



2.7.5 Problem-Based Curriculum Development Procedure

For the development of a curriculum utilising the Problem-Based teaching methodology, the difference is mainly in the integrated, thematic presentation of learning content. The procedure of developing the curriculum, does not differ significantly from procedure to develop OBE curricula.

Questions to be asked by the curriculum developer are:

- What should learners be able to do after completing this unit/module?
- What should learners learn to be able to do what is required of them?
- How can the learning content be integrated? How would the learning content be presented in integrated blocks/modules/themes?
- Which criteria should teachers use to assess whether learners have reached the level of mastery in doing what they should have learnt to do?

(Snellen-Balendong, 1993:72)

The differences between the conventional curricula and Problem-Based curricula are:

Learning content is never presented or learned in a topic-by-topic way. In the curriculum developed in this study, the intention is to integrate learning about tourism and learning about teaching. This integration is illustrated in the module book (see 6.3) in which the learning content is presented to learners as part of a variety of scenarios which they should analyse by means of self-study.

The amount of study material is not fixed in any sense. Learners are required to identify learning goals and should then find information relating to what they need to know. This needed information may or may not be included in the prescribed material or recommended readings. In conventional contact education situations where learners have access to well-stocked campus libraries, no learning material is prescribed. Learners are only advised to read some material (Snellen-Balendong, 1993:70).

The relevance of the content of the curriculum is not exclusively predetermined by the curriculum developer. It is expected of the individual learners to participate in the process by identifying own learning goals and to approach their learning in a self-directed manner. A PBL curriculum is not merely a content list to work through. The curriculum is dynamic and flexible to meet the individual learner's learning needs.

Learners have more freedom of choice regarding what they learn or what they need to learn. Teachers being retrained to teach Travel and Tourism, have prior knowledge and experience, which probably overlaps with aspects prescribed by the curriculum. In this way adult learners takes responsibility for their own learning progress through partly determining their own learning content.

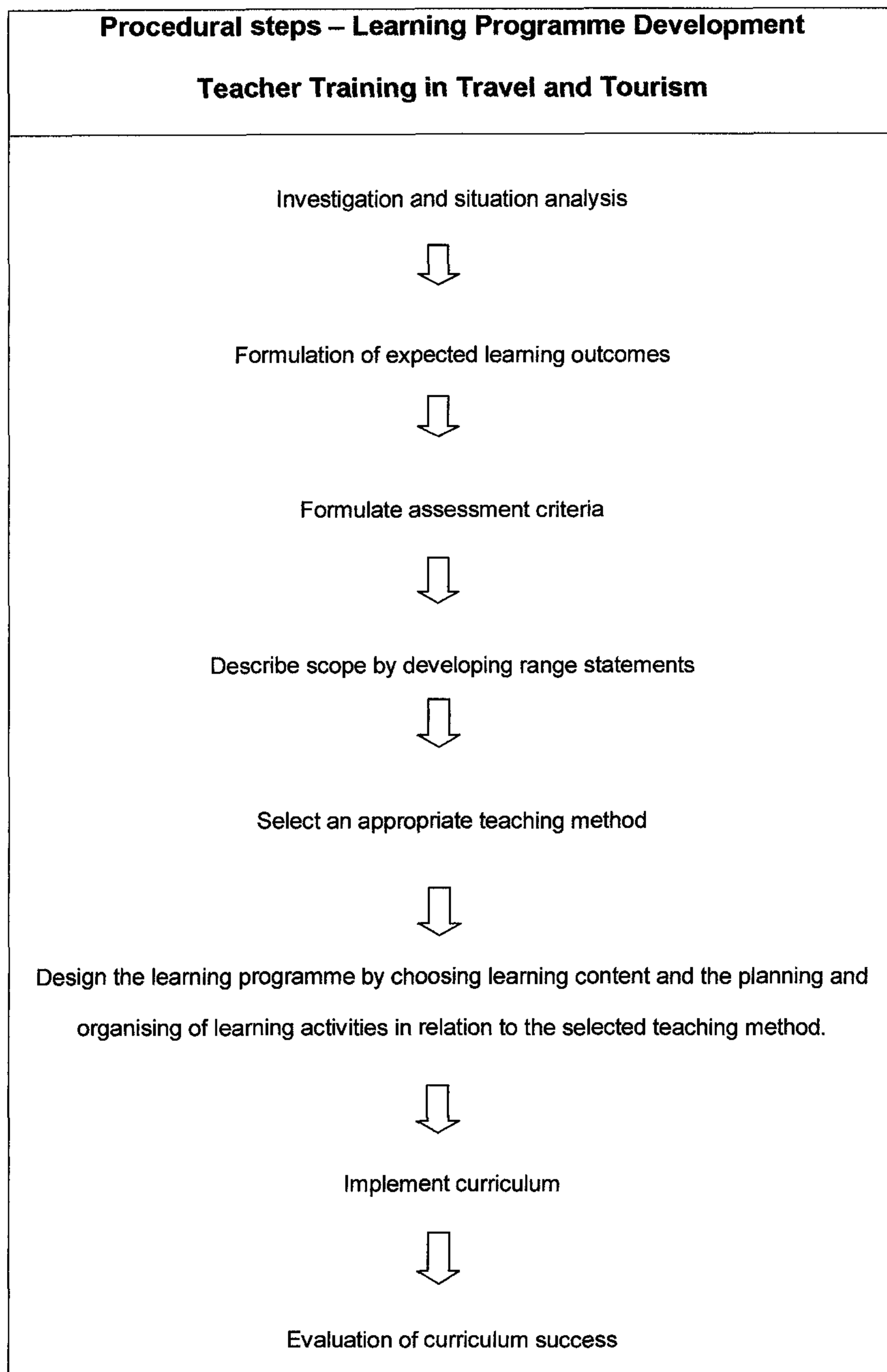
The main difference between Problem-Based curricula and traditional curricula is not the development process or the way the curriculum is presented. The attitude and approach of teachers and learners and the practical way in which the teaching and learning takes place, is of greater importance.

2.7.6 Conclusion: Curriculum Development Phases

The procedure that will be followed when developing the tourism curriculum for training teachers will be a combination of the different procedures discussed in this chapter. The diagram on the following page illustrates the procedural steps to be followed by this study in the curriculum development of a Learning Programme for Teacher Training in Travel and Tourism

Diagram 2.11:

Procedural Steps: Learning Programme development Teacher Training in Travel and Tourism



2.8 SYNTHESIS

The curriculum model selected for this study is a combination of ideas and approaches of Tyler, Rowntree, Carl, Brady, Mostert and the OBE approach to curriculum development.

The curriculum development of a travel and tourism curriculum for the training of secondary school teachers would follow the learner-centred process approach.

Other requirements that will be taken into consideration are: relevance of curriculum, interdisciplinary organisation of learning materials, learner-centred, self-directed learner participation, the prescribed critical outcomes and other OBE influences, the prescribed Norms and Standards for Educators and the Seven Roles of the Educator.

The study of the nature of curricula and curriculum development models and procedures lead to the development of a curriculum development procedure that will be applied to this study in Chapter 3.

2.9 CONCLUSION

According to Kelly (1999:3), no curriculum with knowledge-content only is worthy of being called curriculum. It should include an explanation of the purpose of the transmission of this knowledge, the effects the exposure to the knowledge will have, or is intended to have, on the learners. Despite all the effort going into curriculum development, educators should also be aware of their role in transmitting and facilitating the intended learning. In this regard, Kelly distinguishes between the planned and the received curriculum. The planned curriculum is the official, published curriculum. This is the curriculum found in the prospectuses and other official publications of educational institutions as the curriculum contained in Chapter 6 of this study. However, the real curriculum application in the classroom transforms into learning experiences. This is called the received curriculum or the actual

curriculum. This refers to the reality of learners' experiences (Kelly 1999:5). Capacity, motivation and time to follow the planned curriculum may be inadequate. This may also be the result of conscious efforts of the educator in an attempt to enhance learning or increase relevance in specific situations.

Furthermore, educators should be aware and sensitive to the dangers and the possible benefits of what he labelled the hidden curriculum. The hidden curriculum is the things learners learn because of the way in which the teaching and learning is planned and organised, through the materials which are provided, etc. It is the things which are not overtly included in the planning; it is things that were never thought of by the educators managing the teaching and learning activities (Kelly, 1999:4). "Hidden agendas", for example political influences and manipulation of education with a specific political aim, remains hidden from/to the learners. Teachers should be sensitive to any effect the unplanned educational activities may have on learners and realise that they are the ones responsible to take corrective action if necessary, for example by eliminating racism in heterogeneous schools.

It would thus be very idealistic to believe that any curriculum remains unchanged. It changes and is changed by the teacher, the learner and the context. It only provides the first step, a framework, towards facilitating learning. The true dynamics of the curriculum is found in how it is applied and how efficiently it facilitates learning.

The curriculum design procedure as summarised in Diagram 2.11 will subsequently be applied in order to develop a Travel and Tourism curriculum for the training of teachers in Chapter 3.

CHAPTER 3

THE CURRICULUM DEVELOPMENT PROCESS

3.1 INTRODUCTION

Based on the preceding literature study performed regarding curriculum development models and development procedures (see Chapter 2), a curriculum development procedure was compiled (see par. 2.6.5). The purpose of this chapter is to apply the curriculum development procedure to develop a curriculum for teacher training in the Travel and Tourism Learning Area using this specific development procedure (as in Chapter 2, 2.6.5).

Educators should be able to clearly state what they try to do, how they propose to achieve these, why they want to do it and how the effectiveness of achieving the objectives is assessed. Rowntree (1982:8-18) recommends that curriculum developers should follow a problem-solving approach.

Firstly, the problem has to be identified (teaching objective), and then a hypothesis of how the problem can be solved (learning experiences) should be formulated. After testing the hypothesis by applying the curriculum, evaluation should then point out whether the hypothesis can be accepted or rejected. This four-phased problem-solving approach asks that the design and implementation of learning should relate to an explicit purpose. Instructional activities should be systematically thought through. It should be approached as a systematic trial-and-error along with clear and honest evaluation in order to improve continuously.

Curriculum development therefore consists of identifying goals, designing learning experiences, evaluation and improvement of education following on evaluation. However, Rowntree added a cyclical nature to the model, as well as feedback loops through which all elements of the model may be improved. By doing so, the curriculum development activities become part of an ongoing practical process implicating that curriculum should not be static. The implementation of the

curriculum proposed in Chapter 6 would have to be evaluated based on the feedback received through assessment, and adapted accordingly.

The curriculum development procedure includes the following steps (see par. 2.6.6 and diagram 2.10) as summarised in Diagram 3.1:

Diagram 3.1: Summary of Curriculum Development Procedures

Step 1:	Investigation and situation analysis (See 3.2)
Step 2:	Formulation of expected learning outcomes (See 3.3)
Step 3:	Formulation of assessment criteria (See 3.4)
Step 4:	Describe scope by developing range statements (See 3.4)
Step 5:	Select an appropriate teaching method (See 3.4)
Step 6:	Design the learning programme by choosing learning content (See 3.5)
Step 7:	Plan and organise learning activities in relation to chosen teaching method (See 3.6.2)
Step 8:	Implement curriculum
Step 9:	Evaluation of curriculum success

This step-by-step procedure will now be followed in developing the teacher training curriculum for the Learning Area Travel and Tourism.

3.2 INVESTIGATION AND SITUATION ANALYSIS

Mostert (1985:42) points out that the situation analysis should focus on three areas, namely:

- the learner;
- the discipline or subject, and
- the community.

These three areas should then be investigated taking internal and external aspects into account (Brady, 1990:22). For the purpose of this curriculum development study, and based on the guidelines provided by Mostert and Brady, the following external and internal situation influences on the curriculum development process were identified:

Diagram 3.2: Summary of Situation Analysis

<p align="center">External Influences (See 3.2.1)</p>	<p align="center">Internal Influences (See 3.2.2)</p>
<ul style="list-style-type: none"> • Tourism Education in South Africa <ul style="list-style-type: none"> - The role of the Department of Labour - The role of the Department of Environmental Affairs and Tourism - The role of the Department of Education - Tourism teacher training programmes offered in South Africa • The needs of the tourism industry • Influences of other fields of learning • The role of OBE • The interdisciplinary nature of the tourism field of learning • Potential learner support systems 	<ul style="list-style-type: none"> • Shortcomings of the existing school learning programme <ul style="list-style-type: none"> - An overview of the development of the school learning programme - An overview of the content of the school learning programme - Analysis of the Travel and Tourism Unit Standards • General curriculum prerequisites • Educators

3.2.1 Situation analysis: External influences

3.2.1.1 Tourism Education in South Africa

Before the NQF prior to 1995, training in the travel and tourism industry was mostly in the hands of a fragmented tourism industry (see Diagram 1.1). As an industry consisting of several sectors, each sector (e.g. the hospitality sector) established its own set of standards, regulations and training. This largely led to tourism training being fragmented with no common goals. However, this situation has changed as will now be indicated:

(a) The Role of the Department of Labour

Tourism training in the industry is being managed by the Tourism, Hospitality and Sport Education and Training Authority (THETA) under the Department of Labour. Although the THETA takes a keen interest in the school programme, their focus is with training in the industry itself through post-school learnerships.

Before the establishment of the THETA, the regulating, training and assuring quality and standards in the tourism industry was mainly in the hands of the following two role players:

- **Tourism Education and Training Association of SA – TETASA**
TETASA offered training and accreditation in travel and tourism. Their activities were almost entirely based on the training requirements for the travel sector (eg travel agents and tour guides) and not the tourism industry as a whole; and
- **Hotel Industry Training Board – HITB**
The HITB offered hospitality training and accreditation of programmes that included accommodation, food and beverage training.

These two bodies both became part of the THETA. The role of the THETA is to regulate tourism training under the Skills Development Act of the *Department of Labour*.

The Skills Development Act (97/1998) (Government Gazette 20865), legislated by the *Department of Labour*, had a significant impact on training in South Africa. This act develops a strategy for the development of vocational skills in South Africa, with a Sector Education and Training Authority (SETA) for each economic sector. The THETA now coordinates and accredits tourism training on behalf of the *Department of Labour*. The THETA is an extension of the former HITB and TETASA that amalgamated after the promulgation of this act.

(b) The Role of the Department of Environmental Affairs and Tourism (DEAT)

Another government department involved in tourism training is the *DEAT*. The South African Government became aware that with the projected growth in tourism and its importance to the national economy, there was an urgent need for training in the industry. The White Paper on Tourism issued in June 1996 by the *DEAT* emphasised the need for training in tourism. The White Paper also laid down the principles of making training in tourism related fields more accessible and affordable for previously neglected groups, and to support on-going efforts to ensure that school programmes and curricula are specifically targeted to include tourism (*DEAT White Paper, 1996:29*).

However, the White Paper also acknowledges that inadequate training, education and tourism awareness is a serious shortcoming in the Tourism sector. At the time of publication (1996), the White Paper forecasted an estimated growth in the number of tourism employees at approximately 100 000 and a total potential training capacity (by the Higher Education and Industry Training sectors) at that time in the region of 10 000 learners up until 2001.

Although growth did not meet these expectations, based on the above-mentioned figures, it is clear that the South African training capacity cannot nearly fulfil the

tourism training needs. The White Paper also states that there is a general need for tourism awareness programmes in South Africa and an urgent need for a wide range of basic skills (such as communication, customer service, entrepreneurial skills, etc) among individuals working with tourism customers (DEAT White Paper, 1996:9).

(c) The Role of the Department of Education

In January 1997, the *Department of Education* launched the Learning Programme for Travel and Tourism for grades 10 and 11 and in January 1998 for grade 12 as part of a pilot programme. In 1998, twelve Gauteng schools with a total number of 400 participating learners joined the pilot programme. The approved learning programme was finally implemented in January 2000.

The *Journal of South African Tourism* (2001:53) reported that R15.7m was donated by the government of Spain to promote tourism education and skills training in SA. The first part of this joint SA/Spanish tourism training project will focus on upgrading the skills of teachers. The project commenced in 2002 and is managed by the South African Tourism Institute under the project management of Darryn von Maltitz. This is regarded as a priority due to the inadequate number of teachers or teacher training programmes to upgrade the knowledge and skills of secondary school teachers in order for them to teach the Learning Area Travel and Tourism in secondary schools (Grade 10-12).

Since the introduction of the Learning Area Travel and Tourism, the number of schools and learners involved has grown dramatically, as is indicated in the following table:

Diagram 3.3: Growth in Number of Schools and Learners (Von Maltitz, 2002:1)

Year	Number of schools	Number of learners
1996	14	800
1997	64	4 500
2000	120	12 000
2001	250	20 000

(d) Tourism Teacher Training Programmes offered in South Africa

Apart from the two teacher training programmes mentioned in par 1.3, namely the training programme that was offered by SACTE and the training programme offered by RAU, no other formal qualifications are currently offered.

Other current formal programmes on tourism, not specifically for training of teacher, are offered by public and private training institutions. These programmes are not specifically for the training of teachers, but focus on vocational training for the tourism industry (see 1.3).

3.2.1.2 The Needs of the Tourism Industry

The tourism industry presented their input regarding the curriculum for tourism training at a workshop held by the Curriculum development Committee on 25 July 1995. The following were mentioned as prerequisites to tourism learning programmes (SATI Archive Material - Report on workshop, 1995:1-3):

- Training should be at a standard acceptable to the tourism industry, both locally and internationally, and that these standards should be evaluated on an ongoing basis;
- The curriculum should meet the needs of learners;
- The curriculum should offer links into other tourism training programmes; and
- The learning activities should provide learners with real examples from the tourism industry.

Adherence to the needs of the industry, apart from other external role players, are important in order to ensure relevance of the curriculum and gain the long term support of the industry for the learning programme. (See 3.3.1 for content needs.)

3.2.1.3 Influence of other Disciplines

Due to the interdisciplinary nature of the tourism industry, several other fields of learning influence the curriculum development of tourism learning programmes.

Some examples are: philosophy, psychology and sociology (Brady, 1990:38; Mostert, 1986:28):

Philosophy:

- **Epistemology:** One can dispute the status of tourism as a discipline in itself. It has developed from more traditional disciplines, such as Geography and is a relative newcomer to the academic community.
- **Ethics:** Because tourism is a relatively new academic field of study, the justification of curriculum content, methodology and expected outcomes, may not be possible. This is the result of a current lack of research results on tourism, but is set to change as studies such as this are completed.

Psychology:

Brady (1990:43-44) points out that the theories of learning, conditions of successful learning, the resulting teaching methodology, adult learning and motivation are all elements of the discipline of psychology that influences curriculum development. Research results on these aspects led to the development of Problem-Based Learning and Outcomes-Based Education.

Sociology:

The growth of tourism is closely related to changes in technology and economic growth. Some examples of contribution to the growth of tourism are multiculturalism as a reason for travel and changing demographics such as a longer life expectancy which led to the emergence of a travel market among elderly and/or retired people. These aspects are included in the learning programme (see Chapter 6).

Other fields of learning that overlap with tourism as pointed out in the analysis of the school learning programme are: Language and Communication, Accounting, Business Management, Marketing, Computer Studies, Geography and History.

3.2.1.4 The Role of Outcomes-Based Education

A further point to be considered is that the Department of Education prescribes the educational strategy to be followed, namely Outcomes-Based Education (OBE). This has far reaching implications, for example, the curriculum should be learner-centred with self-directed learning being made possible, and should focus on knowledge, skills and attitudes.

The Process Approach (see 2.4.1) will be followed in the development of the travel and Tourism Learning Programme for teacher education. This is in line with the principles of OBE, especially due to the following characteristics:

- Learners participate in the planning of their own learning;
- Individual learners should be allowed to participate in identifying their own needs, learning objectives and learning goals;
- Evaluation should be built into the curriculum to ensure that learner needs are met and, if they are not met, that the process is revised in order to ensure the quality and worth of the total programme.

The Process Approach to curriculum development thus implies a learner-centred curriculum with ongoing curriculum evaluation to ensure the continuous quality of the curriculum as a whole.

Further, the learner-centred curriculum implies that learning should be self-directed. The expected learners of the Travel and Tourism Teacher Training Programme are expected to be adults, therefore their maturity and their personal social and economic lives, should be respected. They would be able to contribute toward their own learning by deciding what, how and when to learn. They will have to exercise self-assessment to evaluate their own weaknesses and strengths. The curriculum would also have to be learner-centred (see 2.4.2) due to the OBE strategy applied in South Africa.

The result is that the selection of teaching methodology should be in line with the nature and characteristics of OBE and contribute to the achievement of the OBE critical outcomes.

For this reason, Problem-Based Learning (PBL) has been selected as the teaching methodology and will be integrated into the curriculum (see Chapter 3).

3.2.1.5 The Interdisciplinary Nature of the Tourism Field of Learning

If a learner is to truly understand the nature of tourism, it is important to regard the industry holistically as an interdisciplinary field of learning. This approach creates opportunities for learners to learn and become acquainted with new knowledge, skills and attitudes as they may come across them in practice.

In order to demonstrate the interdisciplinary nature of tourism, the following models of tourism as a system by Leiper, Murphy and Mill and Morrison describe and explain tourism according to the systems approach (see 1.2.2):

- Leiper's model of the tourism system suggests that everything happening between the time of departure until the time of the return of the traveller, is part of tourism activities and therefore part of the tourism industry (see Diagram 1.2);
- Murphy's model explains tourism as a system by starting with the psychological needs and reasons why people travel and why people then choose specific modes of travel, destinations, accommodation, etc. This creates an opportunity for these varying needs to be satisfied in the market through the supply of a variety of services needed to meet the needs and demands of tourists (see Diagram 1.3);
- The model of Mill and Morrison takes the view that the way a destination is marketed will appeal to a certain type of consumer. This consumer will be stimulated by the specific communication by the destination-marketers due to his/her internal and external influences effecting decision-making. On the other hand, the destinations have drawing powers such as natural resources, climate, culture, history, ethnicity and accessibility (Bennett,

2000:45) (see Diagram 1.4). This, and the consumers' decision making, will affect the way destinations are communicated and marketed.

All the above models focus on specific elements within the tourism system and point out different elements of the system as a whole. Furthermore, they also indicate how the different elements/sectors of the whole tourism system interrelate.

An educational approach to tourism should take cognisance of this interrelatedness. To understand the tourism industry and its sectors as an interrelated system is also an outcome of the Travel and Tourism School Learning Programme.

Bligh *et al.* (1975:83-86) explain that traditionally, subjects are held together by the fact that it is selected based on some fundamental rational principles. Educators who apply these principles will then move within the "unity" and "boundaries" of the subject. In this way different subjects will distinguish themselves from each other. These principles may be fundamental concepts such as the chronological study of happenings in time for History as a field of learning. This imprints an approach that the organisation of the curriculum should follow the organisation of the subject. The rationale is that it would enable learning that is more effective and that knowledge gaps would be minimised. However, learners do not necessarily learn new knowledge in the same sequence as they are presented through the curriculum. The logical order of the curriculum may differ from what learners perceive to be logical.

Jacobs (1989:7) describes disciplines as distinct frames of reference and unique kinds of statements and procedures with separate and distinct characteristics. It assists in making learning more effective because learners can systematically master the progressive and closely related concepts, which are part of the specific field of learning.

The concept *interdisciplinary*, as defined by Jacobs (1989:8), is a view of knowledge and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or

experience. It is a holistic approach, specifically putting emphasis on links and relationships between the different fields of learning.

Jacobs (1989:4-5) argues that a curriculum becomes more relevant when there are connections between subjects rather than isolation from other subjects. The solution would be to provide learning experiences to show learners the interrelatedness of different fields of learning, and provide the opportunity to learners to integrate different fields of learning themselves in a self-directed, learner centred learning environment.

We cannot teach learners different, separate fields of knowledge and expect them to integrate these fields effectively when confronted therewith outside the teaching and learning environment. It is also important that learners acquire skills on how to integrate knowledge and experience from different fields when the need arises.

3.2.1.6 The Learner Support Systems

As the curriculum proposed by this study (see Chapter 6) focuses on the retraining of current teachers, some of whom already teach tourism (without training), it is safe to assume that these learners are adults, have employment, and probably have other social commitments such as family. These responsibilities may be obstacles to further learning. It is also apparent that educators presently teaching tourism, without adequate training, require support in the form of flexible training. Another potential obstacle is the availability of financial resources.

Distance education (see Chapter 5) would alleviate the problem of finding resources to finance transport, accommodation and residential (contact) education. Further, it provides learners with opportunities to learn without the regimented timetable approach of contact education. It is also in-line with the OBE principles of learners taking responsibility for their own learning, self-directed learning, learner centred teaching and life long learning.

3.2.2 Situation Analysis: Internal Influences

Based on the guidelines as provided by Mostert (1985:42) and Brady (1990:22), the following internal influences on the curriculum development process were identified:

3.2.2.1 Shortcomings of the Existing Curriculum

The present opportunities for educators to be trained in the Learning Area Travel and Tourism are extremely limited. Unless educators choose to complete a Learning Programme specifically focused on tourism (eg the Advanced Programme in Travel, Tourism and Hospitality offered by Unisa), there is currently only one programme available, which is offered by the Rand Afrikaans University.

Since the aim of this study is to develop a curriculum for the training of teachers in the Learning Area Travel and Tourism, it follows naturally that the teachers' curriculum should be an extension of the present school learning programme. This is necessary because the teacher training programme would have to equip teachers to teach content and facilitate learning, as well as assist teachers to contribute toward fulfilling the purpose of the school learning programme. The outcomes (see 3.3.2), assessment criteria (see 3.4) as well as the range statements (see 3.5) should at least include the related aspects in the school learning programme (NQF level 2-4). Preferably, these aspects should be extended further in the teachers programme in order to equip teachers with advanced knowledge and skills (NQF level 5-6).

A critical analysis of the school learning programme was carried out by applying two methods:

(a) *A literature study:* The working documents of the Curriculum Development Committee were analysed in order to understand the curriculum development process followed, the rationale for the programme itself, the reason for the inclusion or exclusion of content aspects and the knowledge and skills in both tourism and education of the curriculum developers. (These documents are currently in the

possession of the South African Tourism Institute and is referred to as SATI Archive Material.)

(b) *An experience-based critical analysis:* The researcher's subjective experience in the teaching of tourism, as well as the knowledge and skills gained from completing several tourism learning programmes, provided the starting point for the critical thinking and questioning as part of the analysis of the content of the current school learning programme. A technikon working committee analysis was also considered.

3.2.2.2 Concluding Summary: Literature Study on Programme Development

(See 1.2.2 for detailed historic development)

- The learning programme was initiated by the tourism business sector, namely the commercial, wholesale division of American Express.
- The development of the curriculum provided an excellent marketing opportunity to American Express that wanted to extend their South African market by establishing contact with role players in the South African tourism market. Cooperation and commitment to a philanthropic, politically correct project in the tourism industry was the perfect re-establishing of business relationships.
- Although the input of industry was indispensable for the development of a curriculum with relevance and credibility, inadequate educational oriented curriculum development inputs were made. The inadequacy of educational expertise becomes clear when, for example, the lack of cognitive progress and sequencing from NQF level 2 through to NQF level 4 is analysed. Learners learn all the principles, eg regarding ecotourism, in level 2/grade 10 and then just re-apply the same principles to different scenarios in level 3/grade 11 and level 4/grade 12.

- The programme was developed in a time when the educational environment in South Africa was transforming and uncertain. As a result, the learning programme as it is used in South Africa originated from learning programmes developed outside South Africa. Some criticism against the programme which may be a result of this, is that communication is not integrated into the learning content and an unrealistic emphasis is placed on technical, vocational abilities, such as operation of highly technical computer reservation systems.
- Political and commercial interests were instrumental in the development of the programme. This led to efficient development logistics while developing the curriculum. Sufficient financial resources were made available, effective cooperation with high level government officials, information dissemination about the programme development through gala events, high level government and business involvement and media coverage ensured that the programme development process was completed within the scheduled time periods.

3.2.2.3 Results of the Experienced-Based Critical Analysis of the Content of the School Learning Programme

The school learning programme and its introduction is the result of a growing awareness of a growing need in South Africa to change South Africans into a friendly host community for tourists. The programme is also intended to promote entrepreneurial activities in the tourism industry. With a population who have been previously excluded from tourism activities, only a handful of South Africans had any frame of reference about what tourism is and what it entails. The school learning programme is thus one way to educate South Africans as to the importance and the opportunities of tourism.

However, the school learning programme is just the first step toward solving this problem. The teacher training which is supposed to follow, will thus rely on the content of the school learning programme. Accordingly, it is important to take a critical look at the school learning programme. This would be one way to determine what should be included in the curriculum for teachers.

The analysis of the school learning programme was based on the following two steps:

- Technikons were requested to submit their views on the school learning programme to Cape Technikon, the convenor technikon of the National Diploma: Tourism Management, in South Africa. The remarks, *mainly criticism*, were consolidated into one document sent to all technikons and Reach and Teach (Memorandum to Jenny Cornish, Reach and Teach, 22 October 1998). This was the primary source of information regarding the content analysis of the school learning programme. (See Addendum A)
- The researcher has six years of higher education (NQF 5, 6) experience of teaching a variety of tourism related subjects. Many aspects included in the school learning programme are also dealt with at the tertiary level (NQF 5,6). Conclusions reached by the researcher after the critical analysis of the school learning programme resulted from experience gained while teaching these aspects to tertiary learners.

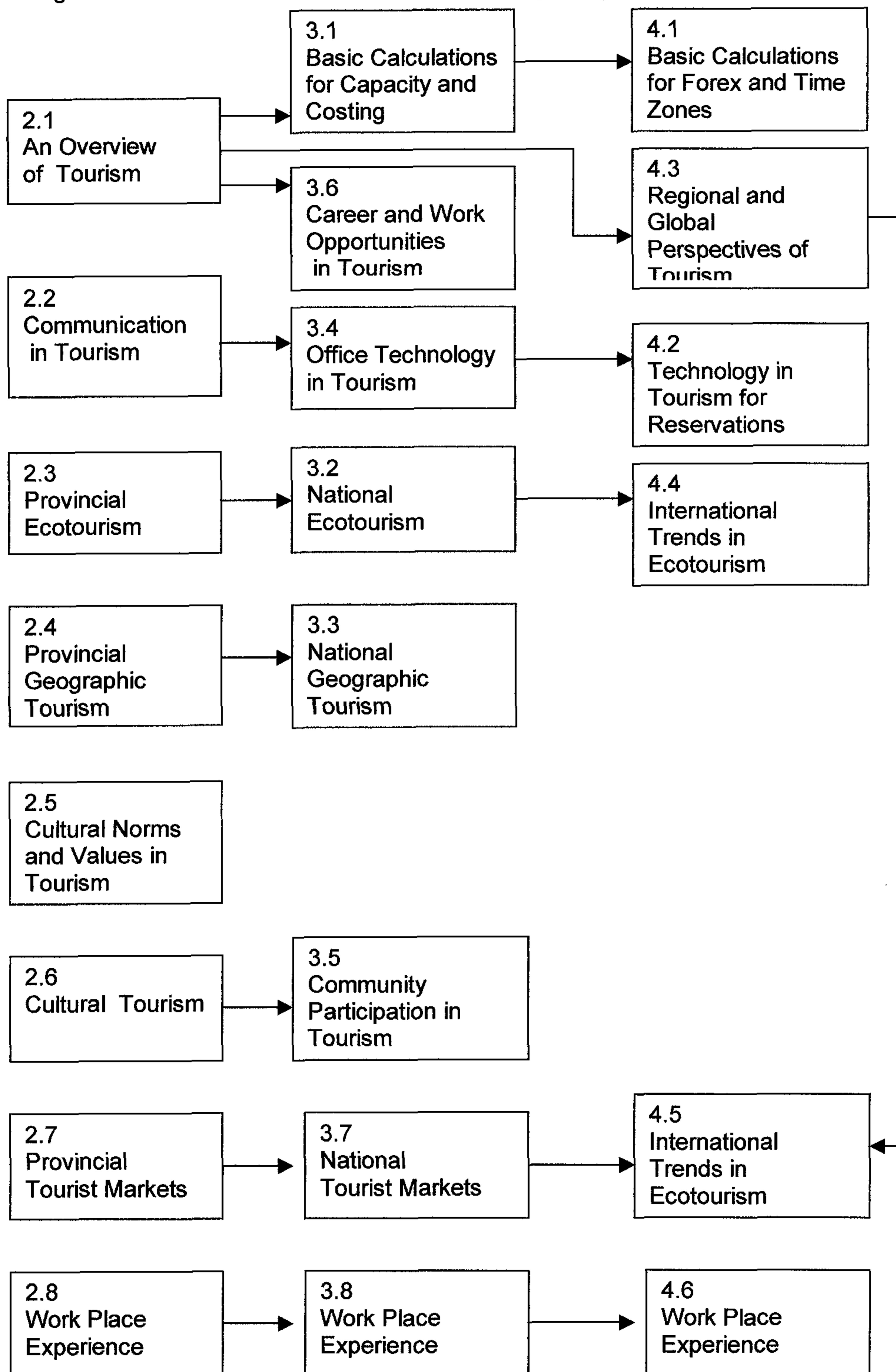
The main problematic issue out in the following diagram (Diagram 3.4), is the overlap between school and technikon. However, this is not necessarily a problem concerning all learners, because most tertiary learners never had the opportunity to take Travel and Tourism at school level. Viewed from this perspective, it may even be an advantage that some overlap is present. In time the tourism curricula in South Africa will have to be reconsidered to ensure a smooth progression between the further and higher education bands.

3.2.2.4 Unit Standards Analysis

(See Addendum B)

The following diagram shows the different unit standards in levels 2,3 and 4 and how they follow one another. The critical analysis of each unit standard follows the diagram:

Diagram 3.4: Travel and Tourism School Learning Programme Unit Standards



LEVEL 2/GRADE 10

No.	NQF 2/Grade 10 Unit Standards	Credits
2.1	An Overview of Tourism	8
2.2	Communication in Tourism	6
2.3	Provincial Ecotourism	4
2.4	Provincial Geographic Tourism	5
2.5	Cultural Norms and Values in Tourism	3
2.6	Cultural Tourism	5
2.7	Provincial Tourist Markets	6
2.8	Work Place Experience	3
	Total Credits	40

UNIT STANDARD 2.1: AN OVERVIEW OF TOURISM

Specific Outcome	Analysis
2.1.1 Interrelated System	<ul style="list-style-type: none"> Although the content of this outcome overlaps with first higher education level (5a+b) outcomes, it is imperative that learners should understand it; Interrelatedness of modern tourism originated and grew over years, but no knowledge and understanding of historic development is required; The level/depth at which this further education outcome will be done is not clear.
2.1.2 Accommodation Sector	<ul style="list-style-type: none"> This deals with a diverse sector (11 types of accommodation mentioned in range statements) and is a field of learning in its own right; To be able to compare the 11 types of accommodation to identify similarities and differences using the six criteria mentioned in the unit standard, and also knowing what types of tourists visit these establishments at this introductory phase of the learning programme is a

	<p>difficult and possibly not a realistic expected outcome;</p> <ul style="list-style-type: none"> • This outcome is in conflict with the purpose of the programme to merely introduce learners to the industry; • Knowledge of the grading system is unrealistically seen as underpinning knowledge, • Some overlap with tertiary programmes (5a+b).
2.1.3 The Travel Sector	<ul style="list-style-type: none"> • Some overlap with tertiary programmes (5a+b); • Describing target markets for each mode of travel is a difficult and may be an unrealistic expected outcome at this introductory phase of the learning programme.
2.1.4 The Attraction Sector	<ul style="list-style-type: none"> • Some overlap with tertiary programmes (5a+b); • Describing target markets for each kind of attraction would only be speculation and is thus a difficult and an unrealistic expected outcome at this introductory phase of the learning programme.
2.1.5 The Tourism Organisers Sector	<ul style="list-style-type: none"> • The content of this outcome overlaps with first higher education level (5a+b) outcomes; • The approach is from the tourism supply side only; • The focus is exclusively on the travel sector without taking other sectors and aspects into account.
2.1.6 The Industrial and Commercial Sector	<ul style="list-style-type: none"> • Some overlap with tertiary programmes (5a+b); • It is not clear what the term "industrial tourism sector" refers to.
2.1.7 Destination Organisation Sector	<ul style="list-style-type: none"> • The content of this outcome overlaps with first two higher education levels (5a+b, 6); namely community based tourism and social and economic impact; • The organising and regulating functions regionally and nationally are reasonably complicated and

	<p>confusing and may be more successfully dealt with in level 4/grade 12 because learners will then have a better understanding of the industry as a whole;</p> <ul style="list-style-type: none"> • Learners learn about the <i>international</i> marketing functions which are normally the result of three years of studying marketing – third year B Com content; • The second assessment criteria about the functions of the organisers and range statement (community based tourism) do not logically fit together; • The underpinning knowledge, namely Legislation regarding tourism is not realistic. This is dealt with at level 5a/b at higher education level in the subject “Law for Tourism”.
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UNIT STANDARD 2.2: COMMUNICATION IN TOURISM

Communication should not be separate but be integrated into the learning programme, especially since it is also a Critical Outcome.

Specific Outcome	Analysis
2.2.1 Written Communication in Tourism	<ul style="list-style-type: none"> • Some overlap with tertiary programmes (5a+b); • The content of this outcome overlaps with content of first and second language learning programmes at further education level – this repetition may not be necessary.
2.2.2 Verbal Communication In Tourism	<ul style="list-style-type: none"> • Some overlap with tertiary programmes (5a+b); • It is not clear why learners at this level are expected to know airline terminology as stated in the range statement since they are not expected to master any airline related outcomes; • The assessment of the outcome related to the

	understanding of tourists' needs eg physically handicapped and culture, may be problematic due to limited or lack of prior experience of such situations.
2.2.3 Non-verbal Communication In Tourism	<ul style="list-style-type: none"> • Some overlap with tertiary programmes (5a+b);
2.2.4 Reading and Comprehension in Tourism	<ul style="list-style-type: none"> • Some overlap with tertiary programmes (5a+b);
2.2.5 Listening and Responding in Tourism	<ul style="list-style-type: none"> • Some overlap with tertiary programmes (5a+b);

All of the above aspects are dealt with in more detail at level 5a/b at higher education level, and most aspects are also dealt with in further education language classes. The only difference regarding the language/communication elements is the application to the tourism field of learning and therefore can easily be handled in an integrated manner while focussing on other outcomes. Field trips, as suggested by the learning programme, will for example not *specifically* be arranged for communication related learning. However, it should be included in the learning objectives of every field trip.

UNIT STANDARD 2.3: PROVINCIAL ECOTOURISM

Specific Outcome	Analysis
2.3 Local/Community Ecotourism	<ul style="list-style-type: none"> • Some overlap with tertiary programmes (5a+b); • It is not clear at what level the identification and problem solving, critical thinking and creative thinking is expected to be; • The word environmental (as in environmental

	<p>responsibility, environmental practice, importance regarding the environment, management of natural resources) creates the impression that emphasis is only on the physical environment/nature.</p> <ul style="list-style-type: none"> • Not enough reference is made to cultural/social environment in the assessment criteria. • The use of case studies to study policies and decision making in grade 10 seems ambitious. Analysis of case studies by level 2 learners with limited knowledge and experience of the industry is difficult and may be an unrealistic expectation.
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UNIT STANDARD 2.4: PROVINCIAL GEOGRAPHIC TOURISM

Specific Outcome	Analysis
<p>2.4 Provincial Geographic Tourism</p>	<ul style="list-style-type: none"> • The content of this outcome overlaps with higher education levels 6 and 7 outcomes; • The scope of this unit tends to be more a study of destination features and attractions management. Focus should be more on distinguishing geographic features and the different roles and ways to contribute to tourism. • Identification of emerging tourist destinations and attractions may be difficult considering the present knowledge the learners have at this stage. • Reference to macro and micro business formats overlaps with other fields of learning, and may also be difficult for learners at this stage. • Map work, getting to know regions, countries, continents, global overview and time zones are important.

UNIT STANDARD 2.5: CULTURAL NORMS AND VALUES IN TOURISM

Specific Outcome	Analysis
2.5 Cultural norms and values in tourism	<ul style="list-style-type: none"> • This outcome sensitises learners to the uniqueness of cultures but they should also be made aware of the danger of culture as a commodity, eg fake/staged authenticity (such as the staged traditional dance shows at tourist venues, cultural villages, etc); • This outcome could have been combined with Unit Standard 2.6 which deals with cultural tourism; • The outcome should also show relevance to the Unit Standard on ecotourism.

UNIT STANDARD 2.6: CULTURAL TOURISM

Specific outcome	Analysis
2.6 Cultural Tourism	<ul style="list-style-type: none"> • This outcome sensitises learners to the uniqueness of cultures, but they should also be made aware of the danger of culture as a commodity, eg fake/staged authenticity; • This outcome could have been combined with Unit Standard 2.5 which deals with cultural norms and values in tourism. • Should also show relevance to Unit Standard on ecotourism.

UNIT STANDARD 2.7: PROVINCIAL TOURIST MARKETS

Specific outcome	Analysis
2.7 Provincial Tourist markets	<ul style="list-style-type: none"> • Focuses only on the travel sector; • To compile an integrated tour requires many high level skills, such as the identification tourist needs and then matching that to attractions, mode of

	travel, length of stay, climate, financial resources, etc. This is matching demand with supply, a concept learners have not been exposed to at this point.
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SPECIFIC OUTCOME 2.8: WORK PLACE EXPERIENCE

Specific Outcome	Analysis
2.8 Work place experience	<p>The internships for school learners would greatly benefit the learners' understanding of the industry, career opportunities and provide them with invaluable work/life skills, however:</p> <ul style="list-style-type: none"> • The success of this outcome depends on the commitment of the supervisor in the workplace, something which the teacher cannot at all guarantee or control; • The placement of learners has financial and infrastructure implications; • The level of training of the supervisor would be of importance and that poses a problem due to the known shortage of trained people; • Although placing learners in a travel oriented environment, eg travel agents and hospitality establishments would be helpful, the workplaces should rather not only be travel oriented; • The number of placements available in areas with no or little tourism activity would pose a problem regarding placement.

LEVEL 3/GRADE 11

No.	NQF 3/Grade 11 Unit Standards	Credits
3.1	Basic Calculations for Capacity and Costing	4
3.2	National Ecotourism	4
3.3	National Geographic Tourism	5
3.4	Office Technology in Tourism	3
3.5	Community Participation in Tourism	4
3.6	Career and Work Opportunities in Tourism	4
3.7	National Tourist markets	8
3.8	Work Place Experience	8
	Total Credits	40

UNIT STANDARD 3.1 – BASIC CALCULATIONS FOR CAPACITY AND COSTING

Specific Outcome	Analysis
3.1.1 Fares, tariffs and packages	<ul style="list-style-type: none"> • Focuses on the travel sector only; • This outcome focuses on an important travel sector skill, but to calculate and evaluate different car hire options (insurance, per km, per day, flat rate, tax, drop off, etc), requires advanced knowledge of the car hire sector in order to do these calculations; • Air travel related fares form part of industry based courses and should be done separately as it is highly specialised and only done at level 5 (higher education first year or thereafter); • Some overlap with level 5a+b.
3.1.2 Travel and accommodation capacity, payment methods	<ul style="list-style-type: none"> • This outcome focuses on the travel sector only; • Learners have to have accounting and business management background in order to understand where these documents and actions fit into the accounting system; • Calculating provincial travel capacity requires knowledge and skills that make the placement of this

	<p>outcome in a further education learning programme inappropriate;</p> <ul style="list-style-type: none"> • Commissions, levies as part of travel budgets in the Critical Outcome is inappropriate since the commission system and the collection of levies has not yet been covered at this stage.
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UNIT STANDARD 3.2: NATIONAL ECOTOURISM

Specific Outcome	Analysis
3.2 National Ecotourism	<ul style="list-style-type: none"> • The scale and scope of this outcome is not indicated, eg: how can learners be expected to solve national problems regarding litter control, pollution, recycling; • The outcome is similar to outcome 2.3 on level 2 apart from the shift of focus to a national application. No new skills are required or learned.

UNIT STANDARD 3.3: NATIONAL GEOGRAPHIC TOURISM

Specific outcome	Analysis
3.3 National Geographic Tourism	<ul style="list-style-type: none"> • The outcome is similar to outcome 2.4 on level 2 apart from the shift of focus to a national application. No new skills are required or learned.

UNIT STANDARD 3.4: OFFICE TECHNOLOGY IN TOURISM

Specific Outcome	Analysis
3.4 Office Technology in Tourism	<ul style="list-style-type: none"> • Valid content, although this could be covered in level 2. Ideally, learners should already have the knowledge and skills when they are placed in a work situation;

	<ul style="list-style-type: none"> • Learners should have knowledge of the technology for payment purposes, but skills (such as the operation of this technology) would not be appropriate, eg this may pose problems regarding security and passwords; • How do learners apply the use of the telephone on national and regional level. The 'Notes' included after the official unit standards regarding the approach to each unit standard, should not be generic as they currently are, but should be more specific.
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UNIT STANDARD 3.5: COMMUNITY PARTICIPATION IN TOURISM

Specific Outcome	Analysis
3.5 Community Participation in Tourism	<ul style="list-style-type: none"> • This overlaps with content covered in level 6 in the second year of the higher education curriculum.

UNIT STANDARD 3.6: CAREER AND WORK IN TOURISM

Specific Outcome	Analysis
3.6.1 Variety of career opportunities in the tourism industry	<ul style="list-style-type: none"> • Entrepreneurial opportunities should be dealt with as a career opportunity; • Can the tourism teacher be expected to handle learners' issues such as personal strengths and weaknesses, self worth and self-esteem? • The learners may not be able to assess information regarding training opportunities due to a lack of supporting resources.
3.6.2 Work opportunities	<ul style="list-style-type: none"> • Finding information and contacting prospective employers is an outcome that may be included as part of Unit Standard 2.2 (Communication);

	<ul style="list-style-type: none"> • However, the purpose of this outcome at this stage is not clear since learners will not be attempting to enter into the job market at this stage.
3.6.3 Source information about self-employment	<ul style="list-style-type: none"> • These outcomes and range statements are similar to what would be expected of a learning programme in entrepreneurship, eg search for feasible opportunities and then researching issues like start-up costs, legal requirements and grants available, which learners have not been exposed to at this stage. • Unless the schools have sufficient resources available, reaching this outcome would not be possible.

UNIT STANDARD 3.7: NATIONAL TOURISTS MARKETS

Specific Outcome	Analysis
3.7 National Tourist Markets	<ul style="list-style-type: none"> • A provincial application in level 3 would be more appropriate due to the level of skills and knowledge needed; • The resources available at schools may be inadequate; • The outcome focuses on the travel sector only; • To compile an integrated tour requires many high level skills, such as identify tourist needs and matching the needs to different tourism sectors. • Matching demand with supply, a concept learners have not been exposed to.

UNIT STANDARD 3.8: WORK PLACE EXPERIENCE

Specific Outcome	Analysis
<p>3.8 Work Place Experience</p>	<p>The internships for school learners would greatly benefit the learners' understanding of the industry, career opportunities and provide them with invaluable work/life skills, however:</p> <ul style="list-style-type: none"> • The success of this outcome depends on the commitment of the supervisor in the workplace, something which the teacher cannot at all guarantee or control; • The placement of learners has financial and infrastructure implications; • The level of training of the supervisor would be of importance and that poses a problem due to the known shortage of trained people; • Although placing learners in a travel oriented environment, eg travel agents and hospitality establishments, the workplace should not only be travel oriented; • The number of placements available in areas with no or little tourism activity would pose a problem regarding placement.

LEVEL 4/GRADE 12

No.	NQF 4/Grade 12 Unit Standards	Credits
4.1	Basic Calculations for (Foreign Exchange (Forex) and Time Zones	4
4.2	Technology in Tourism for Reservations	4
4.3	Regional and Global Perspectives of Tourism	6
4.4	International Trends in Ecotourism	6
4.5	Regional Tourist Markets	10
4.6	Work Place Experience	10
	Total Credits	40

UNIT STANDARD 4.1: BASIC CALCULATIONS, FOREX AND TIME ZONES

Specific Outcome	Analysis
4.1.1 Basic calculations for forex and time zones	<ul style="list-style-type: none"> • Could be included in level 3 along with the other calculations.

UNIT STANDARD 4.2: TECHNOLOGY IN TOURISM FOR RESERVATIONS

Specific Outcome	Analysis
4.2 Technology in tourism reservations	<p>This is irrelevant and impractical in level 4, because:</p> <ul style="list-style-type: none"> • It is costly to offer technology-based training, even more so where large numbers of learners are involved; • Market trends should dictate which system learners should be trained in at different times and in different places (eg Galileo, Amadeus, Worldspan, etc); • Internet bookings should rather be considered; • All schools do not have adequate resources available; • Learners should only be <i>aware</i> of computerised booking systems; • Manual bookings are important, eg by telephone.

UNIT STANDARD 4.3: GLOBAL PERSPECTIVES OF TOURISM

Specific Outcome	Analysis
4.3 Regional and Global Perspectives of Tourism	<ul style="list-style-type: none"> The outcome should be more Africa focused due to South Africa's geographical position in Southern Africa.

UNIT STANDARD 4.4: INTERNATIONAL TRENDS IN ECOTOURISM

Specific Outcome	Analysis
4.4 International Trends in Ecotourism	<ul style="list-style-type: none"> This outcome focuses on the physical environment, however the social environment has not been considered; No new concepts and skills are expected of learners, apart from the different application of knowledge and skills acquired during Unit Standard 2.3; US 2.3, US 3.2 and US 4.4 may be combined on level 4.

UNIT STANDARD 4.5: REGIONAL TOURIST MARKETS

Specific Outcome	Analysis
4.5 Regional Tourist Markets	<ul style="list-style-type: none"> Adequate resources should be available at schools. This outcome and the outcomes on icons (4.3) could be switched.

UNIT STANDARD 4.6: WORK PLACE EXPERIENCE

Specific Outcome	Analysis
4.6 Work Place Experience	The internships for school learners would greatly benefit the learners' understanding of the industry, career opportunities and provide them with invaluable work/life skills, however:

	<ul style="list-style-type: none"> • The success of this outcome depends on the commitment of the supervisor in the workplace, something which the teacher cannot at all guarantee or control; • The placement of learners has financial and infrastructure implications; • The level of training of the supervisor would be of importance and that poses a problem due to the known shortage of trained people; • Although placing learners in a travel oriented environment, eg travel agents and hospitality establishments, the workplace should not only be travel oriented; • The number of placements available in areas with no or little tourism activity would pose a problem regarding placement.
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3.2.2.5 Concluding Summary of Critical Analysis

- There is substantial duplication and overlapping of the secondary learning programme with the tertiary learning programme. There should be a distinction between the secondary/further education and tertiary/higher education levels and what both levels should focus on in terms of teaching and learning content. This problem is made more complex by the fact that not all tertiary learners would have completed the school learning programme.
- The capacity needed to offer this programme will exclude the rural schools that should offer a tourism programme due to the need for development of tourism in those areas. Learners in schools with little access to electronic communication technology or inadequate media centre support, or schools with inadequate financial resources to make this support available to learners, will find it difficult to master some of the expected outcomes.

- Some of the range statements of the school programme will make it difficult to reach the outcomes of the learning programme, eg the reference to computer reservation systems and other advanced technical skills. It may be impossible (due to lack of facilities and financial resources) for teachers to expose learners to such advanced technological applications such as global distribution systems.
- Fares and Ticketing, Galileo and other electronic reservations systems mentioned in the range statements, are specialised areas of study and are not necessary in a learning programme attempting to create an *awareness* of the industry. Further, reservations systems require advanced and very expensive computer hardware, software, software licences and specialised instruction by, for example, trainers from British Airways or private training consultants. This will definitely limit the number of schools able to offer this learning programme.
- The idea that learners will be prepared to enter into the tourism job market, should not create any expectations among learners. Learners with a school background of tourism may be preferred when compared to other learners who have not completed this programme, but will still be employed in positions at the bottom end of the job ladder in low skilled positions.
- The use of prescribed material will be problematic. Textbooks written and produced in South Africa are easily available and less expensive than books from abroad. However, the handful of books that have been published locally were written for tertiary learning programmes and are not accessible to learners at secondary level. This places even more pressure on teachers with little or no background in tourism and will inevitably have a detrimental effect on the learning.
- The work placement outcomes included in the learning programme, should benefit both the teaching and learning of this programme particularly for those learners who have had no previous exposure to the tourism industry.

However, schools located in rural areas, or areas in need of development, will not be able to find placements for learners due to the expected absence of tourism activities in such areas.

- Although learners are expected to compile tour plans in all three levels of this learning programme, none of the outcomes indicates that any study of destinations will be completed. It appears that the learners are expected to master these aspects of tourism without any support from the programme itself.
- No outcome refers to the general state or history of the tourism industry in South Africa.
- No indication is given that certain other fields of learning support Travel and Tourism learners. For example, it is clear from the learning programme that learners doing Geography, Accounting and Business Management should benefit from this. Further, other accompanying fields of learning, such as the study of a foreign language, is also not recommended.
- Another point of criticism is the obvious emphasis on the travel sector. The lack of the tourism systems view, demand vs supply and consumption vs provision, and tourism development issues are major omissions which, if it had been included, would have contributed to the purpose (eg awareness and customer service excellence) of the learning programme substantially.
- Although it is agreed that practical interaction between the classroom and the industry is important as suggested by the learning programme for each unit standard, it is questionable whether the financial resources will be available for field trips to various sectors.
- The majority of critical outcomes expect learners in all three levels (gr 10-12) to collect, analyse, organise and critically evaluate info. It is doubtful whether learners in grade 10, who have been introduced to this field of learning for

the first time, can *reasonably be expected* to master such an outcome at this level.

- The purpose (see School Learning Programme Addendum for purpose statements) and the objectives/goals of a learning programme should not be confused. The purpose is not necessarily measurable and may just be a formulation of the ideal being pursued. However, the purpose statements of this learning programme still seem fairly ambitious, considering it is offered at secondary level, for example the third purpose statement:

“Provide benefits to the society and the economy through enhancing citizenship, increasing social and economic productivity, providing specifically skilled people, transforming and redressing legacies of inequity”

This purpose statement resembles the rhetorical statements made by politicians, lacks clarity, and regarding the provision of specifically skilled people even seems to be in conflict with some of the other purposes listed, such as purpose statements regarding entry into the job market.

- The purpose statements 5 and 7 may create unreasonable expectations from learners wanting to enter the Learning Area Travel and Tourism regarding employment after completing school.

5 - Introduce learners to the tourism industry

7 - Prepare new recruits for the industry

A person with a senior certificate is still regarded as an unskilled person and would probably be able to enter into an entry level position without having done this learning programme. It may be advantageous to get employment due to the basis for further learning which would have been established, but learners may not be able to negotiate better benefits due to the basic school training.

- To allow learners to gain experience is stated as a purpose but it also provides for credits in each of the three levels of the programme:

Level 2 = 3 out of 40 credits,

Level 3 = 8 out of 40 credits, and

Level 4 = 10 out of 40 credits.

In areas where little tourism activities take place, opportunities would be limited. The number of placements needed, the monitoring of learning, the assessment of progress and the infrastructure to do this will inevitably be difficult in practice. However, if at all feasible, learners would greatly benefit from this outcome regarding work and life skills.

- Regarding assessment, the structure of the question paper to be written by learners after completion of level 4/grade 12, is prescribed in the learning programme. However, the reference to “interpretation” type questions is vague. Further, despite the obvious advantages of using external moderators, it should be borne in mind that this will inevitably have financial implications and that some schools may find difficult to cope with finding the necessary resources.
- There is no gradual transition from the school learning programme to tertiary learning programmes. It seems as if there could have been no or very little consulting and communication between the curriculum developers and tertiary role players at the time. The implication is however that both programmes should be evaluated for articulation purposes.

Teaching this programme would generally be problematic. The absence of text books and learning materials, expected inadequacy of resources at schools and the level of training of teachers to teach this learning programme, are some of the obstacles that are difficult to overcome, especially in areas where this learning programme should be implemented as a matter of urgency due to the tourism development needs in those areas.

3.2.2.6 General Curriculum Prerequisites

For the curriculum to be implemented successfully, the following prerequisites will have to be adhered to (see 2.5.5):

- The curriculum should be *relevant* to what will be expected of learners after completion of the programme. In order to achieve relevance, the curriculum has to be *learner-centred* and consequently by implication also *self-directed* as discussed.
- In order to achieve national requirements, the mastering of the OBE *critical outcomes* as applied in South Africa, is important, as well as the teacher education requirements resulting from the *Seven Roles of the Teacher* from the *Norms and Standards* of the Department of Education.
- Being a tourism training programme, the curriculum has to be *interdisciplinary* in order to reflect the nature of the tourism industry in the tourism field of learning. This will also further lead to the relevance of the intended curriculum.

Since this intended curriculum is to be used to provide training to adults, the *distance* education delivery should adhere to certain criteria to facilitate learning (See chapter 5).

3.2.2.7 The Role of Teachers

According to Kelly (1999:8), teachers have a “make or break” role in curricular activities. Teachers receive a curriculum, adapt it, and use it to suit their own purposes and specific situations. Any attempts of curriculum innovation, for example by introducing OBE or PBL or a new school learning programme, are completely dependent on the commitment of teachers and the degree to which they understand the rationale and underlying principles of the curriculum innovation.

Some curriculum developers are now of the view that the curriculum should leave room for the individual teacher's innovation as well. Efforts to control classroom activities from outside the educational institution, has not been effective. Further, it has a detrimental effect on the teacher's dedication, motivation and will to innovate. Teaching then changes into a mechanistic activity.

In order to counteract centralised control and the resulting negative effects, teachers should be allowed to apply their own styles and ideas to the teaching activities. It then becomes more important for teachers to understand and believe in the principles and purposes of curricula.

OBE and PBL both rely on the teacher's classroom based curriculum activities. According to Yukl (in Lumadi, 2000:63), curriculum change is a dynamic process:

- It is a continuous process involving development of teacher competence;
- Curriculum change is effective only when teachers are sufficiently involved in the process; and
- Teachers competence is important to implement curricula and curriculum changes, but also to develop classroom-based curricula to fit their own learners' characteristics, school goals, etc

This means that the teacher should be left with enough room to innovate in order to make the curriculum more relevant within the specific context of the school and its learners.

3.3 FORMULATION OF EXPECTED LEARNING OUTCOMES

In order to formulate the outcomes for the teacher training programme, the following were seen as important aspects to be considered for inclusion and formed part of the situation analysis:

- The needs of the tourism industry;
- The content of the current school learning programme;
- Any possible omissions of the current school learning programmes; and
- Any trends that may have an influence on tourism in future.

These will now be discussed.

3.3.1 The Needs of the Tourism Industry

The inputs of the tourism industry regarding the required competencies of persons employable in the industry, was discussed at a workshop held by the Curriculum development Committee on 25 July 1995. For the purpose of the workshop, the concept competency was defined as knowledge, skills and attitudes/values required to deliver a specific result/outcome in a specific context/situation.

The points raised during the brainstorming session (SATI Archive Material - Report on workshop, 1995:1-3) are summarised in the following diagram. It is compared to the present school learning programme outcomes.

Diagram 3.5: Comparison of Industry Expectations and School Learning Programme Outcomes

Needs of the tourism industry	Current school learning programme: NQF Level 2	Current school learning programme: NQF Level 3	Current school learning programme: NQF Level 4
<ul style="list-style-type: none"> • Knowledge of what/who a tourist is (NQF 2.1.1); • A correct understanding of the various sectors within the industry (NQF2.1.1); • Be aware of the interdependence of the industry sectors on each other (NQF 2.1.1); • Understand tourism as a process; • Have a knowledge of the modes of transport (NQF 2.1.3); • Have numeracy, financial, pricing, business skills and understanding (NQF 3.1); 	<p>2.1.1 Describe the tourism industry as an interrelated system and describe the benefits to the community.</p> <p>2.1.2 Identify and describe the full range of accommodation facilities and their functions within the tourism industry.</p> <p>2.1.3 Identify and describe the various modes of travel and their function in the tourism industry.</p> <p>2.1.4 Identify and describe the various types of attractions and their function in the tourism industry.</p>	<p>3.1.1 Interpret and apply basic calculations in relation to the tourism industry, to determine fares, tariffs and packages.</p> <p>3.1.2 Interpret and apply basic calculations and payments in relation to the tourism industry; determine travel and accommodation capacity; utilise various forms of payment.</p> <p>3.1 To interpret and apply the concept of environmental responsibility at the national level in the tourism context.</p> <p>3.2 Interpret tourism on national level, within a geographic context.</p>	<p>4.1 Interpret and apply basic calculations in/for foreign exchange rate and time zones in relation to the tourism industry.</p> <p>4.2 Identify the range of technologies which is used in the tourism industry for information and reservation purposes with a view to facilitate service excellence.</p> <p>4.3 Identify, understand and interpret regional and global tourism and be able to apply the principles within South African context with a view to facilitate service excellence.</p>

<ul style="list-style-type: none"> • Be aware of the various role players in the industry, including the “background” players (NQF 2.1.5); • An understanding of the role of travel and trade in the economy (NQF 2.16); • Computer literacy; Information technology skills NQF 3.4); • A knowledge of how the community benefits from tourism (NQF 3.5); • Communication skills, telephone skills, importance of body language, writing skills, listening skills (NQF 2.2); • An understanding of the various careers and job opportunities in the industry (NQF 3.6); 	<p>2.1.5 Identify and describe the range of tourism related businesses within the tourism industry.</p> <p>2.1.6 Identify and describe the variety of businesses in the industrial and commercial sector of the tourism industry and explore the opportunities for entrepreneurship.</p> <p>2.1.7 Identify and describe the various levels of destination organisations and their functions within the tourism industry.</p> <p>2.2.1 Produce written communication in response to different situations in the tourism industry.</p>	<p>3.3 Understand and operate the range of office technologies used in the tourism industry with a view to facilitate service excellence.</p> <p>3.4 Understand the importance of community participation in promoting local tourism and the possible strategies to be used.</p> <p>3.5 Understand the importance of community participation in promoting local tourism and the possible strategies to be used.</p> <p>3.6.1 Identify and assess the career, education and training opportunities within the tourism industry.</p> <p>3.6.2 Source information about possible work opportunities</p>	<p>4.4 To interpret and apply the concept of environmental responsibility in the tourism industry using international examples.</p> <p>4.5 Plan an integrated tour of Southern Africa for South African tourists incorporating all sectors of tourism</p> <p>4.6 Acquire hands-on practical experience on the selected tasks in the work place</p> <p>The ability to contribute toward a service oriented industry; embrace the value of service ethic; anticipate customer needs;</p>
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<ul style="list-style-type: none"> • An awareness of tourism issues within communities and the country; • Be aware of the impact of tourism on the South African economy; • Be aware of sustainability issues; • Have a sense of entrepreneurship; have a basic idea of how a business works; • An understanding of global tourism issues; • Be aware of health, hygiene and safety regulations; • Have basic life-skills, decision-making skills, problem-solving skills, research skills, time management, conflict management, positive personal attributes, eg professionalism, flexibility, etc. 	<p>2.2.2 Use a variety of verbal responses to different situations in the tourism industry in an ethical and professional manner.</p> <p>2.2.3 Use a variety of positive non-verbal communication skills and responses to different situations occurring in the tourism industry.</p> <p>2.2.4 Read and comprehend a variety of information in the context of the tourism industry.</p> <p>2.2.5 Listen accurately and respond to a variety of verbal information in the context of the tourism industry.</p>	<p>using the appropriate communication methods.</p> <p>3.6.3 Source information about self-employment opportunities using the appropriate communication channels.</p> <p>3.7 Plan an integrated tour of a variety of national markets.</p> <p>3.8 To acquire hands-on practical experience of selected tasks in the work place.</p>	
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<ul style="list-style-type: none"> • flexibility, etc; • Confidence and self-esteem; • Have environmental awareness; eco-tourism; wildlife (NQF 2.3, 3.2, 4.4); • An understanding of culture and cultural diversity (NQF 2.5, 2.6); • Be creative and innovative; • Professional conduct; • Good relationships; interpersonal skills; team work; customer relations; • Have fact finding and needs analysis skills in order to be able to deliver the appropriate service to a customer; • Knowledge of foreign languages, customs and 	<p>2.3 To interpret and apply the concept of environmental responsibility in the tourism context on the local and community level.</p> <p>2.4 Interpret tourism within a geographic context on local and (own) provincial level.</p> <p>2.5 Develop awareness of the different cultural norms and values used as cultural attractions in the tourism industry.</p> <p>2.6 Identify the various facets of cultural tourism; the related problems and the benefits to the local community.</p> <p>2.7</p>	
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<p>languages, customs and tourist requirements;</p> <ul style="list-style-type: none"> • Understand why people travel; • Selling, marketing and presentation skills; • Have knowledge of products, eg the resort, city, country, etc; • Be able to evaluate industry products and be able to suggest alternatives. 	<p>Plan an integrated tour of own province.</p> <p>2.8 Acquire hands-on practical experience of selected tasks in the work place.</p>	

Conclusion 3.3.1.1

Based on the comparison, aspects required by the industry, but not included in the current school programme, or aspects only dealt with partially in the current school programme, include the following:

- Knowledge of what/who a tourist is and reasons for travel, eg the available tourism products;
- Understand tourism as a process/system, eg demand and supply;
- Be able to evaluate industry products and be able to suggest alternatives;
- The ability to contribute toward a service oriented industry; embrace the value of service ethic; and anticipate customer needs;
- An awareness of tourism issues within communities and the country; be aware of the impact of tourism on the South African economy;
- Be aware of sustainability issues;
- Knowledge of foreign languages, customs and tourist requirements;
- An understanding of global tourism issues;
- Have a sense of entrepreneurship; have a basic idea of how a business works;
- Be aware of health, hygiene and safety regulations;
- Have basic life-skills, decision-making skills, problem-solving skills, research skills, time management, conflict management, positive personal attributes, eg professionalism, flexibility, confidence and self-esteem etc;
- Be creative and innovative;
- Professional conduct;
- Good relationships; interpersonal skills; team work; customer relations;
- Have fact finding and needs analysis skills in order to be able to deliver the appropriate service to a customer; and
- Selling, marketing and presentation skills.

Other aspects not included in the current school programme, but identified during the analysis of the content of the curriculum, include the following:

- Historic development of tourism;
- Understand the supply and demand side of tourism system in order to have a better understanding of how package tours are developed;
- More emphasis on all sectors of tourism, apart from travel;
- Broader approach to eco-tourism, eg to include communities;
- Inclusion of Destinations Studies, eg Africa, SADEC, global overview;
- Culture as a commodity;
- Car hire calculations;
- Payment issues, eg commissions, levies, etc;
- Role and potential of the internet, eg information, marketing and e- bookings;
- Manual bookings;
- Basic marketing principles, eg target markets; and
- Product vs Service industries.

3.3.2 Formulated Specific Outcomes

Based on the situation analysis, the input from the industry and the current school learning programme, the following specific outcomes for teacher training have been formulated:

- i Demonstrate an understanding of the dynamics of the interrelated sectors of the tourism industry.
- ii Demonstrate an understanding of the potential positive and negative physical/environmental, economical and social/community consequences of tourism.
- iii Learners will have the ability to communicate verbally and non-verbally effectively within the tourism context with the view of facilitating service excellence.
- iv Learners understand and are able to effectively access and use communication technology at the disposal of the tourism industry with the view of facilitating service excellence.
- v Interpret and apply basic numerical functions regarding finances, times and capacity applicable to the tourism industry.
- vi Learners will have the competence to compile and access guidelines for the sustainable development of unique cultural and heritage features with sensitivity and respect for diversity of cultural values, norms and customs.
- vii Demonstrate the ability to plan an integrated tour.
- viii Formulate strategies and recommend processes that illustrate an understanding of sustainable, responsible, environmentally sensitive tourism development.

- ix Enable school learners to identify, source and access information about career and education and training opportunities on which informed tourism career choices can be based.

- x Learners will have the necessary theoretical knowledge to guide school learners to develop and compile portfolios as part of the assessment requirements for the Learning Programme Travel and Tourism.

3.4 FORMULATION OF ASSESSMENT CRITERIA

Assessment criteria are a set of guidelines to assist educators in the assessment of learners' progress. It assists the educator to develop specific assessment tasks for specific learning programmes. Assessment criteria allow a process of fair, valid and reliable assessment and enhances learners' reflection on their own learning (SAQA, 1998:12).

The following assessment criteria are based on the outcome of the tourism industry needs assessment, as well as on the assessment criteria of the current school learning programme (See 3.2.1.2, 3.3.1, 3.3.1.1).

Outcome	Assessment Criteria
The Tourism Industry	
<p>Demonstrate an understanding of the dynamics of the interrelated sectors of the tourism industry.</p>	<ul style="list-style-type: none"> • Define and appropriately apply concepts and terminology related to the tourism industry; • Describe the nature of a service industry; • Describe tourism as a system; • Explain the interrelated functioning of the tourism system; • Describe the different kinds of tourism and tourists; • Describe and compare the different types of hospitality (lodging/accommodation) establishments; • Compare the different kinds of hospitality (lodging/accommodation) establishments; • Match a target group to each type of hospitality (lodging/accommodation) establishment; • Describe the different modes of travel; • Compare the different modes of travel; • Match a target group to each mode of travel;

	<ul style="list-style-type: none"> • Describe the different types of attractions; • Compare the function of the different kinds of attractions; • Match a target group to each type of attraction; • Identify and explain the role of different kinds of tourism related businesses in the tourism industry; • Identify and describe opportunities for entrepreneurship in the tourism industry; • Identify and explain the role of regional and national tourism organisations, associations, etc.
Impact of Tourism	
<p>Demonstrate an understanding of the potential positive and negative physical/environmental, economical and social/community consequences of tourism.</p>	<ul style="list-style-type: none"> • Explain the physical/environmental impact of tourism; • Describe managerial/environmental strategies to protect the physical environment; • Explain the economical impact of tourism; • Describe strategies to enhance the economic impact; • Explain the social impact of tourism on the local community; • Interpret statistics and information about regional, national and international tourism trends.
Communication for Service Excellence	
<p>Learners will have the ability to communicate verbally and non-verbally effectively within the tourism context with the view of facilitating service excellence.</p>	<ul style="list-style-type: none"> • Read to interpret and write to produce common formats of written communication; • Listen to interpret and speak to produce common formats of oral communication; • Interpret and produce common formats of non-verbal communication; • Apply effective interpersonal skills when communicating with clients and colleagues; • Demonstrate behavioural sensitivity to ensure

	service excellence.
Tourism Technology for Service Excellence	
Learners understand and are able to effectively access and use communication technology at the disposal of the tourism industry with the view of facilitating service excellence.	<ul style="list-style-type: none"> • Identify and explain the functions of the various forms of technology available to the tourism industry; • Operate technological aids used for office administration and communication; • Use computer software to produce verbal and non-verbal communication; • Use computers and internet to plan and book tourist activities; • Understand and explain the functional value of computer reservation systems (global distribution) and central reservation systems.
Calculations in Tourism	
Interpret and apply basic numerical functions regarding finances, times and capacity applicable to the tourism industry.	<ul style="list-style-type: none"> • Calculate basic fares and tariffs regarding accommodation; • Calculate basic fares and tariffs regarding car hire; • Compare options regarding accommodation and transport in order to make cost effective decisions; • Calculate regional travel and accommodation capacity; • Identify and appropriately utilise methods of payment and supporting documents in order to calculate income, expenses and profit; • Calculate exchange rates; • Calculate expected travelling time; • Calculate elapsed time between countries in different time zones.
Tourist Destinations	
Advise tourists on destinations and plan integrated tours to	<ul style="list-style-type: none"> • Explain the role of physical, social and infrastructural features in the development and growth of tourism;

destinations.	<p>growth of tourism;</p> <ul style="list-style-type: none"> • Source, access and use destination information in order to advise tourists and plan tours; • Describe popular tourist destinations regions in South Africa and Southern Africa/SADEC; • Interpret maps to facilitate tour planning; • Plan tours to the popular tourist destinations and attractions in local area; • Plan tours to the popular tourist destinations and attractions in own regions/province; • Plan tours to the popular tourist destinations and attractions in South Africa; • Plan tours to the popular tourist destinations and attractions in Southern Africa/SADEC.
Culture and Heritage in Tourism	
Learners will have the competence to compile and apply guidelines for the sustainable development of unique cultural and heritage features with sensitivity and respect for diversity of cultural values, norms and customs.	<ul style="list-style-type: none"> • Identify various local and regional cultural groups and describe each group's unique customs, norms and values; • Identify and describe which/how cultural products can be utilised for tourism purposes; • Explain the benefits and concerns regarding cultural tourism for local communities.
Responsible Tourism	
Formulate strategies and recommend processes that illustrate an understanding of sustainable, responsible, environmentally sensitive tourism development.	<ul style="list-style-type: none"> • Discuss and compare the different elements of responsible tourism; • Determine and describe the importance of responsible tourism; • Identify and understand applied strategies for sustainable ecotourism; • Explain the relationship between the components of

	<p>ecotourism;</p> <ul style="list-style-type: none"> • Identify and explain the role of local communities in ecotourism; • Involve local communities in tourism development.
Working in the Tourism Industry	
<p>Enable school learners to identify, source and access information about career and education and training opportunities on which informed tourism career choices can be based.</p>	<ul style="list-style-type: none"> • Reflect in order to identify own personal strengths, weaknesses, abilities and interests; • Source appropriate information about various career options in the tourism industry; • Identify and describe different career options in the tourism industry; • Research entrepreneurship opportunities.
The Travel and Tourism Classroom	
<p>Learners will have the necessary theoretical knowledge to apply Problem Based Learning principles when planning and executing teaching and learning activities for the Learning Programme Travel and Tourism.</p>	<ul style="list-style-type: none"> • Apply appropriate teaching strategies and techniques; • Apply appropriate assessment and evaluation strategies; • Execute lessons in terms of OBE principles; • Act as a facilitator of learning in accordance with PBL and OBE principles.

3.5 DESCRIPTION OF SCOPE BY DEVELOPING RANGE STATEMENTS

The range statements serve as a general indication of the scope, context and level of a unit. It should be closely related to the assessment criteria and describe the situations in which competence regarding an outcome should be demonstrated (SAQA, 1998:12).

The range statements as presented in the following table, is based on the outcome of the situation analysis, the tourism industry needs assessment, as well as on the assessment criteria of the current school learning programme (See 3.2.1.2, 3.3.1, 3.3.1.1).

This table indicates the assessment criteria for each outcome, as well as the range statements applicable to each assessment criterion.

The Tourism Industry	
Outcome: Demonstrate an understanding of the dynamics of the interrelated sectors of the tourism industry.	
Assessment Criteria	Range Statements
Define and appropriately apply concepts and terminology related to the tourism industry.	Tourism, tourist, travel, community, attraction, destination, industry, etc.
Describe the nature of a service industry.	Service products vs manufactured products.
Describe tourism as a system.	Origin - travel - destination – return; supply and demand.
Explain the interrelated functioning of the tourism system.	Hospitality, transport, attractions, destination, travel organisers, entrepreneurs, development.
Describe the different kinds of tourism and tourists.	Business, leisure, family, VFR (visiting friends and relatives), education, religion, sport, special interest.
Describe the different types of hospitality (lodging/accommodation) establishments.	Hotels, guest houses, B&B, game lodges, farm houses, full board, self-catering, time share, caravanning and camp sites, youth hostels, backpackers, etc.
Compare the different kinds of hospitality	Similarities and differences in terms of

(lodging/accommodation) establishments.	standards, prices, services, capacity, etc.
Match a target group to each type of hospitality (lodging/accommodation) establishment.	Match hospitality establishment to types of tourists.
Describe the different modes of travel.	Air (plane), land(car, bus, coach, taxi, rail, etc), water (ship, ferry, cruise), etc Luxury eg Blue Train, QEII Unusual eg donkey trek, kayak, etc.
Compare the different modes of travel.	Advantages and disadvantages in terms of capacity, services, price, speed, times, routes, safety, environmental concerns, etc
Match a target group to each mode of travel.	Match transport to types of tourists.
Describe the different types of attractions.	Natural (eg beaches, wild life), man-made but not primarily to attract visitors (eg cathedrals), man-made primarily to attract visitors (eg theme parks, museums, gaming), events (eg art festivals, Olympic Games)
Compare the function/benefits of the different kinds of attractions.	Excitement, atmosphere, education, fun, value for money, nostalgia, souvenirs, shopping, entertainment, heritage, culture, aesthetic pleasure, status, exercise, health, variety, etc.
Match a target group to each type of attraction.	Match attractions to types of tourists.
Identify and explain the role of different kinds of tourism related businesses in the tourism industry.	Wholesale vs retail, tour operators, travel agents, booking agencies, event organisers, incentive travel, guides, publicity and information, etc.
Identify and describe opportunities for	Accommodation, restaurants, transport,

entrepreneurship in the tourism industry.	transfers, arts and crafts, curios, souvenirs, clothing, culture, activities and events, etc.
Identify and explain the role of regional and national tourism organisations, associations, etc.	National, provincial and regional tourism organisations: functions, structures and activities, eg Satour, Asata, Theta, provincial tourism organisations, role of local community groups, etc.

Impact of Tourism	
Outcome: Demonstrate an understanding of the potential positive and negative physical/environmental, economical and social/community consequences of tourism.	
Assessment Criteria	Range Statements
Explain the physical/environmental impact of tourism.	Conservation, pollution, erosion, congestion, signposting, erection of modern tourism facilities and structures, wear and tear on buildings.
Describe managerial/environmental strategies to protect the physical environment.	Land-use planning and regulating, building regulations, 10R-strategies: recognise, refuse, replace, reduce, re-use, recycle, re-engineer, retrain, reward, re-educate.
Explain the economical impact of tourism.	Income generator, employment opportunities, multiplier effect, balance of payments, GDP, investment and development, opportunity cost, over dependence on tourism, inflation, land value, foreign ownership, etc.
Describe strategies to enhance the economic impact.	Provision of infrastructure, investment incentives, fiscal controls, promotion, information, etc.
Explain the social impact of tourism on the local community.	Tourist-host relationships, understanding, awareness of other cultures and diversity, negative tourist behaviour, crime, prostitution, demonstration effect, instant cultures, fake authenticity, inhibition of modernisation, breakdown of social structures, congestion, loss of political

	power, racial tension, etc.
Interpret statistics and information about regional, national and international tourism trends.	Capacity, growth, decline, arrivals/departures/ number of visitors, tourist spending, length of stay, country of origin, etc.

Communication for Service Excellence	
Outcome: Learners will have the ability to communicate verbally and non-verbally effectively within the tourism context with the view of facilitating service excellence.	
Assessment Criteria	Range Statements
Read to interpret and write to produce common formats of written communication.	Reading skills: itineraries, brochures, terms and conditions, business letters, faxes, e-mails, memo's, reports, different forms, logo's, slogans, etc. Writing skills: itineraries, business letters, faxes, e-mails, memo's, reports, different forms, etc.
Listen to interpret and speak to produce common formats of oral communication.	Listening skills: client needs, requests, inquiries, telephone etiquette, meetings, etc. Speaking skills: greetings, welcoming, appreciation, provide information, presentations, telephone etiquette, meetings, etc.
Interpret and produce common formats of non-verbal communication.	Body language: appearance, professional conduct, friendliness, etc. Graphic: tables, maps, graphs, diagrams, etc.
Apply effective interpersonal skills when communicating with clients and colleagues.	Friendliness, helpfulness, sensitivity, customer service, protocol, patience, interest, attentive, etc.
Demonstrate behavioural sensitivity to ensure service excellence.	Diversity: culture, ethnic background, religion, customs, language, occupation, interests, gender, sexual orientation, etc.

Tourism Technology for Service Excellence	
Outcome: Learners understand and are able to effectively access and use communication technology at the disposal of the tourism industry with the view of facilitating service excellence.	
Assessment Criteria	Range Statements
Identify and explain the functions of various forms of technology available to the tourism industry.	Payment: credit card, speed point, note verification machines, etc. Computer reservations: Distribution services eg Galileo, etc. Internet: Electronic information searches, planning, inquiries, bookings, confirmations, etc.
Operate technological aids used for office administration and communication.	Telephone, mobile phone, fax, calculators, photocopier, public address system, audio-visual eg video, computer, software (accounting, database, word processing, presentations), internet, etc.
Use computer software to produce verbal and non-verbal communication.	Accounting, database, word processing, presentations, etc.
Use computers to use the internet to plan and book tourist activities.	Search for information on the internet, search engines, internet navigation, relevant websites, submit inquiries and booking information, e-mail.
Understand and explain the functional value of computer reservation systems (global distribution) and central reservation systems.	Global Distribution Systems: Galileo, Amadeus, Worldspan, etc. Central Reservation Systems: Airline reservations, hotels, lodges, resorts, etc.

Calculations in Tourism	
Outcome: Interpret and apply basic numerical functions regarding finances, times and capacity applicable to the tourism industry.	
Assessment Criteria	Range Statements
Calculate basic fares and tariffs regarding accommodation.	Suite, double, family, single, single supplement, child rates, full board, half board, bed & breakfast, optional extras, seasonal fluctuations, services, levies, taxes.
Calculate basic fares and tariffs regarding car hire.	Class, size, type, duration, per day, flat rate, per km/distance, drop off, fuel, insurance, levies, taxes.
Compare options regarding accommodation and transport in order to make cost effective decisions.	Compare different scenarios in order to evaluate value for money, eg price vs convenience, speed, route, safety.
Calculate regional travel and accommodation capacity.	Transport and accommodation capacities in local context, passenger requirements, occupancy requirements, problems regarding the availability of transport and accommodation, services, seasonal fluctuations.
Identify and appropriately utilise methods of payment and supporting documents in order to calculate income, expenses and profit.	Cash, credit card, cheque, deposits, discounts, commission, invoices, receipts.
Calculate exchange rates.	Rand vs US Dollar, British Pound, Euro, Japanese Yen, Botswana Pula, Zimbabwean Dollar, Namibian Dollar, Mozambiquen Metical.
Calculate expected travelling time.	Interpret and calculate time tables and itineraries using the 24-hour clock,

	bus/train/airline time tables.
Calculate elapsed time between countries in different time zones.	Time zones, coordinate universal time, calculate elapsed time between several countries, do calculations on longitude, days/hours/minutes, daylight saving time.

Tourist Destinations	
Outcome: Demonstrate the ability to advise tourists on destinations and plan integrated tour to destinations.	
Assessment Criteria	Range Statements
Explain the role of physical, social and infrastructural features in the development and growth of tourism.	Physical: natural environment, fauna and flora, geography, ecosystems, wildlife, climate, biodiversity, regions (eg Karoo), etc. Social: local communities, culture, customs, heritage, religion Infrastructure: Accessibility, roads, rail, harbours, communication networks, electricity, water, health and safety, accommodation, tourist facilities.
Source, access and use destination information in order to advise tourists and plan tours.	Search for information, compare analyse, select option, guides, books, internet, brochures.
Describe popular tourist destinations in South Africa and Southern Africa/SADEC.	Eg: Kruger National Park, Mpumalanga, Garden Route, Western Cape, Drakensberg Mountains, Kalahari desert, Etosha, Okavango, Victoria Falls, Mozambique coast, National Parks in Southern Africa, etc.
Interpret maps to facilitate tour planning.	Find appropriate map, interpretation and use of map, capital cities, major cities, towns, towns and settlements, scenic routes, direct routes, distances, primary attractions (eg Table Mountain, battlefields), etc.
Plan tours to the popular tourist destinations/attractions in local areas.	Excursions, weekend trips, apply to local area, transport, driver, accommodation,

	meals, tour guide, routes, attractions, time, budget, health and safety.
Plan tours to the popular tourist destinations and attractions in own regions/province.	Short breaks to major attractions in own region/province, apply to own region/province, transport, driver, accommodation, meals, tour guide, routes, attractions, time, budget, health and safety.
Plan tours to the popular tourist destinations and attractions in South Africa.	10-day tours to major attractions in South Africa, transport, driver, accommodation, meals, tour guide, routes, attractions, time, budget, health and safety.
Plan tours to the popular tourist destinations and attractions in Southern Africa/SADEC.	10-day tours to major attractions in Southern Africa/SADEC, transport, driver, accommodation, meals, tour guide, routes, attractions, time, budget, health and safety.

Culture and Heritage in Tourism	
Outcome: Learners will have the competence to compile and apply guidelines for the sustainable development of unique cultural and heritage features with sensitivity and respect for diversity of cultural values, norms and customs.	
Assessment Criteria	Range Statements
Identify various local and regional cultural groups and describe each groups' unique customs, norms and values.	Apply to groups in own area, traditions, food, clothing, crafts, tools, social structure, role of women, housing, language, religion, etc.
Identify and describe cultural products for tourism purposes.	Arts and crafts (eg beadwork), cuisine, clothes, music, dancing, culture (eg cultural villages), festivals and shows, heritage (eg monuments).
Explain the benefits and concerns regarding cultural tourism for local communities.	Respect for local beliefs, language and customs, adherence to local regulations, culture as a commodity, changes in cultural values and norms, modernisation, fake authenticity.

Responsible Tourism	
Outcome: Formulate strategies and recommend processes that illustrate an understanding of sustainable, responsible, environmentally sensitive tourism development.	
Assessment Criteria	Range Statements
Discuss and compare the different elements of responsible tourism.	Ecotourism, green tourism, sustainable tourism, resource allocation, environmental practice, health and safety, local communities, culture, White Paper on Tourism (DEAT) 1996.
Determine and describe the importance of responsible tourism.	Tourism environmental practices, commercial and conservational role of the tourism industry, impact of responsible tourism (physical, social, economic).
Know and understand the strategies for sustainable ecotourism.	Agencies and conventions, 10R-strategies, pollution and litter control, resource conservation (eg water and energy), health (malaria, cholera, etc).
Explain the relationship between the components of ecotourism.	Commercial tourism industry, tourism resources, local communities, conflict vs symbiotic relationships, governmental policies.
Identify and explain the role of local communities in ecotourism.	Awareness, education, employment, empowerment.
Describe strategies to involve local communities in tourism development.	Education and training, employment, entrepreneurship, partnerships, community led planning.

Working in the Tourism Industry	
Outcome: Enable school learners to identify, source and access information about career and education and training opportunities on which informed tourism career choices can be based.	
Assessment Criteria	Range Statements
Reflect in order to identify own personal strengths, weaknesses, abilities and interests.	Self-esteem, talents, abilities, weaknesses, aspirations, interests, etc.
Source appropriate information about various career options in the tourism industry.	Internet, journals, books, interviews, newspapers, tourism organisations.
Identify and describe different career options in the tourism industry.	Supply side, service industry, tourism related businesses, tourism organisations, entrepreneurship, different sectors, retail, wholesale, management, marketing, education.
Research entrepreneurship opportunities.	Business growth areas, target market, location, necessary financial resources, competition, legal requirements, skills and training required, available training, marketing.

The Travel and Tourism Classroom	
Outcome: Learners will have the necessary theoretical knowledge to apply Problem Based Learning principles when planning and executing teaching and learning activities for the Learning Programme Travel and Tourism.	
Assessment Criteria	Range Statements
Apply appropriate teaching strategies and techniques.	PBL and OBE techniques.
Apply appropriate assessment and evaluation strategies.	Self-assessment, peer assessment, observation, portfolios, performance, problem solving, diagnostic assessment, formative assessment, summative assessment, evaluation.
Execute lessons in terms of OBE principles.	Learner-centred, facilitation of learning, outcomes focussed, interdisciplinary approach, cooperative learning.
Act as a facilitator of learning in accordance with PBL and OBE principles.	Learner-centred, self-directed learning, cooperative learning assessment, appropriate content and learning materials, PBL strategies

3.6 SELECTION OF AN APPROPRIATE TEACHING METHOD

A problem-based teaching method is selected, namely Problem-Based Learning. The following is a summary of reasons deduced from the situation analysis (see 3.2.1.2, 3.2.1.4, 3.2.1.5) for selecting PBL:

- PBL enhances the achievement of the OBE critical outcomes;
- Use of prior knowledge in order for learners to construct possible explanations and solutions before identifying learning goals (especially adult learners with teaching experience);
- Enhances general problem solving;
- Learners apply knowledge to relevant situations;
- Enhances self-directed learning skills in order for learners to make their learning relevant to their individual educational needs;
- Learners independently search for applicable information from a variety of sources;
- Enhances interest in subject matter due to the fact that learners are actively involved in deciding what their learning needs are and actively involved in the process of solving a problem related to real life situations; and
- Motivation among learners involved in PBL is generally high.

Because the teachers to be trained are adults with economic and social responsibilities in full time employment, distance education would be used as delivery method.

(See Chapter 4 on Problem-Based Learning and Chapter 5 on the use of Distance Education.)

3.6.1 Problem-Based Learning and Outcomes-Based Education

OBE was adopted as the preferred South African educational approach in order to upgrade and improve knowledge, skills, attitudes and values of South African learners. Any educational strategy or method used in South Africa is required to

enhance and promote the OBE critical outcomes as part of the end-result of all teaching and learning.

PBL as an educational method which directly promotes **all** the OBE critical outcomes through the processes used during teaching and learning activities in the following ways (see 4.6.1):

- CO1 - Problems and tasks are given to learners which should be solved through the activation of prior knowledge, analysis of the problem, the identification of learning gaps and the resulting learning goals. Learners do this by using critical and creative thinking skills which is then further developed due to the repetition of problem solving.
- CO2 - Learners work with other learners in small groups. They discuss and analyse problems together, share tasks and responsibilities and solve problems and complete tasks after giving feedback to the group about their individual learning outcomes and experiences. The group then solves the problem through the collective inputs of all group members.
- CO3 - Learners are expected to identify their own weaknesses in terms of knowledge, skills and attitudes. Thereafter, learners are required to identify learning goals and to work towards achieving those goals set by themselves. This enhances learners' ability to manage themselves and their activities responsibly and effectively.
- CO4 - PBL requires that learners find solutions to problems or complete tasks by finding information that will fill gaps in their own knowledge. This means that learners should be able to collect new information, analyse it and apply it to the given situation (problem/task), organise the information in order to decide between applicable information and information not applicable to the given problem or task, critically evaluate in order to apply the new information correctly and effectively so that, finally, the problem can be solved or the task completed.

CO5 - PBL requires learners to seek new information, to share the new information with group members and to discuss and analyse problems as a group member. In order to do this effectively, learners should be able to find, read and interpret applicable academic texts, interview resource persons such as subject experts, and present findings in oral and written format to the group. During group discussions specific communication skills such as listening, taking turns, taking differing view points, negotiation, skimming and scanning through texts, summarising arguments and texts, etc are enhanced through repetition in PBL group sessions.

CO6 - Learners are required to use sources such as CD's and the internet in order to find applicable information that would lead to solving the problem or completing the task. Learners are also required to solve problems without showing insensitivity to the culture, race and gender of fellow group members and others, and respect for social and physical environments.

CO7 - PBL requires learners to solve problems as they would be found in real life. Problems cannot be solved by studying the aspects that may be related to problems separately. Learners should be able to apply new information on a set of phenomena or a description of a problem in order to solve the problem. Therefore, learners should demonstrate an understanding of the complexity of problems and how different aspects contribute to one problem.

PBL should lead to achievement of the critical outcomes as educational goals. On the other hand, critical outcomes will be the result of the learning process as the integral part of PBL.

3.6.2 Problem-Based Learning and Travel and Tourism

It was pointed out in Chapter 1 that the tourism industry is a fragmented industry. If a learner is to gain a holistic understanding of the industry, it cannot be broken up into individual units to be learnt separately or one by one. The industry consists of

fragmented parts but these parts are all interrelated and result in the industry functioning effectively.

PBL is an educational method that is known to only facilitate learning that takes place within interdisciplinary industries as part of interdisciplinary learning programmes. PBL cannot be used to teach and learn isolated subjects or disciplines. It is in essence a method that facilitates learning because it presents the world to learners as it actually is – a complex set of rules, activities, systems, problems, etc.

3.6.3 Planning and Implementation of Teaching and Learning Activities

The planning and organising of learning activities by the educator, refers to what is done by the educator to facilitate learning by the learner. It denotes what is offered to learners and how the teacher imparts content and provides opportunities for the learners to acquire the content. This leads to the learner interacting with learning material in a certain way. Learning experiences is thus characterised by the interaction between the learner and the learning content (Lumadi, 2000:147-148). The experience of learning content by the learner will be a result of the chosen content, as well as of the format and organisation of the teaching and learning activities.

The practical implementation of PBL as part of a distance teaching-learning programme is suggested to be as follows:

The learning programme is divided into thematic blocks/modules running for limited time periods (normally 8 weeks per block). Problems and tasks are given to individual learners as part of their learning material.

During the allocated eight week period per module, learners are required to solve between five to seven problems or tasks. In completing each problem or task, which take approximately 7 to 10 days depending on the problem or task itself, the learners

are required to apply specific procedures to lead them to problem solving called the Seven Steps.

This Seven Step cycle (7-10 days) is divided into two phases being:

- Phase one, during which prior knowledge is activated, learning gaps and goals are identified and independent learning takes place; and
- Phase two, during which the solution of problems and tasks are being reported and assessment takes place.

Although learning is self-directed, the learning activities may be highly structured (Schmidt & De Volder. 1984:54). Apart from the traditional tutorial group sessions, learning can be assisted by lecturers at study schools, where certain sections or more complex aspects of the learning material can be explained. In these instances, lists of learning objectives, resources, key words, etc should be provided to the learners. Learners could also be expected to participate in panel discussions, case studies and other organised learning activities outside the traditional classroom and apart from the small group sessions.

Chapter 4 contains a detailed motivation for the selection of PBL as the teaching method.

3.7 DESIGNING OF THE LEARNING PROGRAMME BY SELECTING LEARNING CONTENT

A sound foundation of knowledge in an area of learning is important in order for learners to reach the expected outcomes of learning. No thinking or problem-solving skills can be applied in an area of learning if the basic knowledge on which these processes depend is inadequate. On the other hand, content is not the only important element of a curriculum (Van der Horst & McDonald, 2001:29). In PBL, learners also acquire skills such as analytical thinking to solve problems.

Within the OBE system, the responsibility of selecting content shifts toward the teacher. The teacher has to decide on content that would facilitate learning that would result in the learner demonstrating that an outcome has been mastered.

In a PBL programme, a considerable responsibility rests with the learners in terms of content selection. The learner is supposed to identify learning goals. These goals would be based on the learner's own realisation that his/her lack of knowledge regarding aspects of the task given, will prevent him/her from solving a given problem or completing a given task. The learner should consult recommended reading, but is completely free to study any content applicable to the problem/task that is to his/her disposal.

In a distance learning programme as recommended by this study, the facilitator/tutor, programme coordinator or module coordinator would have to give learners some guidance on the content that is supposed to be studied. This is necessary for the simple reason that all distance education learners may not have a sophisticated library nearby and would thus rely on prescribed textbooks and recommended reading included in the module books sent to learners.

This results in the sharing of responsibility regarding the success of the learning process. It tends to move toward school-based curriculum development, which, according to Lumadi (2000:40), represents the decentralising of educational control. He states that the process of curriculum development should be regarded as a responsibility shared by the various role players. In the case of distance learning to adult learners with a wealth of prior knowledge and experience, the responsibility of selecting content would then be shared by the educator and the learner. The result is learner-centred, self-directed learning.

The application of the selection of content is illustrated in the module book included in Chapter 7. A textbook is prescribed and reading material is recommended. However, the prescription of learning material is in support of learners with limited access to library services. In the ideal application of PBL, learners can use **any** learning resources available to them.

3.8 IMPLEMENTATION AND EVALUATION OF THE CURRICULUM

After the development of the curriculum up to this point, the next step would be to implement the design in practice (Carl 1986:21). However, the implementation of the curriculum, lies outside the scope of this study.

The success and effectiveness of the curriculum and its effect on learners are evaluated after the implementation of the design. Since the implementation lies outside the scope of this study, an evaluation of the curriculum success cannot be done as part of this study.

3.9 SYNTHESIS: A TRAVEL AND TOURISM TEACHER TRAINING CURRICULUM

The following specific outcomes for teacher training have been formulated, based on the curriculum development procedure (See 2.6.5 and Diagram 2.11):

- Demonstrate an understanding of the dynamics of the interrelated sectors of the tourism industry.
- Demonstrate an understanding of the potential positive and negative physical/environmental, economical and social/community consequences of tourism.
- Learners will have the ability to communicate verbally and non-verbally effectively within the tourism context with the view of facilitating service excellence.
- Learners understand and are able to effectively access and use communication technology at the disposal of the tourism industry with the view of facilitating service excellence.

- Interpret and apply basic numerical functions regarding finances, times and capacity applicable to the tourism industry.
- Learners will have the competence to compile and access guidelines for the sustainable development of unique cultural and heritage features with sensitivity and respect for diversity of cultural values, norms and customs.
- Demonstrate the ability to plan an integrated tour.
- Must formulate strategies and recommend processes that illustrate an understanding of sustainable, responsible, environmentally sensitive tourism development
- Enable school learners to identify, source and access information about career and education and training opportunities on which informed tourism career choices can be based.
- Learners will have the necessary theoretical knowledge to guide school learners to develop and compile portfolios as part of the assessment requirements for the Learning Programme Travel and Tourism.

Based on the needs of industry, the needs of the learners and the situation analysis, the teaching would facilitate Problem-Based Learning and teaching delivery would be done by the use of distance education. The following two chapters describe the expected implementation of the suggested learning programme (see 3.5 and 6.2) while using PBL and Distance Education.

CHAPTER 4

PROBLEM-BASED LEARNING

4.1 INTRODUCTION

Problem-Based Learning is an educational method, which:

- Is learner-centred;
- Is learner-directed;
- Has a skills development oriented teaching method;
- Encourages and promotes problem-solving skills;
- Relies significantly on the learners' prior knowledge from different learning areas and experiences; and
- Is a successful adult teaching method since adults have prior knowledge, skills, attitudes and experience they can draw on during the learning process.

(De Graaff. & Bouhuijs, 1993:10; Schmidt & De Volder, 1984:5; De Groeij, 1997:288; Van der Vleuten *et al.* 1996:18; Dolmans *et al.* 1997:185-189)

The above-mentioned characteristics of PBL are discussed in more detail in this chapter (see 4.3).

The decision to use PBL as the teaching method is primarily based on the following:

- The interdisciplinary nature of the tourism industry, as described in 1.2.2.2, 1.4.1, Diagram 1.5, and the situational analysis in 3.2.1.1(f), 3.2.1.1 (h), highlighted the need for a teaching method that would not separate the learning content into seemingly unrelated parts, but to specifically point out and focus on the interrelatedness of the parts (See 4.6.2);

- Teaching methodology should be in line with the character and principles of Outcomes-Based Education. PBL also meets these requirements as is explained in 4.3 and 4.6.1; and
- PBL has unique advantages that greatly enhance the achievement of the OBE critical outcomes, merely by the nature of PBL itself. (See 4.3, 4.4 and 4.6.1).

The suggested methodology to be used in the curriculum developed as part of this study, is Problem-Based Learning (PBL). PBL was originally applied in health education and only in contact education situations. In more recent years however, due to the availability of improved communication technology, it has also been used as a delivery strategy in distance learning situations (see 4.10).

The advantages linked to PBL as a teaching method (see 4.4), and its compatibility with the OBE strategy, may hold many benefits to learners doing a learning programme in Travel and Tourism (see 4.6.1). Due to the fact that this study develops a learning programme for teachers in Travel and Tourism, in other words for adult learners, and the fact that this programme would have to be a distance learning programme, PBL will not be applicable to this situation in its original format. PBL will have to be adapted for distance learning to be specifically applied in South Africa, a developing country.

Problem-Based Learning originated at the Medical School of McMaster University in Canada in the late 1960's. In 1974, PBL was also implemented by Limburg State University in The Netherlands as well as Maastricht University as part of health education (De Graaff & Bouhuijs, 1993:10).

PBL resulted from a need to develop skills that would enable learners, not only to memorise new knowledge, but also to be able to apply the knowledge to new situations. Furthermore, factual knowledge in the medical field, where PBL originated, rapidly increases as medical research brings to light new facts and learners are required to keep abreast of the new developments in the field.

Since the results of PBL have become known and the methodology has gained credibility, it has been implemented in a number of other learning areas. It is, for example, being used by the *Christelijke Hogeschool Noord-Nederland* for training in management of the hospitality and leisure sectors. According to De Graaff & Bouhuijs (1993:11), PBL has proven to be successful for professions with a multidisciplinary background and a non-specialised interdisciplinary practice such as Tourism.

PBL can be defined as a teaching method by which learners are confronted with problems or tasks that stimulate their learning while solving these problems or completing tasks (Boud & Feletti, 1991:21). Problems and tasks given to learners are intended to stimulate independent and self-directed learning. The problem or task is presented in the same context as it would be found in real life. These problems and tasks are descriptions of a set of phenomena or events that can be encountered in reality.

4.2 DESCRIPTION OF PROBLEM-BASED LEARNING

When PBL was introduced into medical schools in the early 70's, the three objectives essentially met by this method were:

- Acquisition of retrievable and usable knowledge;
- Self-directed learning skills; and
- Problem-solving skills.

These objectives can be met, whether PBL is applied to contact education situations or, in an adapted format, to distance education situations.

4.2.1 Problem-Based Learning in contact education

In a teaching-learning situation, learners are given a problem or task. This is intended to stimulate learning. The learners apply their prior knowledge in an attempt to

understand and analyse the given problem or task. While learners analyse the problem in small groups, they ascertain what they know and what they need to know in order to solve the problem. Once completed with their analysis they should then be in a position to identify gaps in their knowledge. These gaps are then identified as the learning goals. These learning goals guide learners through a period of self-directed learning where learners, by means of self-study, attempt to reach these goals. The PBL process is completed after learners have shared their newly gained knowledge with each other in a small group and solved the problem. Learners synthesise what has been learned during this feedback session to the group and thereby finally solve the given problem or task (Bouhuijs, 1990:175).

PBL requires learners to apply a systematic procedure to analyse the given problem or task. This procedure is called the "Seven Steps" (Dolmans, 1994:3) or the "Sevenjump" (after a Dutch nursery rhyme) (De Groeij, 1997:290):

- Step 1: Clarify text and context by reading the text, summarising the text, identify and explain key words and develop a diagram of concepts.
- Step 2: Define the problem.
- Step 3: Analyse the given problem or task.
- Step 4: Use prior knowledge to explain the problem, gain an understanding and list possible solutions. Identify relation to other situations or disciplines.
- Step 5: Determine gaps in knowledge and formulate learning goals.
- Step 6: Collect additional information which will lead to the solution of the problem or the completion of the task. Research, investigate and study literature as well as a variety of other resources.

Step 7: Relate new knowledge to the problem or task, identifying answers and solutions. Discuss the outcome of the learning during the small group session.

Although, the result of problem based teaching and learning activities is newly gained knowledge, the procedure followed results in improved problem solving skills such as analytical thinking, critical thinking, deductive reasoning and research skills.

4.2.2 Problem-Based Learning in distance education

In PBL distance education teaching-learning situation, learners can also be given a problem or task in order to stimulate learning. The learners also apply their prior knowledge in an attempt to understand and analyse the given problem or task. Learners analyse the problem individually, ascertain what s/he knows and what s/he needs to know in order to solve the problem. Once the individual learner has completed the analysis, s/he should then be in a position to identify gaps in knowledge. These gaps are then identified as the learning goals. The learning goals guide the learner through a period of self-directed learning where the learner, by means of self-study, attempt to reach these goals. The PBL process is completed after the learner has reported the newly gained knowledge to the facilitator/tutor as part of an assignment to be assessed by the learner (self-assessment) and/or the facilitator/tutor. Individual learners reflect on their own learning and synthesise what has been learned through the written report/assignment and thereby finally solve the given problem or task.

It is suggested by the researcher that PBL, when applied to distance learning situations, also requires individual learners to apply the systematic procedure to analyse the given problem or task, namely the "Seven Steps", but slightly adapted for distance learning:

- Step 1: Clarify text and context by reading the text, summarising the text, identify and find the meaning of key words and develop a diagram of concepts.
- Step 2: Define the problem.
- Step 3: Analyse the given problem or task.
- Step 4: Use prior knowledge to explain the problem, gain an understanding and list possible solutions. Identify relation to other situations or disciplines.
- Step 5: Determine gaps in knowledge and formulate learning goals.
- Step 6: Collect additional information that will lead to the solution of the problem or the completion of the task. Research, investigate and study literature as well as a variety of other resources.
- Step 7: Relate new knowledge to the problem or task, identifying answers and solutions. Reflect on learning through self-assessment and report on learning progress to facilitator/tutor through a written report/assignment.

Although PBL is here applied to a distance learning situation, the result of problem based teaching and learning activities should still be newly gained knowledge and the procedure followed in distance learning should still result in improved problem solving skills such as analytical thinking, critical thinking, deductive reasoning and research skills.

(See 4.11 for a discussion of the use of PBL in distance learning situations by the Uppsala University in Sweden, and the Open University of Hong Kong.)

4.3 PRINCIPLES OF PROBLEM-BASED LEARNING

Based on the writings of different authors, the underlying philosophy of PBL can be summarised as follows (De Graaff. & Bouhuijs, 1993:10; Schmidt & De Volder, 1984:5; De Groeij, 1997:288; Van der Vleuten *et al.* 1996:18; Dolmans *et al.* 1997:185-189):

- *Learning should be an activity – it should not be passive*

Viewed from the perspective of learning being an activity, PBL can be described as a learning, rather than a teaching technique. Learners acquire capabilities and have to apply certain skills, rather than just learning for the sake of acquiring and memorising knowledge. Learners become more involved and are responsible for their own learning. The facilitator/tutor facilitates the learning process rather than providing learning content. The emphasis of the PBL approach is on the learning *processes* of enquiry, proceeded by *asking* what needs to be known in order to *address* and *solve* a particular given problem or task.

- *Learning should be learner-centred*

The focus is not on the educator/teacher or the learning material, but on the learners, their prior knowledge, their expected outcomes and their skills supporting the learning process. Learners are confronted with problems or tasks that stimulate their learning. They are not “taught” at any time, but are assisted by a facilitator/tutor/tutor and facilitating learning materials during the learning process.

- *Learning should be self-directed*

Learners should be in control of their own learning (content, amount, depth, etc). Adult learners have specific learning objectives and outcomes in mind which they want to achieve and apply in practice. They assess their prior knowledge and experiences, gain new knowledge and skills, and reapply prior knowledge in order to

solve the given problem or task. Learning that has been acquired in this way is integrated into the learners' existing knowledge and skills.

- *Learners should be able to apply knowledge, skills and attitudes outside the classroom*

In order to solve problems and do tasks in order to acquire skills, such assignments should be reflective of specific situations which would exist in reality outside the classroom. As a result, problems and tasks so integrate disciplines and skills in order to simulate real life. PBL enables the integration of knowledge and skills from different learning areas and disciplines.

PBL is based on developing competencies which can be directly applied in a real environment outside the classroom. There should therefore be a logical relation between the facts and arguments of the problem or task, and of the outcome of solving the problem or task. It is "community oriented and community based" in that the skills acquired through PBL and the problems dealt with would not be classroom situations only, but would have real application outside the classroom. (Schmidt & De Volder, 1984:5)

These principles are applied to the teaching-learning situation by means of the following techniques and activities:

Principle	Technique/Activity	
	Contact Groups	Distance Education
Learning should be an activity – it should not be passive	<ul style="list-style-type: none"> • Learners work as part of a group • Learners identify and state problems • Learners follow procedures in order to 	<ul style="list-style-type: none"> • Learners work individually • Learners identify and state problems • Learners follow procedures in order to

	solve problems or complete tasks	solve problems or complete tasks
Learning should be learner-centred	<ul style="list-style-type: none"> • Small groups • Tutor supervised 	<ul style="list-style-type: none"> • Individuals • Facilitator/tutor/tutor assistance when requested • Study material learner-centred
Learning should be self-directed	<ul style="list-style-type: none"> • Learners apply prior knowledge • Learners identify knowledge gaps and learning goals • Tutor only facilitates learning process 	<ul style="list-style-type: none"> • Learners apply prior knowledge • Learners identify knowledge gaps and learning goals • Tutor only facilitates learning process when requested
Learners should be able to apply knowledge, skills and attitudes outside the classroom	<ul style="list-style-type: none"> • Thematic blocks • Limited time period • "Real life" problems and tasks are given • Learners can attend panel discussions from industry and from studying case studies. 	<ul style="list-style-type: none"> • Thematic blocks • Limited time period • "Real life" problems and tasks are given • Learners can attend panel discussions from industry and from studying case studies.

4.4 ADVANTAGES OF PROBLEM-BASED LEARNING

Dolmans (1994:7) and Dolmans and Schmidt (1995:535-538) list the following as the advantages of PBL:

- Increased retention of knowledge due to the activation of prior knowledge, the elaboration on newly acquired knowledge and the fact that knowledge is acquired within a realistic context;
- Use of prior knowledge in order for learners to construct possible explanations and solutions before identifying learning goals;
- Enhances general problem-solving skills such as reasoning, analysing and discussing problems and the application of prior and newly acquired knowledge to an existing problem;
- Learners are better able to integrate knowledge into situations where solutions to problems are sought i.e. application of knowledge to real situations;
- Enhances self-directed learning skills in order for learners to make their learning relevant to their individual educational needs, identifying their own strengths and weaknesses and identifying gaps in their own knowledge and skills;
- Independent search for applicable information from a variety of sources; and
- Enhances interest in subject matter due to the fact that learners are actively involved in deciding what their learning needs are and actively involved in the process of solving a problem related to real life situations.

De Groeij (1997:292) adds the following aspects to a list of PBL advantages:

- Motivation and satisfaction among learners about the educational system is high;
- Learners learn to use a variety of sources to collect information in order to solve problems and complete tasks;
- Learners acquire the skill of rapid retrieval and application of relevant information;
- Learners are required to be able to report new information in relation to existing data; and
- Group work in contact education situations improves social skills and learning productivity due to peer pressure from the group.

According to Van Luijk *et al.* (2000:168), professional behaviour by learners is also enhanced by PBL, due to the monitoring of learners during group sessions and the application of professional behavioural criteria such as punctuality, team work, feedback skills and other social behaviour where PBL is applied to contact education situations.

Another advantage of PBL as applied to South African education, is that it fits in well with OBE and that the procedures followed as part of the learning activities promotes the achievement of the critical outcomes (see 4.6.1).

4.5 DISADVANTAGES OF PROBLEM-BASED LEARNING

The following disadvantages of PBL were listed by De Groeij (1997:292):

- The application of PBL in existing academic institutions with traditional departments, disciplines and methods is complicated and problematic. The reason is that the implementation of multidisciplinary and interdisciplinary teaching and learning in these environments is difficult to organise and coordinate with the required staff support.

- Some staff members feel threatened by the role of facilitator/tutor. Educators are required to give up their authoritative role as teacher, give up control of teaching and learning activities and assume the role of a facilitator/tutor of learning. This is a role that educators are not used to, and probably have had no training in facilitation skills and little experience thereof.

Van der Vleuten *et al.* (1996:22) also points out that the role of teacher changes to that of educational provider, developer, organiser, facilitator/tutor, which asks for a variety of skills not required when traditional teaching is done. Educators are required to go through training and can only assume new roles, such as that of developer of learning material or module organiser, after gaining some PBL experience.

Hemker (1998:72-76) points out three negative aspects of PBL:

- In a Problem-Based teaching and learning situation it is difficult for learners to identify with a good teacher. Hemker feels strongly that natural learning takes place by means of identification and that some attitudes and skills can only be learned by means of personal sharing and exposure to an example. According to Hemker, a direct example of someone who excels, is a superior way of teaching. The reason for not identifying with educators during PBL is that traditional teaching does not take place, and furthermore, that learners only spend periods of up to eight weeks (two weekly sessions) with a facilitator/tutor. This is also a problem when distance learning takes place.
- PBL does not motivate staff to share knowledge with learners. Teaching the PBL way is primarily a matter of organising and guiding of group processes and learning material. There is no gratification to teachers for sharing own experiences and processes of understanding. Learners are supposed to learn by themselves and educators are supposed to only facilitate this self-directed learning.

- Knowledge acquired through PBL tends to remain unorganised. According to Hemker, learners find it difficult to distinguish between essential and accessory knowledge.

The above-mentioned disadvantages of PBL mainly regard the educational institution and staff. It does not mainly impact on learners. It is therefore clear that the advantages of PBL out-weigh the disadvantages regarding the learning of learners.

4.6 RELEVANCE OF PROBLEM-BASED LEARNING

In the South African context, the relevance of PBL as an educational method, stems from the fact that:

- Outcomes Based Education (OBE) is used as an educational approach; and
- the Learning Area in which PBL is to be applied is an interdisciplinary field of learning, namely Travel and Tourism.

4.6.1 Problem-Based Learning and Outcomes-Based Education

OBE was adopted as the preferred South African educational approach in order to upgrade and improve knowledge, skills, attitudes and values of South African learners. It requires from learners to be actively involved in their own learning and to take responsibility for their own progress. This means that learners should be able to work individually and that their learning should be self-directed.

Self-directed learning is a result of motivated, dedicated learners, but is also only possible if learners have certain skills to enable them to learn in this way and be responsible for their learning. These skills will enable learners to become life long learners and is expressed in the critical outcomes as stated in official documents. Any

educational strategy or method used in South Africa is required to enhance and promote the critical outcomes as part of the end-result of all teaching and learning in South Africa.

PBL as an educational method which directly promotes **all** the afore-mentioned critical outcomes through the processes used during teaching and learning activities as explained in 3.6.1. It is briefly summarised here:

- CO1 - Problems and tasks which should be solved through the activation of any prior knowledge, analysis of the problem, the identification of learning gaps and the resulting learning goals are given to learners.
- CO2 - Learners work with other learners in small groups in the case of contact education. The group then solves the problem through the collective inputs of all group members.
- CO3 - Learners are required to identify learning goals and to work towards achieving those goals set by themselves.
- CO4 - PBL requires that learners find solutions to problems or complete tasks by finding information that will fill gaps in their own knowledge.
- CO5 - PBL requires learners to seek new information, to share the new information with group members and to discuss and analyse problems as a group member.
- CO6 - Learners are required to use sources such as CD's and the internet in order to find applicable information that would lead to solving the problem or completing the task. Learners are also required to solve problems without showing insensitivity to the culture, race and gender of fellow group members and others, and respect for social and physical environments.

CO7 - PBL require learners to solve problems as they would be found in real life.

PBL will lead to achievement of the critical outcomes as educational goals. On the other hand critical outcomes will be the result of the learning process as the integral part of PBL.

4.6.2 Problem-Based Learning and Travel and Tourism

It was pointed out in Chapter 1 and 3 9 (1.2.2.2, 1.4.1, Diagram 1.5, 3.2.1.1(f), 3.2.1.1 (h)) that the tourism industry is a fragmented industry. It includes all services and products offered to tourists while they are travelling from their point of departure, staying at their destination and travelling back to their original point of departure. The industry also includes the marketing and communication that influence potential tourists to decide to buy products. It includes all the services demanded by tourists as well as services supplied by the industry to the market.

If a learner is to gain a holistic understanding of the industry, it cannot be broken up into chunks to be learnt separately or one by one. The industry consists of fragmented parts but these parts are all interrelated and result in the industry functioning effectively.

PBL is an educational method that is known to only facilitate learning that takes place within interdisciplinary and multidisciplinary industries. PBL cannot be used to teach and learn isolated subjects or disciplines. It is in essence a method that facilitates learning because it presents the world to learners as it actually is – a complex set of rules, activities, systems and problems.

This is the specific reason why PBL originated in schools teaching health professionals. All the different systems in the body cannot be seen or dealt with in isolation from the others. The interrelated nature of health as a field of study led to the development of PBL, specifically to address this problem regarding health training.

4.7 IMPLEMENTATION OF TEACHING AND LEARNING ACTIVITIES

The practical implementation of PBL as part of a contact teaching-learning programme is as follows:

4.7.1 Suggested Format of Problem-Based Learning Programmes

The learning programme is divided into thematic blocks running for limited time periods (normally 6-8 weeks per block with one task per week). In contact learning situations, problems and tasks are given to small groups of learners (not more than 12 learners per group). These groups meet regularly (twice weekly) under the supervision of a tutor/facilitator. The tutor acts as a facilitator supervising group activities. The tutor does not act as a lecturer knowing all the answers of the learning content. (De Graaff & Bouhuijs, 1993:10)

The PBL process takes place over a specified, limited period of time. On average, learners spend the six to eight weeks studying and learning about a specific theme. During this period, learners are required to solve between five to seven problems or tasks. In completing each problem or task, which take approximately one week depending on the problem or task itself, the learners are required to apply specific procedures to lead them to problem solving called the Seven Steps.

Although learning is self-directed, the learning activities may be highly structured (Schmidt & De Volder. 1984:54). Apart from the above-mentioned small group sessions, learning can be assisted by lecturers for large group sessions, where certain sections or more complex aspects of the learning material can be explained. In these instances, lists of learning objectives, resources, key words, etc should be provided to the learners. Learners could also be expected to participate in panel discussions, case studies and other organised learning activities outside the traditional classroom and apart from the small group sessions.

In the case of distance learning situations, the group activities are replaced with structured self-study by learners.

4.7.2 Example of a problematic scenario

Different kinds of problems and tasks may be given to learners. These different kinds of problems and tasks will be discussed later in this chapter. An example of a task given to learners is given below.

The purpose of this task was to guide learners to distinguish between a product and a service industry and to describe the tourism industry as a service industry. (An explanation of the approach to solving a problematic scenario such as this one is discussed in 4.7.3.)

Eric found a job – at last. He was employed as a barman at the new casino complex that recently opened not far from where he lives. This job is different to his previous positions. He worked in the stores of a large supermarket for a few years and after that he was employed by a construction company where he worked on different building sites. This new job brings him into constant contact with customers. He was well trained by the casino, but he only realised how demanding this industry was when he actually started working. The training manager kept on referring to the service sector and to rendering services to customers. “You are not making or building or selling things, Eric. Remember, you work with people now!” At least Eric works with a tangible product, but most of his colleagues do not really make or sell anything – they assist at the gambling tables, work as security guards, give information to customers and so on. But how does all of this work? Eric always thought that people make a living by producing things for customers to buy and use. He is very pessimistic about this new job. An organisation that does not produce and sell something cannot possibly make it in the long-run. He is also not used to the manager walking around talking to the employees. Eric’s previous managers had office jobs while he only worked with his immediate supervisors. Surely this is not supposed to work this way!

4.7.3 Problem-Based Learning Procedures: The Seven Steps

The procedure followed when doing the example of a problematic scenario/task given in 4.7.2, can be described as follows:

This Seven Step cycle (7-10 days) is divided into two phases being:

- Phase one, during which prior knowledge is activated, learning gaps and goals are identified and independent learning takes place; and
- Phase two, during which the solution of problems and tasks are being reported back to the small group or facilitator/tutor and assessment takes place.

The following seven steps will be followed, under the supervision of the tutor/facilitator/tutor, in order for learners to complete this task:

Diagram 4.1: The Seven Steps

<p>PHASE ONE</p> <p>PRIOR KNOWLEDGE ACTIVATION</p>	<p>STEP 1</p> <p>Clarifying the meaning of words, terms, phrases, concepts, etc.</p> <p>When presented with the problematic scenario, the first activity should be to clarify any terms and concepts not clearly understood. Learners should use resources made available to them (such as a dictionary). Learners should be certain about the meaning and the interpretation of these terms and concepts within the context of the given scenario.</p> <p><i><u>Application to problematic scenario (see 4.7.2):</u></i> <i>Learners read passage and identify words and concepts to define and clarify, for example service sector, produce, etc.</i></p> <p>STEP 2</p> <p>Defining the problem</p> <p>The second step aims to define the problem. The learners should identify and formulate the problem(s) which exist in the scenario presented to them. In certain scenarios there may exist a series of secondary, independent problems. These should all be identified during the small group session (contact sessions) or by individual learners (distance learning).</p>
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Application to problematic scenario (see 4.7.2):

Learners identify the problem. In the case of 4.7.2 it is Eric's conflict and uncertainty regarding the service sector vs the producing/manufacturing industry.

STEP 3

Analyse the given problematic scenario

Learners should critically read the text/scenario presented to them. They should gain a clear understanding of the given scenario. Based on the learners prior knowledge, rational, analytical thinking, ideas and possible interpretations about the scenario should be formed. Thus, analysis of the problem substantially consists of discussing, questioning and comparing opinions, actual knowledge and ideas about the underlying problems in the given scenario. Learners activate prior knowledge and attempt to formulate relevant hypothesis about the solution of the problem by reasoning and analysis.

During small group sessions (contact sessions) a kind of 'brainstorming' is held during which learners verbalise ideas and knowledge about the problem presented to them through the scenario. Learners (in groups or individually) should also list

any gaps identified in their knowledge and any questions they have which remain unanswered after the analysis.

Application to problematic scenario (see 4.7.2):

The difference between the previous and the current jobs held by Eric, suggests that learners would have to compare these jobs. In the case of the current job, he works with people/customers rather than things as on the construction site.

Making and selling things are placed in conflict/contrast with assisting and helping customers. The boss walking around and talking to staff also suggests that the management of service operations are different to the management of manufacturing operations.

Learners should compare the two kinds of operations and the way it is managed.

STEP 4

Attempt to explain the problem, gain understanding and list possible solutions

The ideas, knowledge and suppositions produced by individual learners during step 3, should be scrutinised, accepted, complemented or modified by the group in order to structure a hypothesis to solve the problem(s).

The various possible explanations of the problematic scenario should systematically be analysed. This results in a summary of the underlying issues and structures of the problem scenario presented to learners. The point is now reached where the issues related to the problem and possible solutions are to be studied more extensively due to the limited knowledge and experience of the learners. Learners should establish to what degree their knowledge and ideas about the problem is applicable in order to solve the problem.

Application to problematic scenario (see 4.7.2):

Learners apply individual prior knowledge and experience. They should attempt to solve Eric's problem of uncertainty and suspicion regarding service operations.

STEP 5

Formulating learning objectives

Learners should now be in a position to formulate learning objectives. These are in response to the questions listed during the analysis phase (step 3) to gain a deeper understanding of the essence of the problem presented by the scenario. Learners should identify those learning objectives on which

	<p>they would like to focus.</p> <p>Finally, learners should establish which learning resources they will require in order to identify solutions to the problem(s).</p> <p><u>Application to problematic scenario (see 4.7.2):</u> <i>Learners would probably identify learning gaps such as:</i></p> <p><i>What are the service operations different to manufacturing operations - what is the difference?</i> <i>How does the management of the two kinds of operations differ?</i></p>
<p>The activities of the first session (the prior knowledge activation phase) usually ends after these five steps. Other structured learning activities such as large group lectures will continue during this period, where learners try to find solutions to the problems and tasks given to them during the small group session.</p> <p>STEP 6</p> <p>Learners collect additional information individually</p> <p>This step consists of individual study. The learners individually collect information with respect to the learning objectives. The sources used may be literature, audio-visual aids, resource persons (e.g. persons with experience in the learning content) can be consulted about aspects of the problem or scenarios not clarified.</p>	

PHASE TWO	STEP 7
REPORT BACK	<p>Synthesise and test the newly acquired information</p> <p>The process of PBL is completed by synthesising and testing the learners' acquired information. In group sessions learners inform each other about their individual findings. As they do this they supplement each other's knowledge, and correct each other where necessary. It is then established by the group whether they are now in a position to give more detailed explanations and solutions to the problem(s). In distance learning situations the learner should reflect on learning that took place and attempt to solve the original problem.</p> <p>During this stage, learners may decide to go back to step 4 if the new knowledge obtained proves to be insufficient to solve the problem or leads to new questions. At this point, learners may also tackle a different aspect of the problem in order to find out whether they can now analyse and explain the problem in a more effective way.</p> <p><u><i>Application to problematic scenario (see 4.7.2):</i></u> <i>Learners consult learning resources, such as proposed reading material. This material would assist them in providing information about the difference between sectors. Learners should</i></p>

	<p><i>apply the information gathered from these, and other sources, in order to remove doubt about the difference between the different kinds of operations. They should also apply the newly gained knowledge to Eric's situation in the casino.</i></p>
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The above represents a good guideline to the process of the PBL approach. However, there may be times, given the structure of a scenario, that it may or may not be necessary to follow all of the steps in their exact sequence. Furthermore, different kinds of tasks containing different problems or tasks may be more effective depending on the expected learning content to be covered.

4.7.4 Lectures

Lectures may form an important component of the teaching and learning activities. Lectures can be traditional (where the lecturer talks, and learners take notes) or it can be interactive, or problem-based (where the lecturer talks for a while, then invites learners to make comments, ask questions, ask questions to test, or to involve learners in any other relevant classroom activity). In distance learning, learners may choose to participate in periodic tutor classes or block weeks as arranged by the educational institution. A combination of these methods may be used as long as the process remains essentially learner-centred.

4.8 ROLES OF TEACHERS AND LEARNERS

4.8.1 Academic staff

“Our goal is to impart knowledge, content, and process, but the most important goal is to create enthusiasm, motivation, and interest. These intangibles will carry students further than hitting every chapter in the book” (Glasgow,1997:68).

Jochems (in De Graaff & Bouhuijs, 1993: 67) divides the role of the academic staff using PBL as a method into three categories, namely:

- Lecturing, explaining content to large groups of learners as part of a structured PBL programme or during tutorial lessons or block weeks;
- Instructing, providing learners with opportunities to practice skills, providing them with help and with feedback in order for learners to assess their progress; and
- Tutoring, helping learners to handle problems systematically, to formulate learning goals, to report back *“supporting learners in learning to learn”* .

Staff are also required to learn new ways of doing things, thinking about and reflecting on what they do. Staff development is an important prerequisite for the successful use of PBL as an educational method (De Graaff & Bouhuijs, 1993: 67). Tertiary educators are specialists in their fields and in South Africa, being an education specialist is not a requirement for teaching at tertiary level. Industrial experience and expertise are regarded as superior to teaching skills. An interdisciplinary approach is novel and may even be a threat to “subject” specialists not trained in educational studies.

The tutor has to have general domain-specific knowledge rather than subject field expertise: he must have an overview of the different disciplines present in the block and of how they relate to each other. He will not teach or lecture it, but will give examples

and stimulate interest in further learning by learners (Van Driel in De Graaff en Bouhuijs, 1993:42).

Teachers become facilitator/tutors. Education changes from being teacher-centred to being learner-centred. It thus calls for a change in how things are done, but also in the attitude of the teacher (Van Driel in De Graaff & Bouhuijs, 1993: 41). As facilitator/tutors, teachers have to have the ability to stimulate, support and maintain student participation, organise and manage student activities, and give clues and feedback to students (Jochems in De Graaff & Bouhuijs, 1993:70).

The main task of the teacher as tutor is to support the learners' learning. They guide the learners to handle problems systematically, to formulate adequate learning objectives and to report back orally in a brief and structured way. The tutor also stimulates self-study activities. Teachers that must teach process skills, may not have fully developed them themselves (Van Driel in De Graaff en Bouhuijs, 1993: 42-45).

Roberson and Kleinhans (July 2001) explained that educators should be ready to adapt to new roles regarding their role in PBL education. Tutors have more personal contact with learners and are closer to the learning process of learners, especially in contact education situations. (The reason for this is that tutors only deal with small groups.) Tutors work in close co-operation with other teachers and are not, neither are they expected to be, subject experts. Finally, tutors have much less control over the teaching and learning activities and have to engage in different leadership models and a variety of skills not necessary in the traditional classroom.

According to Roberson and Kleinhans (July 2001) tutoring rests on four dimensions:

- Competencies to manage the *learning process* (for example by not being authoritative or teacher-centred);
- Competencies to deal with *group processes* and communication skills (such as listening skills, facilitation skills, motivation, etc);
- Competencies to stimulate *self-directed learning*; and

- Ability to improve their *own learning processes* (e.g. being a generally knowledgeable person about a theme or module, but not necessarily to be a subject expert).

They also distinguish between *task* oriented responsibilities such as managing learning content and learning processes and the stimulation of learning, as well as *socially* oriented responsibilities such as mentoring individual learners and/or handling group dynamics.

4.8.2 Learners

Learners in a Problem-Based teaching-learning situation are actively involved in learning. Learners should also have or develop skills to cooperate with other learners in the small group situations (contact education). During group sessions learners are expected to communicate ideas and in so doing contribute to the analysis of the problem.

Learning is self-directed. This implies that learners should be self-disciplined and goal orientated. Each learner has unique prior knowledge and experiences and therefore they would each have their own unique learning objectives. They should also be the only ones to identify their own learning needs and objectives, and evaluate their work (Glasgow, 1997:66).

Learners should also be able to identify and access a variety of information sources individually and independently in order to complete their assigned task and solve the group's given problem.

During PBL, the most important aspect for learners is to participate in the process and thereby learn to systematically handle and solve problems and tasks.

The following diagram (Diagram 4.2) provides a summary of the roles of facilitator/tutors and learners where PBL is applied.

Diagram 4.2: Summary of roles in Problem-Based Learning

The facilitator/tutor	The learners
<ul style="list-style-type: none"> ❑ Introduces the module or theme ❑ Observes the process, including activities of group members ❑ Corrects misconceptions about jargon, principles, etc ❑ Guides the process where necessary ❑ Monitors the relevance of the group discussions ❑ Stimulates the process ❑ Counsels where necessary ❑ Helps by evaluations and gives assessment points 	<ul style="list-style-type: none"> ❑ Analyse problems and research possible solutions individually ❑ Prepare for discussions before group session ❑ Participate in group activities ❑ Make notes for reference ❑ Correct other group members ❑ Asks questions ❑ Give opinions on group activities and problem discussions ❑ Observe rules of courtesy when interacting with the tutor and other group members ❑ Reflect on and report on own learning experiences ❑ Prepare for evaluation

4.9 PROBLEMS AND TASKS

Problems and tasks are usually descriptions of some phenomena which require some kind of explanation. The task of the learner is to explain the phenomena described in the case, however, some questions remain unanswered due to the learner's lack of knowledge and skills. These unanswered questions are then identified as learning goals and this is the force behind the learner's self directed study (Dolmans, 1997:185).

At the International School of Hospitality Management, Leeuwarden, in the Netherlands, six different but commonly used kinds of problems or tasks are identified, namely:

- problem tasks;
- activity tasks;
- strategy tasks;
- application tasks;
- study tasks; and
- discussion tasks.

(ISHML: Practical Guidelines for the Tutor, 1999).

These tasks are described and discussed later in this chapter.

In order to be used in a Problem-Based teaching-learning situation, the problems or tasks should have specific characteristics.

4.9.1 Characteristics of Problem-Based Learning problems and tasks

Dolmans (1997:185) points out seven prerequisites for effective problems and tasks. These can be seen as seven criteria which should be met by tasks in order for the task to be successfully used in Problem-Based teaching and learning activities.

- The contents of a problem or task should adapt well to learners' prior knowledge. Learners should be able to relate to at least some aspects of the problem or task.

The task should activate their prior knowledge and help learners to identify learning gaps. It should then lead learners to connect prior knowledge to information that should become new knowledge. Prior knowledge helps learners to formulate some possible explanations and solutions to the problem presented to them.

- Problems or tasks should contain clues that stimulate students to elaborate. It should relate to the real world, contain aspects from different disciplines and possibly also contain reference to controversial issues or have information gaps. These gaps will stimulate learners to discuss, ask questions, give possible explanations and make judgements based on facts, arguments, logic, information and prior knowledge and experience. They should think critically about statements, assumptions, problems and potential solutions. This will further stimulate learners' interest and motivation to understand and solve the problem or complete the task.
- Problems and tasks should be presented in the context that is relevant to the learners future profession. If new knowledge is learnt in a context relevant to the where the learners are expected to use the information, the retrieval of the information is easier and more applicable.
- Encourage integration of knowledge so that the new knowledge can be effectively applied in real world situations outside the teaching and learning environment. Problems and tasks should not aim at breaking up information into separate subjects, but rather to integrate all the related fields and present it to learners as they are likely to experience it outside the classroom.
- Problems and tasks should stimulate self-directed learning by encouraging learners to identify learning goals and conduct literature searches. Learners should all get involved in solving the problem, finding the answer and completing the task independently. They should identify what they know and what they need

to know by themselves. This means that problems and tasks should not be too structured or self explanatory and learners should not be directed to the “right” answer by the tutor.

- Problems and tasks given to learners should enhance their interest in the subject matter. It should motivate learners to discuss possible solutions and facilitate learners to explore alternatives and look for answers to the given problem or task. Learners who are interested in a specific field will spend more time on self-directed study of the issues that interest him/her.
- Problems and tasks should cover the curriculum and facilitate learners to reach the intended learning outcomes.

Learners are motivated by the problem to explore their current knowledge and then develop independent learning skills to fill in the knowledge gaps. This motivation, exploration and consequent learning is hoped to result in the learner developing lifelong problem solving skills.

4.9.2 Types of problems and tasks

The following six kinds of problems and tasks are often used during PBL sessions (ISHML: Practical Guidelines for the Tutor, 1999):

- Problem Task
- Activity Task
- Strategy Task
- Application Task
- Study Task
- Discussion Task

4.9.2.1 Problem Task

The problem task consists of a neutral description of a situation. An explanation of the problematic scenario has to be found based upon existing theories. The problem links to learners' prior knowledge and will be based upon module objectives required for further learning. The problem task is interdisciplinary and therefore the learning process will lead to a number of other learning areas (e.g. a tourism problem may lead to the studying of aspects on marketing and cultural differences as well).

Example of a problem task

Title: John's Couriers
<p>Content:</p> <p>John's life is hectic. It all started when he started his own business. He runs a courier service and his clients are mostly in the Tourism industry. He picks up and delivers anything from airline tickets to passengers and drops them off from the airport to the Tourism ministry and everyone in between. According to him you need a lot of expertise to market and sell a courier service in this industry. He reckons you must know who to talk to and that every client has a different way of doing things! Can it really be so difficult?</p> <p>He is always going on about the fast growing tourism industry – what are people talking about? I read in the newspapers that it employs large numbers of people. I wonder whether I'll be able to get employment in tourism somewhere. Where will I work if I get a job in the tourism industry? I would also like to have my own business, but what do you sell if you are part of this "fast growing industry"? It does not really make sense – can you actually make a living out of tourism?</p>
<p>Objective: Analyse the organisational structure of commercial and non-profit tourism enterprises.</p>
<p>Related content: The structure and organisation of tourism services and tourism organisations - state applicable outcomes.</p>
<p>Suggested Resources: To be supplied to learners</p>

4.9.2.2 Activity Task

This type of task will be an instruction to learners to carry out a specific activity, e.g. a visit to a specific place of interest, to write an article, etc. Applicable literature will have to be studied by learners in order for them to effectively carry out the instructed activity. Learners are expected to report the learning outcomes/results of the activity by means of a written report.

Example of an activity task

Title: An evening at the theatre
<p>Content:</p> <p>When I started this little theatre in Soshanguve I had no idea that the tourists would like it so much! At first I only invited an artist to perform once a week – Wednesdays were the big night. Artists would arrive here with guitars and drums and liven up our community until past midnight! There was always a tourist bus parked in the street by the time the show began. These visitors always wanted to buy drinks, so that was the next development. The snacks developed into traditional meals and now I sit with a theatre, a bar and a restaurant. I get regular requests to invite artists from other art forms as well as actors, magicians and so on – different tourists definitely want to experience different things! I even had an exhibition of paintings from members of the community here the other day. This is really getting a little out of hand. There are always people here to attend to and I just do not get to do it all anymore. I must try and organise all of this into something that makes sense. What do tourists actually want and how do I provide it – I cannot keep up trying to do everything!</p>
Objective: Produce a basic design for a service bundle.
Related content: Services design process – State applicable outcomes.
Suggested Resources: To be supplied to learners

4.9.2.3 Strategy task

Strategy tasks should contain a sentence such as ‘What would you do ...?’. The emphasis is on the formulation of steps, a procedure or the process to be followed in order to solve a certain problem.

Example of a strategy task

Title: What a holiday
<p>Content:</p> <p>I have my rights. I am free to choose what I want to do. If something gives me pleasure, its mine for the taking! It is holiday time and anyway, nobody around here knows me!. Chill out a little! Start the evening with a few drinks. Definitely a few joints. Relax. Then a girl... or two. That young one the other day was quite something. It was a bit weird at first – she’s a kid, man! Hey, but experienced! That’s her business and she knows what she is doing! These other guys don’t know what they are missing! Forever talking about protecting their children and keeping them off the streets. “That’s not the way our people do things around here”, they say. Sounds like grandpa! School, church on Sunday... what a life! But <i>what will I do</i> if I find my daughter in a place like this...</p>
<p>Objective: Explain the relationship between freedom, culture, values and norms and the pursuit of leisure.</p>
<p>Related content: Culture, values and norms – State applicable outcomes.</p>
<p>Suggested Resources: To be supplied to learners</p>

4.9.2.4 Application task

An Application task is only given if there is the assumption that the learner already has the necessary knowledge and that the learner will be able to apply knowledge. Learners will have to report about the application of their knowledge by means of a written report.

Example of an application task

Title: The right person for the job
<p>Content:</p> <p>My sister owns a restaurant in Rosslyn. For some reason she has been struggling this past year to keep her employees. She has two managers working for her at the restaurant – one takes care of the front of house activities and the other of the back of house activities. Her one manager has just resigned again. It will be the third time this year she fills that position. The previous time she got hold of an old school friend who needed a job. But she has now decided to approach the problem of employing someone differently this time. This time she wants to draw up a job description and job specification to use when looking for a replacement for the front of house manager! Now she wants to know what to do next... from me! “Don’t you know something about this? Please help me!” The more I tell her that she never employs people with the right kind of personality for these positions, the less she understands what I am trying to say. “If a person needs a job, they will be so grateful that they will do a great job!” she said after employing a neighbour once. She felt sorry for him because he was too shy to approach people for employment himself!</p>
<p>Objective: Apply your present knowledge about the HR Function in order to:</p> <p style="padding-left: 40px;">Explain the nature of the HRM function; and</p> <p style="padding-left: 40px;">Describe the profiles of tourism service employees.</p>
Related content: HRM Function - State applicable outcomes.
Suggested Resources: To be supplied to learners

4.9.2.5 Study task

Study tasks explicitly indicate what has to be studied, what the expected learning outcomes are and where the information can be found. The learners are given study task instructions, which include a short introduction or orientation to the module theme, the literature that has to be studied, the learning objectives and the expected format of the report back. Learners are required to do self study. Learners are still required to apply the content that has to be studied for a given scenario.

Example of a study task

Title: Head Hunting
<p>Content:</p> <p>This candidate has an interesting CV. He has just completed his studies in Tourism Management and is applying for a job... as supervisor! He has done part time work in a restaurant and a bed & breakfast. As a health conscious sportsman he is involved in a cricket development project in Soshanguve. He has travelled to other African countries and the USA as a member of the church choir. Quite an all-rounder! Sounds as if he gets along with people easily. Perhaps he has the right background and temperament to try something that he has not actually done before. Young, original inputs are always beneficial. Actually I can place him in any of these vacancies. Yes, I think I can try it. I am going to give him an opportunity to enter a tourism field that he has no experience in. But certainly not as supervisor yet. That will have to wait!</p>
<p>Objective: Study the given study material in order to analyse the organisational structure of a commercial tourism enterprise.</p>
<p>Related content: Components of the tourism enterprise and organisational structure - State applicable outcomes.</p>
<p>Suggested Resources: To be supplied to learners</p>

4.9.2.6 Discussion task

The Discussion task is not easily applied in distance learning situations. It can only be used if advanced electronic communication technology is available, or during contact sessions. A scenario (possibly linked to a study task), containing a dilemma, is described to the learners. The scenario should provoke several opinions and stimulate learners to form an opinion based on prior knowledge. It should be discussed and it should not lead to immediate agreement. Learners are expected to define the problem, list different opinions, study the different opinions and finally formulate a conclusion.

Example of a discussion task

Title: Cathy and George
Content: Cathy and George don't really get along. Cathy lives in an apartment opposite a lovely park. She mostly works and studies at home but when she has time off she goes hiking and camping. You'll often find her in the park across the street busy watching birds, feeding the ducks or catching up on her reading. George wants to live close to school, close to work and close to the beach. He says he doesn't want to waste any time trying to get his family out of the house for some quality time outdoors. What for I don't know. His house has a pool, lovely garden and an entertainment area. He spent a lot of money on a big screen tv, a dvd, a cd, a pc with www connection – technology doesn't frighten him in the least. If something is in fashion, he has to have it. I suppose he deserves it all. He manages a fancy hotel in Durban! According to Cathy, George is far too aware of status and money and that his life is organised around his free time. According to Cathy real life passes you by when you "just sit and watch television or make small talk to foreigners all the time".
Objective: Analyse the impact of leisure on contemporary society.
Related content: Impact of leisure on lifestyle – State applicable outcomes.
Suggested Resources: To be supplied to learners

The above represents a guideline to the process of the PBL method. However, there may be times given the structure of a scenario, that it may or may not be necessary to follow all of the steps in their exact sequence. Furthermore, not all the scenarios are problem scenarios. Different scenarios containing different problems or tasks may be more effective depending on the expected learning content to be covered.

4.10 ASSESSMENT AND EVALUATION

In any educational approach or methodology, evaluation plays an important role in shaping learners' attitudes toward studying. Tests and examinations and the need to pass them, drives learners to achieve success in terms of acquiring enough marks or credits to complete their qualifications. In traditional teacher-centred educational situations, setting tests or examination papers used to be a simple procedure. Teachers would compile a list of questions of which the majority would probably focus on learning content. The demonstrated outcome would be that the learners have memorised enough content to be able to obtain a pass mark in a test or examination. This kind of evaluation would defeat the PBL objectives by motivating learners to place less importance on the process of learning and once again focus on learning content.

From an OBE point of view, assessment is defined as a strategy that would lead to evaluation. Through assessment, data is gathered about the learners' knowledge, behaviour, performance, values and attitudes. The data gained from assessment is the measurement used to evaluate learners' progress (Van der Horst & McDonald, 2001:181). Assessment should thus focus on newly acquired knowledge, skills and attitudes. The knowledge, skills and attitudes should be demonstrated as the result of the intended outcomes of the learning process.

Van der Vleuten (1990:27) points out that assessment should be in line with the principles of the educational methodology and reviews assessment of learners in terms of the PBL principles.

4.10.1 Assessment based on Problem-Based Learning principles

The following principles of PBL were discussed earlier in this chapter:

- *Learning should be an activity – it should not be passive*

Learners acquire capabilities and have to apply certain skills, rather than just learning for the sake of acquiring and memorising knowledge. The expected outcomes of the learning process are defined prior to any learning activities taking place. Assessment objectives should be based on these expected learning outcomes. Since learners are actively learning over a period of time, Glasgow (1997:146) points out that not just the end of a project should be evaluated, but that assessment of intermediate outcomes, the smaller steps within the learning process, should also be considered.

This is in line with OBE continuous assessment, which, in turn, should enrich the learning process through the feedback given to learners throughout the process. Learners will be actively involved in adjusting and managing their learning processes in order to reach the learning goals and demonstrate the intended learning outcomes.

- *Learning should be learner-centred*

The focus is not on the educator/teacher, but on the learners, their prior knowledge, their expected outcomes and their skills supporting the learning process. This should also be the approach when deciding on assessment criteria. Assessment is based on the learner's demonstration of knowledge, skills and values and not on the personal preferences of teachers who compile lists of questions and examination papers learners have to pass or fail.

- *Learning should be self-directed*

Learners should be in control of their own learning (content, amount, depth, etc). An evaluation system prescribing learners what to do would be incompatible with this principle. Learners are expected to formulate their own learning goals after assessing their own prior knowledge and experience. In PBL, this means that individual expectations of the outcomes of the learning process should be considered and that assessment criteria should enable the evaluation of the learners' learning goals. Assessment and evaluation will also give individual learners the opportunity to reflect on their own learning behaviour throughout the whole process.

- *Learners should be able to apply knowledge, skills and attitudes outside the classroom*

The evaluation should be based on the learner's ability to merge theory and practice and to apply the knowledge gained through the PBL learning process. Learners should be able to solve problems systematically. Furthermore, learners should be able to look at problems holistically, as a set of interdisciplinary phenomena.

The rationale of the assessment system should be in accordance with the educational principles. If not, the result would be that the objectives intended to be reached by applying these principles, can never be reached.

4.10.2 Assessment Procedures

According to Glasgow's (1997:149) categorising, PBL assessment rests on three assessment strategies, namely the assessment of:

- content
- process
- outcome.

4.10.2.1 Content

When content is assessed and evaluated, the objective is to measure the learner's progress regarding knowledge, concepts and information. These are the things stored in the learner's memory and can be brought forth by recognition, recall or association (Glasgow, 1997:149). Content can be tested by expecting a learner to compare, analyse, identify, categorise, etc. This is mainly done through written tests or examinations and may contain multiple-choice questions, true-false questions, short descriptions, etc. Content tests are normally set by the teacher and is teacher-centred. Furthermore, it is based on specific content related to a learning area.

Although assessment using this format is not the ideal, it should only be seen as an assessment strategy, and should be used as only one assessment tool in conjunction with others as part of an holistic evaluation.

4.10.2.2 Process

One of the advantages of PBL which differentiates this method from other methods, is the problem-solving skills acquired by learners when using the PBL method. It therefore follows that learners will also be assessed and evaluated on the basis of skills regarding the systematic solving of problems such as analysing, search for applicable information and the evaluation of information.

Process can be tested by expecting a learner to reason, inquire, formulate problems, analyse or decide between options. This is mainly done through tutor observation during the group sessions when learners analyse, identify learning gaps, give feedback and decide on solutions to the problems or tasks. It can also be done by reflection and written feedback by the learner based on the learning activities and experiences. Apart from tutor observation, self assessment and peer assessment may also be used to assess learners' problem solving skills and abilities.

Process assessment and evaluation is a typical PBL evaluation activity. It can be applied in any multi-disciplinary teaching and learning situation, and is not mainly teacher-centred, but also includes learners' self-assessment and feedback from peers (where applicable).

4.10.2.3 Outcomes

For each module or theme in a PBL curriculum, specific outcomes would have been formulated. For each of these outcomes specific assessment criteria are identified in order to measure learners' progress and the success with which these expected outcomes have been mastered.

Furthermore, learners identify learning goals for themselves when starting a new problem or task. These learning goals are the objectives set by learners themselves and, if met, learners are able to solve the given problem or complete the task given to them.

The learners thus have to demonstrate that they have mastered the intended outcome. The assessment criteria are given to learners in advance so that they know what to aim for and how to demonstrate that they have mastered an outcome. These assessment criteria should also be used by learners themselves when doing self assessment to measure their own progress.

4.11 THE USE OF PROBLEM-BASED LEARNING IN DISTANCE EDUCATION

Due to the advantages of PBL, especially with regard to the development of skills other than just vocational skills, there have been efforts to modify PBL as a method to be applied in distance learning as well. (See 4.2.2 for suggested application of PBL in distance education in South Africa.)

Since PBL is not conventionally used as a distance education teaching method, it has to be adapted for distance education. The following are descriptions of PBL as applied as part of a distance learning programme at the Uppsala University in Sweden and at the Open University of Hong Kong. These two case studies are included here as examples of how PBL has been applied in distance education elsewhere.

4.11.1 Uppsala University, Sweden

(The full description of the application of PBL at Uppsala University was taken from: Adelsköld, Aleklett, Axelsson & Blomgren, 1999:129-143).

Uppsala University applied PBL as part of a distance learning programme on Swedish energy issues via a computer network. The focus of this programme was not cognitive research, but rather on generic development of learners.

4.11.1.1 Motivation for using Problem-Based Learning

Sweden is a sparsely populated country with 20 individuals per square kilometre. A large part of the population lives too far from main education institutions and are not able to commute in order to attend face-to-face learning programmes.

The Swedish energy consumption is politically a very sensitive issue. It is a very complex problem. It concerns matters of technology, economy, politics, environmental aspects, national security and ethics. It is contentious and interdisciplinary and therefore a good topic when improving critical thinking skills and problem solving skills are part of the expected outcomes of a learning programme.

Uppsala University also applied PBL in an attempt to alleviate the 50% drop-out rate at the university. The two PBL principles they hoped would improve the learners' success rate was:

- To apply PBL in order to reduce the individual learners' isolation. The group's interaction was hoped to support of learners';
- To apply PBL so that the learners are assessed continuously and that they will therefore be less tempted to drop out of the learning programme because every bit that was already assessed was actually already passed.

4.11.1.2 Structure of the learning programme

- **Problems and tasks**

The learning programme consists of five problems/tasks. The learning content has to be covered in order to solve the five given problems/tasks. The five problems/tasks were given in the form of five pictures. No lengthy verbal explanations of problem scenarios were given. The five problems/tasks were made available to learners using the web.

- **Communication**

Most of the communication between learners and educators took place using a computer communication application called FirstClass, a bulletin board system to be used by learners and educators with access to the programme. Apart from ordinary e-mail, it is also capable of handling group mail and group discussions.

- **Face-to-face components of the programme**

Learners and educators met three times during the course of the learning programme.

- There was a initial, introductory meeting where learners were oriented to the learning content, the PBL method and a social component for learners and educators to be introduced to one another.

- An intermediate meeting was held. It took the form of a two day workshop.
 - There was also a final meeting towards the end of the learning programme where the learning programme was evaluated, lectures and discussions took place on the future of the energy problem in Sweden and guest speakers were invited.
- **Literature**

The general PBL method implies is that learners should not be given specific literature covering the learning content. Learners should rather search for information until applicable information is found in order to solve the given problems. However, distance learning implies that learners are removed from educational institutions and the well stocked academic libraries on campuses.

Uppsala therefore issued a literature package to each learner containing books and information booklets. A single book did not cover all the aspects that needed to be studied and the fact that more sources were made available to learners, meant that learners could read about the different approaches and opinions regarding the energy issues.

The use of the campus library was replaced by the internet. Learners could search for information on the web. This turned out to be a unexpected benefit of the learning programme due to the fact that the learners' internet research skills improved.

- **Role of educators**

The role of educators as facilitator/tutors was to assist learners to find the relevant information, to suggest better approaches to problems when learners seemed to be going in the wrong direction and to generally support and motivate the learners.

Although no time was spent on any teaching apart from the introductory lectures at the first face-to-face meeting with learners, the time spent by educators were about the same as the amount of time that would have been spent if the programme had offered in a face-to-face teaching and learning situation.

Educators fulfilled the role of group supervisor and facilitator/tutor. The educators knowledge and skills regarding group dynamics turned out to be important, even though this learning programme was a distance programme via the internet.

An aspect that turned out to be important to learners was the rapid response of educators/facilitator/tutors to learners requests, problems, enquiries, messages and so on. Rapid responses by facilitator/tutors kept learners' motivation high.

- **Teaching and learning techniques**

The Seven Step (or Seven Jump), as developed at Maastricht University for face-to-face teaching and learning situations, was adopted and applied to the distance learning programme.

- **Assessment and evaluation**

The main assessment instruments were written inquiries, oral interviews and the written submissions to the group via FirstClass. Learners were assessed and evaluated on an on going basis. This also contributed to motivation and learning success.

4.11.1.3 Problems

The following problems only came into play after the initial start of the learning programme. Although these problems were unexpected, it could be solved as part of the implementation of the problem.

4.11.1.4 Advantages

After completion of the programme, the majority of the learners (87%) expressed satisfaction with the PBL/distance education method.

- **Self-directed learning**

Learners pointed out three important advantages:

- Expectation that learners would apply own initiatives;
- The ability to work according to own time schedules;
- The opportunity to direct their attention to areas where they had weak knowledge before commencing with the learning programme; and
- Not feeling alone although learners studied physically removed from one another and the educators by distance.

- **Social interaction**

Another important positive result turned out to be the supportive social interaction between learners. On the one hand this included sharing ideas on problem solutions, hypotheses, where to find information, etc. It also included contacting each other regularly, getting to know each other and becoming friends. Real personal closeness developed among some of the learners.

- **Life skills**

Other skills of learners also improved while participating in this learning programme, such as familiarity with computers and the internet, compiling written reports as feedback and critical thinking.

- **Correlating discussion times**

Although the Seven Step procedure worked well when learners attended the first introductory meeting, it turned out to be difficult when learners applied this technique using the computer. It turned out to be very time-consuming and attempts to correlate learners' times to do discussions via the computer was not effective. Learners worked at an uneven tempo and this caused frustration where some learners had to wait for the contributions of others before they could carry on with their own learning schedule.

This problem was solved by asking learners to individually analyse the problem (no analysis as part of the group). Learners then only submitted (to the whole group via the computer) contributions regarding the *facts*, the *hypotheses* and the individual learning *goals*.

- **Problem analysis in groups**

The dynamic process of analysing the given problems in groups thus did not materialise. Even the use of computers and the internet proved to be unsuccessful in applying this specific PBL principle.

- **Formulation of learning goals**

Specific learning goals were formulated by educators for each of the five problems given to learners to solve. However, learners felt that these predetermined learning goals would influence their own approach to solving the problems too much. The predetermined learning goals formulated by staff were thus removed from the learning programme.

After completion of the problems, the learners mostly came to the same learning content as was intended by educators in the first place.

4.11.1.5 Uppsala: Conclusion

The main positive results of this distance learning application of PBL turned out to be the positive and creative way in which learners reacted to the problems given in graphic rather than verbal format and the evaluation through the individual written reports submitted by learners. Educators were satisfied that the drop-out rate dropped from an average 50% for the institution to a mere 29% for this specific learning programme.

4.11.2 Open University of Hong Kong (OUHK)

(The full description of the application of PBL at OUHK was taken from: Taplin, 2000:278-299)

A group of eight educators participated in an action learning investigation on how PBL can be adapted to suit their specific learning environment over a period of 18 months.

PBL was added on to existing courses by means of case studies. In reality this implies that true PBL was not applied at the OUHK since the existing courses remained basically unchanged. The disciplines in which the PBL trials were run were:

Business Management, Accounting, English, Chinese, Marketing, Mathematics and Nursing and Health.

At the end of the project, the eight educators were interviewed to get their opinions on matter regarding the following:

- PBL definitions and principles
- Role of learners
- Role of lecturers
- The use of PBL in tutorials
- Assessment

4.11.2.1 Structure of the learning programme

- **Problems and tasks**

The application of PBL consisted of a case study that was neither part of the assignments nor the learning material, even though it was relevant to the course

content. Two of the eight participating educators in this study did use case studies as the basis for assignments by learners.

These problems were not given to learners before they were exposed to the learning material. The participants in this project was of the opinion that distance education learners have to be given more introductory information before encountering problems. Introducing problems before covering the learning material implied that *“there would have to be substantial changes to their existing course material”*. The PBL component was added on to the existing, conventional teaching and learning activities.

It is not clear from the research article whether the participants could not or were not prepared to change the existing material to suite PBL methods. PBL principles (such as the application of prior knowledge) and techniques (such as the Seven Jump) cannot be applied if the problem is given to learners after the introduction to learning content. No real educational innovation took place.

- **Communication**

Communication took place using printed learning material which was occasionally delivered electronically.

- **Face-to-face components of the programme**

Face-to-face components between tutors and learners consisted of four to five tutorials per semester. These tutorials took the form of lectures. Between tutorials, tutors were expected to be available telephonically should learners have any requests, enquiries and any learning difficulties. The participants generally felt that their existing distance learning system did not provide for small group learning, unless learners were willing to do small group work outside the tutorial framework of the programme.

In this case the PBL principles were also not applied and no real educational innovation took place.

- **Literature**

The distance education model at the Open University of Hong Kong is structured in such a way that learning material is printed and distributed to learners. Some delivery is done via electronic communication. Learners are usually given a complete package containing all the learning material at the beginning of the learning programmes. Changing the learning material would have required the collaboration of external course developers, designers, evaluators and management. This would have resulted in a lengthy, complex process not allowing quick changes.

Regarding literature given to learners, apart from the added on case studies, no educational innovation took place.

- **Role of educators**

At the OUHK, part time tutors are employed to conduct tutorial and assist learners with academic problems. The tutors normally lecture on the learning content at the tutorials.

The feedback given by participants suggested that contact between learners and tutors was inadequate. Furthermore it was stated that learners at the OUHK pay high fees for their learning opportunity and have specific expectations to the kind of education they want and that they are not open to experimenting with educational methods.

- **Teaching and learning techniques**

In addition to the normally used printed learning material, case studies were added on to the existing learning programmes.

The application of the Seven Jump is not mentioned in this particular research article.

It is mentioned that learners did not want to and did not have time to take initiative regarding their own learning. Adults in full time employment, with limited time to get support from tutors also in other full time employment, only communicated with tutors to get brief answers to questions regarding academic issues. Another point raised was that learners were used to being told what to do when and they (learners) *“do not necessarily like this support withdrawn”*. (Only two participants thought that learners could be educated to accept the new educational method.)

- **Assessment and evaluation**

Participants were of the opinion that self assessment and peer assessment was inappropriate in distance learning programmes and that it is impossible to know whether learners have actually reached certain expected levels of competency if they have not attended the (non-compulsory) tutorials.

4.11.2.2 Problems

When evaluating the PBL application at the OUHK, it is clear that the research carried out cannot be applied to studies of PBL. No PBL was applied during this study. PBL requires management and institutional commitment, as well as the commitment to make real changes to the learning and teaching environment.

- The process of making changes to learning materials proved too complex and time consuming to attempt.
- There was no management support for the application of PBL.
- There was no real commitment towards applying PBL principles by the tutors.

- PBL in distance learning is a relatively new approach and resistance to change played a role in the lack of commitment.
- Learners resisted group work. They expressed the need to complete the work and pass the examination in order to obtain qualifications in the shortest possible time.
- Some learners expressed the opinion that fellow learners would be helped by their inputs, possibly leading to these fellow learners to obtain better marks than themselves.
- PBL group work added to the existing programme, would have put more pressure on learners regarding time scheduling of learning activities.
- Tutors did not have facilitation skills to apply PBL effectively.
- Learners resisted participation because it was felt that PBL did not contribute directly to their examination results.

4.11.2.3 Open University Hong Kong: Conclusion

The results of this study were disappointing, mainly due to the resistance to change from both tutors and learners.

Some reasons that may have contributed to the resistance are summarised as follows:

- Incorporating PBL into learning content needs commitment from management, programme designers, material developers and whole educator teams.

- Opportunities should be created for learners to work on PBL tasks without having to interact with other learners. Interaction is not always desirable due to time constraints, physical distance between learners and even competition among learners.
- If tutors are not in full time employment of the educational institution, they may not have time to spend on PBL facilitation.
- Learners have difficulty in sourcing information to apply to PBL problems/tasks. Some relevant sources of information will have to be made available to learners.

In conclusion, it is clear that, where PBL is not educational policy, the commitment to apply PBL will probably always be absent. Even when educators are committed to apply PBL principles, it would be difficult or even impossible without institutional infrastructure, policies and support.

4.12 CONCLUSION

PBL is not only a method or a set of educational techniques. It involves a different way of looking at the process of teaching and learning. The main issue here is to move away from teacher-centred to learner-centred, self-directed learning. It also requires a change in people's attitudes about authority in the classroom, responsibility for learning and learning as an activity. Institutions and academic staff also need to adapt to the multi-disciplinary and interdisciplinary PBL approach.

The integration of disciplines in a PBL curriculum is also not an alternative way to arrange an educational programme. Due to the integrated approach to learning content, it requires cooperation where there used to be competition among staff members. It also requires staff members to be more knowledgeable about a wider

range of learning areas than just being subject specialists as in the traditional academic system.

In response to the need for more training opportunities for the training of teachers in Travel and Tourism, a curriculum development process was designed and applied. Based on the situation analysis, PBL has been identified as the most appropriate teaching method. Due to the particular needs of the learners (teachers in full time employment with economic and social responsibilities), distance education was identified as the appropriate delivery strategy for the expected learners. The following chapter would report on a study of distance education and its application to this specific study.

CHAPTER 5

DISTANCE LEARNING

Education is not only a social and moral imperative, it is also an economic necessity. Development holistically conceived in terms of cultural, social, political and economic domains calls for massive need-oriented education. In turn, it is the need-based nature of education which brings educational technology into play.

Sharma, 1998:75

5.1 INTRODUCTION

The decision to use Distance Education as the teaching delivery strategy is primarily motivated by the need to make education more accessible to adult learners (1.1, 1.2, 1.2.2.1, 1.4.4, the situation analysis in 5.2.1 (i) and the characteristics and advantages of distance learning in 3.4 and 3.5):

- Learners may be living in areas far from residential/contact education campuses;
- Adult learners in full time employment, may not be able to study full time;
- Breadwinners and learners with families and similar social responsibilities, may find it very difficult to attend classes as part of contact learning; and
- Learners may not have the financial resources to take time off to study, to travel to classes or to stay on residential campuses while studying.

Since the provision of distance education costs less than contact education, governments also find distance education a solution to the potential problem of 'educating the masses'.

Geographic isolation is blamed for the perceived shortage of well-trained educators in rural areas (Collins, 1997:234). Recruiting Travel and Tourism educators to rural areas is made difficult due to this geographic isolation. It is also difficult for educators living and working in rural areas to access further education. Distance education is seen as a solution to this for those educators who are unable to travel to campuses to further their training.

Perraton (2000:8) states that teachers receive part of their teacher training through distance education all over the world, especially when there is a demand for a sudden expansion of the number of teachers necessary in reaction to changes in the market. This is currently what is happening in South Africa with the growth of tourism awareness and the implementation of the Learning Area Travel and Tourism in secondary schools. This means that any teacher training learning programme aimed at increasing the number of trained teachers in Travel and Tourism, will have to be developed bearing in mind that it will have to be delivered via distance education modes.

Distance education developed as an answer to the above-mentioned as well as other educational problems which could not be addressed through conventional, residential or contact education. Learners' problems such as cost, distance and social responsibilities can be overcome by distance education. Distance education has become an essential element of education in South Africa. It is currently made available to approximately 240 000 number of learners through accredited South African educational institutions (e.g. UNISA, Vista and Technikon SA). In order to provide continuing education, South Africa relies on distance learning opportunities as it makes it possible to provide learning opportunities to large numbers of learners with limited resources, especially financial resources.

Prior to the 1990's, the South African Government has been trying to restore order in South African black schools. The then black schools became a political issue after the 1976 uprisings in schools. One of the reasons given was the fact that untrained or in-adequately trained teachers were being employed in black schools. Currently, this situation is repeating itself in the teaching of Travel and Tourism due to the lack of adequately trained Travel and Tourism teachers.

In the years following the uprising, the Government has attempted to upgrade teacher skills and, specifically since the 1990's, to raise the standard of education in South Africa. This has been done by restoring order in education, but mainly through educational innovations like the application of Outcomes-Based Education (OBE) in South Africa. All of this had to be done within the constraints of a budget. This led to the resolution that distance education seemed to be the obvious solution to this problem. Thus, when trying to upgrade skills and the general quality of teaching of the Learning Programme Travel and Tourism, distance education once again seems to be the answer to this problem.

Distance education today provides initial under-graduate training to prospective teachers by offering education degrees and diplomas; it provides short training courses to employed teachers on education innovations such as OBE; and it provides post-graduate training in all aspects of teaching and education.

In South Africa, with the rapid growth of the tourism industry, a need has developed to raise the awareness among South Africans of the advantages and importance of tourism. There is also a need to train individuals to become part of the tourism industry as employees and entrepreneurs.

The problem with this was that the need for training and the number of learners wanting to choose the Learning Area Travel and Tourism in secondary schools outnumbered the teachers able to teach this learning area. Teachers from other learning areas, such as Geography and History, were recruited to teach Travel and Tourism. These teachers are adult learners, not able to upgrade their skills and qualifications through conventional contact education. It is against this background that distance education is considered as a solution to the problem of reaching teachers who are responsible for, but not trained to teach the Learning Area Travel and Tourism.

5.2 THE CONCEPT: DISTANCE EDUCATION

“Any planned and regular educational provision where there is a distance between teacher (or instructor or educator) on the one hand, and student (or learner or receptive audience) on the other hand. Primarily this is a distance in place and a distance in time.”

(Harris, Year Unknown:8)

According to Rowntree (1992:29), distance learning is learning while at a distance from one's educator, usually with the help of some learning materials provided by the educator. Despite the separation of time and space, the learners are still guided by their educators.

Hugo (1999:16) states that the difference between distance learning and conventional contact learning is blurring. Many traditional residential institutions also provide distance learning opportunities to learners. The reverse is also true in that distance education institutions offer lectures and tutorials in addition to the learning materials as part of their learner support programmes.

Leal Filho (1998:9) confirms the above-mentioned statement by stating that distance education is often seen as a complement to standard educational methods apart from being used instead of traditional education methods.

5.3 GROWTH OF DISTANCE EDUCATION

Distance education has become a permanent part of education systems globally. Reasons for the growth of distance education lies with the advantages and conveniences it offers governments, educational institutions as well as individual learners.

According to Harris (Year Unknown:1) three trends dominated the development of distance education, namely:

- The move toward greater educational opportunity for every individual, and away from academic elitism. It reaches out to large groups of people who cannot otherwise be reached with conventional educational systems to where they live and wish to study;
- The move towards a highly cost-conscious provision of education, toward an ideal of the most effective education for the largest number of people at the lowest possible cost to the government and taxpayer; and
- The encouragement of constructive learning and of changing attitudes amongst the great majority of people who are not able or prepared to study in any formal sense, but who can be persuaded to continue to learn.

Personal needs of individual learners are also to be considered as reasons for the expansion of distance education, namely (Harris, Year Unknown:6):

- The learners can learn independently. They can learn at their own pace in their own time. They can plan their routines to fit in with other responsibilities and duties as adults.
- It is more convenient for adult learners because they can avoid the effort and costs linked to travelling to and from classes.
- Adult learners tend to prefer the less competitive environment and the absence of social elements associated with conventional contact education.

5.4 CHARACTERISTICS OF DISTANCE EDUCATION

The expected convenience of using distance education when training teachers in Travel and Tourism, lies in its flexibility. This will make further training for these teachers more accessible and will play an important role in persuading learners to be retrained in this field of learning. The main characteristics of distance education are the flexibility and convenience it offers all stake holders, both learners and training providers. This lies in the following characteristics as listed by Guri-Rosenbilt (1999:20-30):

- Broadening access to higher education
- Large-scale of operations
- Changing learner-faculty interaction
- High quality learning material
- Multi-media approach
- Reduced capital expenditure
- Non-campus learning

These characteristics are now discussed in some more detail:

5.4.1 Broadening access to higher education

Distance learning enables the learner to learn in an atmosphere and in circumstances which caters for the pressures of each individual learner. It provides flexibility not found in other, conventional contact teaching and learning systems. Learners are given opportunities to further their training at their own convenience and pace (Leal Filho, 1998:11).

Distance education includes groups of learners which previously would have been excluded from conventional contact teaching and learning. These include adults in full time employment or family commitments, but also disadvantaged groups due to financial resources, disabilities and sickness, or remote, rural or distant places of residence. Furthermore, it includes prospective learners seeking retraining

opportunities to keep abreast of developments in certain fields of learning, or to be retrained in a new field of learning such as Travel and Tourism. As such, it creates opportunities for continuing education.

5.4.2 Large-scale of operation

Education became “industrialised” through distance education. Distance education provides education to the masses through logistical processes which includes development, reproducing and distribution of learning materials, and the evaluation of teaching and learning on a continuous basis. The use of technology, where available, provides opportunities to duplicate and repeat the teaching activities to any number of learners. Efficiency in terms of numbers of learners and financial resources depends on the economies of scale to make the investment in resources efficient. Further, distance education institutions are seen as the information warehouses of the 21st century, designing and distributing courses by using technologically advanced processes.

Distance education seems the logical approach to the retraining of the approximately 400 teachers currently teaching the Learning Programme Travel and Tourism in South Africa. Providing distance learning opportunities to these teachers would be the only realistic way in which higher education institutions may be able to cope with this number of learners.

5.4.3 Changing learner-faculty interaction

The personal interaction of conventional contact education is replaced by communication through learning materials. The responsibility of instruction here lies with the material developed by the educators. Other ways of compensating for the absence of face to face communication is the use of communication technology such as telephones, computer networks and video conferencing where available.

Developing regions, such as rural areas in South Africa, may not have sufficient infrastructure to make the use of advanced technology possible. Basic

infrastructure, such as telephone lines and electricity, must be available and reliable for the use of such technology to be efficiently applied in teaching through distance education. However, the use of innovative learning materials specifically developed for distance learning, would still facilitate efficient learning. The curriculum directs the holistic facilitation and delivery of teaching and learning activities in order to be learner-centred. As a result, the development of distance learning materials will be part of the teaching activities implied by the curriculum.

5.4.4 High quality learning material

Emphasis is placed on the quality of the teaching and learning materials. The development of learning material receives increased attention and a large portion of the working hours of the teachers is taken up to achieve this. High quality learning materials are designed to stimulate and improve independent study. The public nature of this type of learning material opens it up to scrutiny, this sometimes leads to a built-in quality control measure.

5.4.5 Multi-media approach

The use of available communication technology supports the high quality learning materials made available to learners. Audio-visual material can, for example, be made available to learners by using media such as video's, television broadcasting and compact disks/dvd's. New technology assists in moving away from "correspondence" education which is mainly based on the use of the print media only. The aim of using communication technology is to improve service delivery and to improve the quality of teaching and learning due to relative ease of communication between learner and educator.

Although this is seen as a characteristic of modern distance education, it may not be appropriate to train teachers in Travel and Tourism. In South Africa, the use of distance education is a result of geographical isolation and inadequate financial resources. The use of an innovative teaching methodology and high quality learning

materials (mainly printed material), would have to compensate for the lack of advanced technology under these circumstances.

5.4.6 Reduced capital expenditure

Although the provision of cost effective education to an increasing number of learners was the initial driving force behind the development and growth of distance education, it is not a simple matter to compare the cost of distance education to the cost of conventional contact education.

The fixed costs of distance education institutions are lower due to the fact that large residential campuses, lecture halls and laboratories are not required.

However, the variable costs (e.g. reproduction of learning material) are high. The development of materials, the reproduction and distribution thereof is expensive. Further, the same infrastructure is used when the number of learners increases, that is, the more learners registered, the less the cost per learner becomes. In contrast to residential campuses who have to physically accommodate larger numbers of learners and as numbers increase, so do the related costs. Distance institutions are only affected by the fluctuations in variable costs.

5.4.7 Non-campus learning

This one characteristic has the largest impact on any definition of distance education and distance learning opportunities, namely the distance that separates the learner from the educator and the institution. Because of the physical distance, learners do not have much opportunity, if at all, to interact with fellow learners with reference to academic issues, learning support or any related matters. This can only be overcome if learners have regular access to modern communication technology such as internet and e-mail facilities where available, and learner-centred teaching methodology and learning materials coupled with the telephonic availability of teaching staff (lecturers/tutors) and tutorial groups in order to support distance learners.

Conclusion 5.4.7.1

Based on the study of the characteristics of distance education, this delivery strategy appears to be ideal for the delivery of the Travel and Tourism programme for teachers. It provides an immediate solution to the problem of inadequate training opportunities and inadequate numbers of trained teachers by making training more accessible. It provides adult learners, namely teachers, the opportunity to be retrained without drastically changing their social and economic lifestyles. It can address the problem of the inadequate number of Travel and Tourism teachers by using innovative teaching techniques and high quality learning materials. It also appears ideal for teachers with inadequate financial resources who cannot be trained away from home at contact education institutions.

5.5 ADVANTAGES OF DISTANCE LEARNING

Different stakeholders benefit in different ways by using distance education. These stakeholders are the government, the educational institution and the individual learner. Important advantages of distance learning to the learner can be summarised as ease of access, flexibility due to the fact that learners can learn at any time, at any place and at any pace they prefer. Educational institutions are able to respond to national economic needs, they can provide teaching to greater numbers of learners and their physical facilities are used more productively as their numbers of learners increase.

The following are discussions of the advantages of distance education as offered by different authors (Blackmore, 1998: 27-29; Guri-Rosenbilt, 1999:20-30; Rowntree, 1992: 233-250; Rumble, 2000:227; Sharma, 1998:76-78):

- Large scale delivery
- Flexibility
- Cost effectiveness
- Consistency of message
- Application of new technology

5.5.1 Large-scale delivery

At the time of research, the White Paper (1996) forecasted an estimated growth in the number of tourism employees at approximately 100 000 and a total potential training capacity (by the Higher Education and Industry Training sectors) at that time in the region of only 10 000 learners up until 2001. It is thus clear that the South African training capacity cannot nearly fulfil the tourism training needs. According to the National Business Initiative (NBI), 250 schools offered travel and tourism in 2001, involving approximately 20 000 learners.

In order to satisfy the training needs already existing in the tourism industry, training facilities on small scale would not be sufficient to supply the industry with the right number of adequately trained employees and entrepreneurs in the years to come. Distance education would enable training to include people who otherwise would have been excluded from further training and can therefore reach more learners. Considering this it appears that distance education is the answer to the urgency of the training, as well as increasing the number of learners requiring training in the short term in order to develop and manage sustainable tourism for South Africa in the long term. Distance education would thus be of great benefit to the Government in assisting training in an important growth sector of the South African economy.

Large scale delivery would also be an advantage to education providers. With Government subsidies being reduced annually, the profitable management of educational institutions has become increasingly more important over the past years. Large numbers of learners would contribute to the benefits involved in the economies of scale – the more learners, the higher the income with regard to tuition fees.

5.5.2 Flexibility

Learners benefit from the flexibility of distance education as they can continue with their learning alongside other social and economic commitments and responsibilities. Teachers in permanent employment and teachers with family

responsibilities may not find it possible to further their studies other than through distance education. Distance education respects a learner's individual circumstances, learning pace and personal learning style. Learners can engage in learning activities at any place and time available to them.

Being a part time, adult learner, is difficult and requires commitment, motivation and support. The flexibility in the self-directed learning activities associated with distance learning, improves the opportunity for individuals to participate in these learning opportunities. Distance learning opportunities make it possible for adults or non-school going youths and educationally disadvantaged groups to participate in learning activities without affecting their ability to earn their livelihood. The potentially improved economic quality of life is in many instances the exact reason why people want to engage in further learning opportunities.

Employers also benefit from this flexibility. Employees can improve knowledge and skills and therefore contribute to the growth of the employer's enterprise. This is possible without being absent from work for extended time periods.

Flexibility is a benefit of specific importance to teachers. Teachers are subject to their learners' academic calendar. Teachers furthering their own training through contact education providers would then experience periods of difficulty in times when their own academic calendar coincides with those of their learners. The flexibility of distance education would make it possible for teachers who further their own studies to organise their own personal time table to reduce clashes with busy times at work.

5.5.3 Cost effectiveness

Due to the reduced fixed costs, e.g. less provision of physical campus facilities and lower variable costs of distance education when compared to contact learning programmes, the cost per learner of programmes offered through distance education is less than contact programmes offered by traditional universities. This is an important consideration for learners who, apart from saving on tuition fees, also do

not have travel and accommodation expenses while attempting to further their studies.

From a government point of view, distance education is a good alternative as a method of providing education. These learners stay at home, which means that campus as with lecture halls and hostels do not have to be provided and maintained. Furthermore, distance learners keep on contributing to the economy by working while studying. They also pay taxes to Government on salaries earned while studying part time.

From a personal financial point of view, it may also make retraining more accessible. Tertiary education is expensive and therefore not always possible to pursue.

5.5.4 Consistency of message

The provision of education is being standardised by distance education. What is on offer to the learner from the education provider is equal and consistent for all learners. The success of distance learning depends largely on the receiver's (the learner's) reaction to the received message (learning content, material and media). The learner's responsibility to interact with learning material becomes more important.

The consistency of the distance teaching message also contributes to more effective quality control of teaching activities. The teaching is not as dependent on the specific trainer's commitment and effort.

5.5.5 Application of new technology

The application of e-mail and computer conferencing, along with electronic libraries and databases, has created a kind of e-education. This has reduced the importance of the location of the learner and the educator, as long as they have access to such technology. However, this may not be applicable to all distance learners in South Africa yet. At this stage of South Africa's development, the use of communication

technology may even exclude some learners from learning programmes due to a lack of facilities and a lack of financial resources to obtain access to these facilities. As a result, the delivery of the learning programme developed as part of this study, should not rely on the use of advanced communication technology.

Conclusion 5.5.5.1

It is clear that distance education, being more flexible and cost-effective for both the training provider as well as the learners, provides a solution to the problem of the large number of teachers who need to be retrained to teach Travel and Tourism. Through the quality control built into the consistence of the teaching and learning material, as well as the possibility to apply advanced communication technology in future, it provides training opportunities to teachers not able or willing to change their lifestyles in order to be trained in the tourism field of learning.

5.6 DISADVANTAGES OF DISTANCE LEARNING

Distance learners are perceived to be isolated from their peers and teachers. Further, they receive none of the benefits related to campus based teaching and learning (such as libraries and face-to-face interaction with peers and educators). Rumble (2000:216) suggests that not nearly enough is being done to support distance learners in order to reduce the large drop-out rate.

The following are some of the disadvantages associated with distance learning:

- Time and effort
- Interaction with peers
- Availability and use of technology
- Reduced academic focus
- Success vs failure
- Potential authoritarian system

5.6.1 Time and effort

There is no denying of the fact that distance learners, in order to be successful, need to be self-driven, highly motivated people. Their families and work always have first priority in their lives and results in them reducing the time and energy spent on studying. Learning is normally only done once all the routine activities associated with work and family are complete. This leaves learners with little time to study. The fact that continued studies may not lead to improved working content, conditions or job security, as well as the fear of additional stress, are given as reasons why more than half of the German population refuses to take part in any further education (Coffield, 1999:10). Learners who do engage in further education often complain that they experience guilt (Powell, 1999:4). Studies take up valuable personal time usually spent with family and less productive time is being spent at work while continuing with a learning programme.

The physical circumstances under which distance learners learn, may also not be conducive to learning. They may, for example, not have a proper place to study such as adequate space, privacy and even more basic aspects such as lighting. They share homes with families where each member of the family may have certain needs in terms of the day-to-day life, such as the need to spend leisure time watching television while another member of the family tries to study. A complete change of lifestyle is necessary for the learner, but possibly even for the learner's family members.

For teachers being retrained in Travel and Tourism, this may be a difficult aspect with which to deal. Being a relatively new field of learning in South Africa and the little or no exposure most teachers may have had to the tourism industry, teachers (learners) may have to put in more time and effort to learn about the tourism industry.

5.6.2 Interaction with peers

Adult learners have limited opportunities to meet with their fellow learners to share ideas and support each other in their learning. Even when opportunities exist, this increases the time and effort concerns mentioned above. Even though learners claim to value contact with fellow learners, it also puts great stress on their available time (Taplin, 2000:291). They may even prefer to study on their own, due to time constraints and work schedules.

According to a summary of research results presented by Guri-Rosenbilt (1999:87) professionals and executives prefer less contact with fellow learners than younger learners do, whereas adult learners from disadvantaged backgrounds “*badly need*” a supportive environment, and women are proven to need more interaction with others than males.

However, should a learner need interaction with peers, the only opportunity for interaction at this level is at tutorial classes (or similar face-to-face opportunities) arranged by the educational institution (Taplin, 2000:282), or at regional study groups arranged by learners themselves with the support of the educational institution.

The absence of interaction leads to learners relying heavily on the provided learning materials. They work through the content in isolation and never get to applying it to any real life situations (Rowntree, 1992:248). In effect they become passive learners, trying to memorise enough to pass an examination, unless some innovative teaching methodology is applied when learning materials are developed and learning programmes are designed. This problem is compounded by the fact that these learners may also have little or no contact with people employed in the tourism industry, or people with experience of tourism consumption.

5.6.3 Availability and use of technology

Technology, such as computer conferencing, is applied to distance learning opportunities in order to enhance opportunities for learners to interact with educators and peers. However, learners have to have access to the technology applied to distance learning and that may be problematic (Rumble, 2000:228).

Apart from the high cost involved in acquiring the prescribed hardware and software for computer aided learning opportunities, far more basic technology issues need to be considered in South Africa.

Where distance education is seen as a solution to the problem of learning opportunities regarding financial resources of learners and accessibility to previously excluded groups, any of the following could make it difficult or even impossible, for learners to participate:

- electricity provision,
- the availability of a telephone landline,
- finances to acquire computers, printers, televisions, video machines and so on.

If such a learner has access to basics such as a television and a video machine, these are normally used by the entire family in a room not suitable for studying.

A further consideration is the computer literacy of learners as they may not have the skills required to access technology offered to them as learning support. With no previous experience of using computer aided learning, learners may be intimidated by this approach and drop out of the learning programme despite the good intentions of educational institutions.

According to Perraton (2000:116) it seems that distance education institutions, although they have grown and are offering learning opportunities to large number of individuals, they have been less successful in reaching more deprived learners who

lack some of the basic pre-requisites for successful learning. Although technology may be available to the education provider and therefore made available to learners, it may not be accessible to learners due to lack of facilities and financial resources.

5.6.4 Reduced academic focus

One of the reasons for the exceptional growth in enrolment numbers for distance education programmes, is the opportunity it provides to train individuals in areas of the economy where skilled employees are needed to sustain growth. Therefore, there is a move for the content of courses to be influenced by economic needs and interests, and not the needs and interests of the learners.

Consequently, according to Rowntree (1992:243-244), content of programmes focus on vocational skills and do not always motivate learners to interact critically and analytically with learning material. This problem is alleviated by the use of Problem-Based Learning (See chapter 4) as a methodology where learners do not learn without critical and analytical interaction with learning material.

5.6.5 Success vs failure

According to Perraton (2000:12), the academic success of distance learning is still in question. Examination pass rates and completion rates are the simplest way of measuring the efficiency of distance learning. However, the same can be said about drop-out rates of learners.

Learners who do not complete their learning programmes, are regarded as academic drop-outs. Drop-outs in distance education are categorised into four groups as explained in Guri-Rosenbilt (1999:93-94):

- 'Non-starters' who enrol, but never actually start with their studies in practice;

- 'Draw backs' who begin their studies, but quickly abandon the studies after initial attempts to get going;
- 'Drop-outs' who do not get entrance to final examinations due to poor performance during the academic year leading up to examinations;
- 'Failures' who get examination entrance on the grounds of satisfactory performance during the academic year, but then fail the final examinations.

Perraton (2000:102) points out that studies have shown that:

- Learners are more successful in completing short courses in comparison to longer courses;
- Successful completion of degree courses are often not higher than a mere 10%; and
- Drop-out rates are more important than examination failure rates due to the small percentage of learners that actually make it to final examinations.

Based on Perraton's arguments, the learning programme for teacher training in the Learning Area Travel and Tourism should not be too long and/or not be degree courses (eg three years plus) and should aim at retaining learners in the system until they meet the examination entry requirements. The retraining of teachers to be able to teach Travel and Tourism in South Africa, will require teachers to complete an Advanced Certificate in Education (ACE) on NQF level 6/120 credits. This qualification can be obtained within two years of part time learning. In order to reduce drop-out rates, the teaching method, learning material and learner support should be coordinated. Problem-Based Learning (PBL) as a method, and the characteristic PBL learning material in the form of problems and tasks, is generally

perceived by learners as motivational (See chapter 4, 4.4). This may also contribute to retaining learners in the system until they meet all the assessment requirements.

5.6.6 Potential authoritarian system

Distance education is potentially an authoritarian educational system. Pre-packaged learning material is presented to learners who have little input in decisions about course content and how to approach studying the learning content (Simpson, 2000:9). This may be more problematic when computer assisted learning is used to deliver distance teaching. Learners are limited in their responses. They have to interact with computer programmes and material, which may not be flexible enough to truly facilitate self-directed learning. However, the use of Problem-Based Learning as a method would contribute to learning to be more self-directed due to learners identifying their own knowledge gaps and formulating their own learning goals (See chapter 4, 4.2). The use of PBL therefore reduces the authoritarian nature of distance education programmes.

Since there is a clear comprehension of the problems reducing learners' chances of success in distance learning, learner support activities should be geared to assist learners to counteract the specific problems. The proposed learner support strategies will be discussed later in this chapter.

(Diagram 5.1 on following page.)

Diagram 5.1: Learner support strategies

Problem	Learner support
Time and effort	Study skills support, counselling, time management, mentors, support from own social environment e.g. family.
Limited interaction with peers	Tutors, regional study groups, periodic tutorial classes, technology where possible.
Accessibility of technology	Administrative and technological support, well designed programmes and learning material.
Reduced academic focus	Well designed learning material (such as learning materials applying PBL principles), appropriate assessment strategies.

The reasons for not completing studies are not necessarily due to academic reasons at all. The adult learner's time commitment to work and family are regarded as a higher immediate priority, and therefore learning is frequently postponed or completely put off.

Conclusion 5.6.6.1

The disadvantages of distance education addressed in the preceding paragraphs, do not only apply to teachers being retrained to teach Travel and Tourism. These disadvantages are universal and may negatively impact on any distance learner, in any field of learning, at any institution. However, the success rate of distance learners are improved through committed support by the educational institution. Despite learners' success being in their personal interest, the successful completion of learning programmes and qualifications, is also in the interest of the institution.

5.7 SUPPORTING DISTANCE LEARNERS

Learners who are supported are more likely to succeed. Learners without support are more likely to delay the completion of their learning programmes or may drop out of learning completely (Rumble, 2000:221). The support given to learners by educational institutions should empower learners to be independent, successful learners. Simpson (2000:114) states that the principal aim of learner support is to produce learners who no longer need that support.

In the lives of individual learners, learning success and expected prospects resulting from academic success are extremely important. Seen from the educational institution's point of view, it is also important for learners to be successful. The institution's reputation, competitive advantage in the educational marketplace and the financial implications of student success and failure are some of the reasons for the importance of learner success to the educational institutions.

For the tourism industry it is also imperative that teachers being retrained to teach the Learning Area Travel and Tourism are successful. An adequate number of trained teachers would contribute to an improved awareness of the benefits of tourism and the importance of quality customer service. School learners will also gain from being taught by trained teachers in the tourism field of learning.

When discussing the support made available to distance learners, some questions first need to be answered in order to find out what learners' problems are and how to best support the learners in finding solutions to problems impacting on their potential learning success. Some examples of these questions are:

5.7.1 Why do the learners need support?

The answer to this question relates to the problems learners experience and the needs they develop after starting with their distance learning activities. Rowntree (1992:72-74) lists some of these problems: financial resources spent on studies,

time to study, the potential value of completing the programme, problems with the learning material as such, uncertainty about learning styles and methods and application of learning content in the workplace.

These problems are only encountered after learners have made some initial attempts at learning and finding that reality is different to their expectations. Thereafter doubt arises about the value of the studies, the expected benefits and about their own abilities and progress. Rowntree (1992:72) is of the opinion that learners often just need some assurance to keep them in the educational system.

5.7.2 Who are the learners that need support?

Individual learners have specific, individual needs and concerns. Only through some kind of interaction with individuals, will specific needs be shared with educators.

Educational institutions have complete databases with biographical and academic information of their learners. However, knowing how many learners are enrolled for programmes, the numbers of males and females, mother tongue, occupation, and other biographical information are indicative of the whole impersonal student body. One can assume that an infinite number of learner needs and problems may surface from such a heterogeneous group. Knowing the characteristics of the student body is helpful in trying to predict possible areas where learners would need support, but cannot explain the circumstances of these problems for individual learners.

Unless the histories of individual learners are known to staff supporting those learners, the individual remains invisible. Support staff can only support learners once they have come to know something about their unique problems by communicating to the individual learners themselves (Rumble, 2000:223).

5.7.3 What kind of support will satisfy the learners' needs?

Support provided to learners, ought to be driven by the needs of individual learners, and not by the perceived needs of the whole student body.

The preference of the learner should give some indication of how learner needs can be met through support from the educational institution. Whether it is a tutor to support academically or an advisory body to advise and provide counselling, would depend on the answers to the first two questions.

Firstly, institutions will have to pinpoint what problems are experienced by individual learners and then only will there be an indication of what kind of specific support can be helpful to that individual learner.

Given the kind of problems learners experience, the support given is normally academic guidance, learning support such as study skills and time management, career and personal counselling, tutorials and even financial aid or financial advice. Rumble (2000:224) refers to suggestions on this issue by Reid and by Tait. The kind of support that should be given to learners as suggested by them is as follows:

Reid (1995)	Tait (2000)
<ul style="list-style-type: none"> • Career counselling • Academic guidance • Student advocacy • Learning support • Personal counselling • Support for special needs • Specific course and programme information • Financial advice • Library service • Specific one-on-one tutorial assistance 	<ul style="list-style-type: none"> • Enquiry, admission and study advisory services • Tutoring • Guidance and counselling services • Assessment of prior learning and credit transfer • Study and examination centres • Residential schools • Library services • Individualised correspondence teaching • Record keeping, information management and administrative systems • Differentiated services for learners with special needs, e.g prisoners, etc • Materials which support the development of study skills, program planning or career development

In general, the kind of support that can be given, can be categorised into academic support (tutoring and mentoring) or non-academic (advising and counselling) (Simpson, 2000:6-7).

5.7.4 How can the support be given to learners?

Support needs to satisfy learners' needs. Whether it is done in groups, individually or through communication technology, it should be based on the individual learner's preferences.

Distance education institutions normally have departments responsible for "non-academic" learner support. This may include personal and financial advice. It can be seen as an add-on service provided by the institution, over and above the academic, programme-related support to learners. In order to provide this kind of support, institutions may employ the services of several non-academic specialists, such as psychologists, career advisors, financial advisors, administrative staff and technology experts.

Academic support regarding learning content and the learner's progress is ideally provided by academic staff responsible for developing and offering the learning programme and materials. This kind of support is integrated into the teaching and learning activities of academic staff and learners and will be provided by lecturers and tutors.

With distance learners not being on campus, the services suggested above can only be provided on a face-to-face basis when learners visit the institution in order to attend tutorial classes or specifically to seek help from staff. An alternative may be permanently manned telephone "help lines" that are able to direct learners with problems to the correct person to advise or support the learners.

Learners separated from these services by distance can approach staff in order to get support in different ways depending on their own personal circumstances and depending on the opportunities for communication and accessibility provided by the

institution. Learners may be able to telephone/fax, communicate via e-mail or participate in computer conferencing and other advanced communication technologies if available to both learner and academic institution. Learners may also be able to contact specific staff members allocated to them for academic or other support, or contact centralised learner support centres as provided by individual institutions.

Ideally, regardless of the method of communication used, the learner should be able to make contact with a real person who is then willing and able to support the learner to solve his/her problems and satisfy needs, even if it only means reassuring anxious learners.

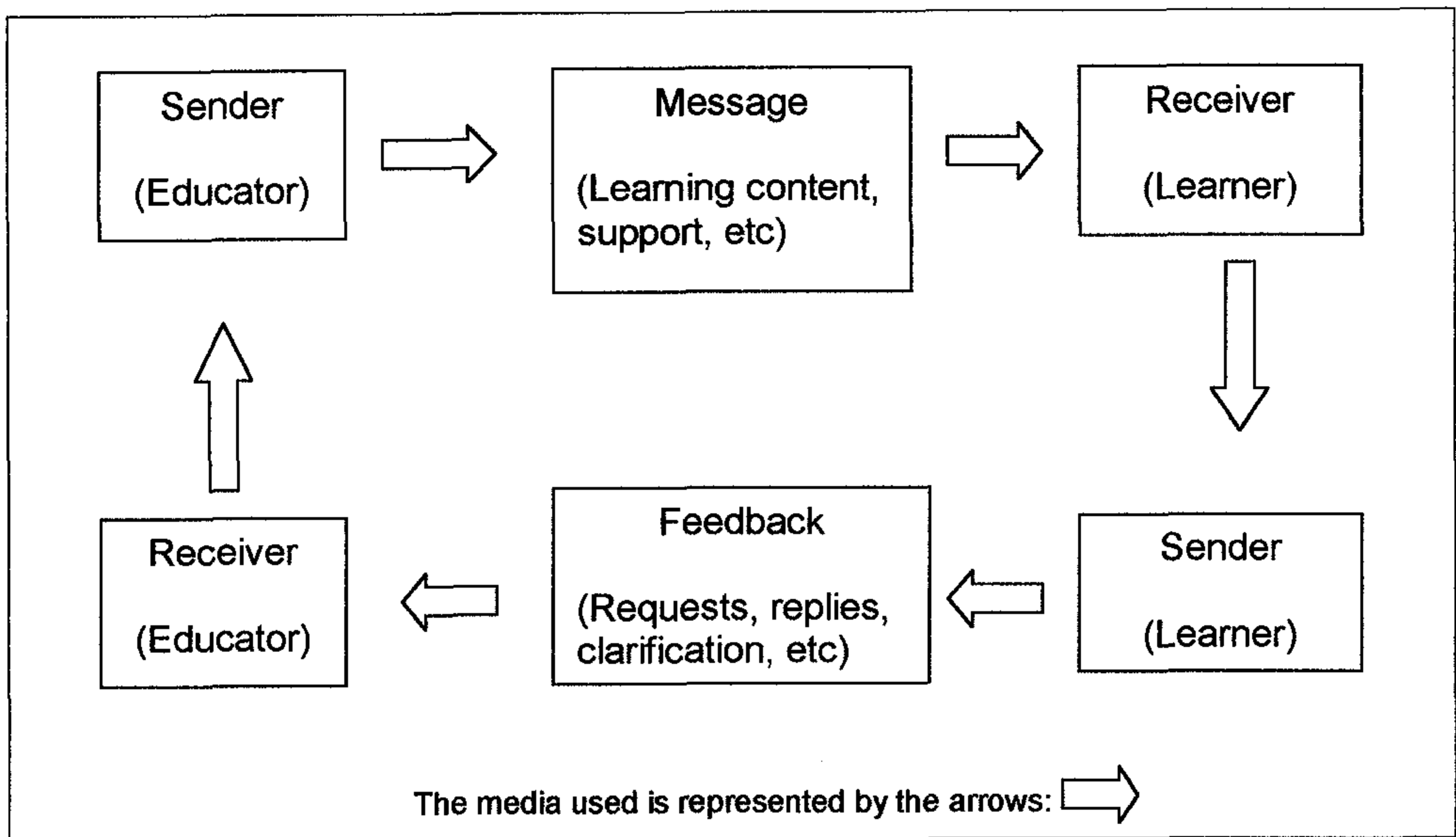
5.8 DISTANCE LEARNING TECHNOLOGY AS MEDIA

The word medium/media refers to the way in which two people communicate with each other. In face-to-face communication, the medium is speech. In situations other than face-to-face communication, other media may have to be used in conjunction with speech, for example, telephones make it possible to talk to people separated by distance. People separated by distance may even discard of speech and solely rely on written communication.

In distance education, media refers to the methods used in conjunction with verbal communication (spoken or written words) to facilitate communication between learners and teachers. Without the use of some kind of media, distance education cannot take place at all.

The place of the medium in communication can be presented graphically as follows:
(Diagram 5.2 on following page)

Diagram 5.2: Media as part of the communication process (Pawson, 1998:53)



In an effort to make distance education more accessible to learners, and also to improve the success rate of distance learning, a variety of different media tools are currently being used by distance education providers. The days of correspondence courses are soon to be history. With the development and growth of technology, and the availability of communication technology to the public market, it has given education providers a variety of media options to choose from.

Each education provider can choose from a wide variety of media, depending on the needs of learners, but also taking into account the accessibility of the particular choice of media to their specific market. Some media are easier to operate, are portable, are less expensive, are in general use and easily available or user friendly when compared to other (even better) forms of media. For example, text and audio tapes are much more accessible than interactive video because it is cheaper, it is in general use, and it is more user friendly than computer-based material.

According to Guri-Rosenbilt (1999:237), it takes a long time for new technology to become part of mass teaching and learning activities in distance learning. The chosen medium, especially technology, has to be easily accessible to learners.

Access to technology in South Africa depends on ease of use and the cost involved. Learners should be able to access user-friendly communication technology that is available to them and easy to use where they live and learn. It should also be available in terms of cost. It should be cost effective for the educational institution to reproduce and distribute or implement new technology, and it should not be too expensive for learners to purchase and use the media.

Guri-Rosenbilt (1999:237) also points out that the greater the learner's control over the applied media, the greater the effect of it would be on the teaching and learning activities. Learning from radio, television and satellite broadcasts are more difficult when compared to audio cassettes, videos and books which can be stopped and re-used at any point. The more interaction between the learning content with the aid of the medium, and the more control the learner can exercise, the easier it is to be used by the learners.

The choice of media depends on the profile of learners expected to use the media. Thus, once again, it remains important that education providers should know their learners – the whole student body, as well as the needs and problems of individual learners.

When education providers choose media, the following points should be considered (Guri-Rosenbilt, 1999:260; Collins, 1997:245):

- **Accessibility**

How feasible and how accessible are the media chosen to the individual learners? Can they acquire it, afford it and use it? Is a power supply available and by whom will equipment be maintained?

- **Delivery Media**

What are the most appropriate delivery media given the specific learners and the places and circumstances under which they use the media? If technology is used as

delivery medium, careful consideration should be given to the familiarity of the technology to learners.

- **Communication Media**

What are the most appropriate communication media tools in these specific places and circumstances? Learning content and learning materials should also be considered when choosing communication media.

- **Costs**

What are the cost for obtaining and using various media and who will bear these costs?

Another important factor is the flexibility regarding use, control and interaction with learning material presented through the different kinds of media. The amount of time a learner can spend using the learning material and the potential for interaction with the material should be considered when educators choose media. The more control the learner has when it comes to scheduling learning times and the more flexible the media are, the more time the learner is likely to spend working with the learning material.

The different kinds of media will now be discussed by applying the four above-mentioned criteria (accessibility, delivery media, communication media and cost).

5.9 DIFFERENT KINDS OF MEDIA

Distance education programmes generally combine different kinds of media to deliver distance education learning material. Printed learning materials, such as study guides and manuals and textbooks, are provided or prescribed to learners. Audio-cassettes and/or video-cassettes are provided to learners as part of the learning material package. This is further supplemented with opportunities to attend

tutorial days and other opportunities to personally interact with educators. Teacher training includes an in-service training component, which also serves as a valuable face-to-face training opportunity.

Depending on the principles of cost, delivery, communication and accessibility, more advanced communication technology can also be added to the media used. Satellites, computers, television and radio broadcasts can only add value to the learning activities, if learners have access to these and where these are affordable. If access and affordability are not met, the use of these media may keep learners out of the education system once again and contribute to the problems of time and financial resources that distance education is trying to overcome in the first place.

The following are the categories of media most frequently used in the delivery of distance education:

5.9.1 Printed media

The printed medium is the most widely used medium in education. Books, journals, reports, newspapers, pictures (e.g. figures, photos, maps), etc. are very accessible, very user friendly and therefore non-threatening to learners. Study guides and tutorial letters are widely used. In PBL, module books, facilitating learning over the number of weeks learners work through a module, are sent to learners for each particular module. (An example of a module book is included in Chapter 6, 6.3.)

The learner has direct control over printed media, it is permanently in the learner's possession while using it and therefore they can interact with the printed material as often as necessary. It is less expensive than other, more technologically advanced media.

5.9.2 Auditory media

The auditory media include radio, tapes and tape recorders and CD's and CD-players. All of these are in general use in South Africa, especially radio due to its

portable nature. It is thus very accessible to learners and, due to it being widely used, also familiar to learners and user friendly. Generally learners have easy access to telephones and mobile phones and use that to communicate with tutors and other staff of the training institution.

A disadvantage is that the learners have no control over the time of the radio transmissions and cannot repeat work unless the transmission could be recorded. CD players are more expensive to acquire than radio and tape recorders.

5.9.3 Audio-visual media

Audio-visual media includes all forms of media where image and sound are combined. Television and video recordings are the most widely used examples of this medium. Audio-visual media can add value to learning, not only through recorded lectures, but by recording guest speakers, panel discussions and site visits to provide to learners.

Television and video are mostly easily accessible to learners in South Africa. Despite the fact that it is fairly expensive to acquire a television and/or video machine, these items are not primarily being bought as educational support to a learner, but as an entertainment and leisure aid that can benefit a whole family/household. The wide range of products available to the market also ensures that these items are available at a wide price range, making it possible to acquire a basic televisions and/or video machines from the bottom end of the range that are reasonably priced.

Instructional videos made available to learners can be programmed to allow learners to control their own learning pace. Due to the flexibility of the medium, learners can also use it whenever it is most suitable to their learning programme. Although television broadcasts are not widely used as a tertiary learning aid in South Africa, it is helpful due to the present media awareness of tourism. Media coverage enhances tourism awareness among the public and provides valuable knowledge to

learners. This knowledge becomes part of the prior knowledge to be applied during PBL.

5.9.4 Satellite

Satellite delivery requires a television broadcast network in order to be made available to learners. Satellite delivery is a one way video combined with a two way audio system. The learner can see and hear the educator. Linked to this is a telephone line for learners to be able to call the educator with questions and problems as well as mobile phone used by the educator (Collins, 1997:236).

Educators do not have to have specialist knowledge of the technology used since that is provided by a television network. Learners have access to telephones and televisions and can easily use these. With the growth in number of television networks in South Africa, the use of such technology may become more feasible.

In other parts of Africa, Worldspace launched satellites that will provide direct broadcasting and has also announced that some educational channels will be made available (Perraton, 2000:147).

5.9.5 Computers

Learners potentially have more control and interaction possibilities when it comes to computers used as medium. The nature of the interaction with learning material would depend on how the learning is constructed or programmed and tend to be teacher centred – the learner has no input in the programmed material and cannot alter the programmed use and application to suit individual learning styles and preferences. Computers are very helpful to stimulate interaction between learner and the learning material, but also between the learner and the educator when both parties have access to telephone, email, teleconferencing and computer conferencing.

Computers contribute to distance education in three important areas, namely improved tutoring, distribution and teaching (Perraton, 2000:143-144):

- The use of e-mail allows easy communication between learner and educator and therefore improves tutoring opportunities. However, it is only available to relatively privileged learners (enough financial resources is available or the learner works in an environment where computers are available to employees) and it demands a higher investment in communication technology than, for instance, faxes. The use of computers and e-mail makes communication faster, but not necessarily better.
- Learning material can be delivered electronically. This results in large cost savings for education providers and time saving for learners.
- Theoretically, distance teaching is greatly improved by the use of computers where the infrastructure is available. Whole learning programmes can be offered electronically, using a variety of media and the internet. Computer links make it possible to contact any individual learner or groups of learners anywhere in the country/world.

The cost implications when using computers are high. According to Perraton (2000:150), courses available on computer will be used by the wealthy and those working in modern sectors (such as business environments). The poor, the remote, and those not working in advanced sectors will not be able to benefit from the use of computers in distance education.

Face-to-face delivery cannot be classified as technology, but it is the original medium of delivery in education. It is successful, partially due to the ease of interaction and the immediate feedback learners get during the teaching and learning activities. In contrast to technology used as medium, interpersonal interaction is known to learners, and therefore holds little threat and intimidation to them. It creates a sense of security in learners knowing that the educator is available to support them whenever learning problems arise.

While learning materials for distance learning are being created, the responsibility of the learning materials delivered through specifically chosen media, as a replacement for the educator, should be considered. Materials should be designed, developed and delivered to enhance interaction with learning material, but also with educators where-ever possible. This may be seen as a contradiction in terms when discussing distance education as a self-directed, learner centred education delivery medium.

Perraton (2000:98) states that the logistics involved in making multi-media learning packages available to learners in developed countries have been a "daunting" task, even in wealthy and densely populated countries. It may be impossible to link communication technology with the traditionally used printed material, pre-recorded cassettes and tutorial classes in developing countries struggling with unemployment, poverty, crime and HIV-Aids, over and above trying to improve education in these countries.

Apart from logistics, cost is also a factor to consider. The following table summarises European expenses on media used in distance education (Perraton, 2000:149):

Diagram 5.3: Comparative costs of some communication technologies

Medium	Cost in US\$ in 1998	Ratio to print cost
Print	825	1
Television	148 500 to 206 250	x 180 to 250
Audio	28 050	x 34
Video	29 700 to 138 600	x 36 to 170
CD-Rom	33 000	x 40

The most cost effective media thus remains printed materials and audio cassettes. Where the more expensive media are used, the proportion of learning packages allocated to the more expensive media, is normally much smaller than the proportion of printed material.

Every medium of delivery has its own advantages and disadvantages. Some of these are specific to the South African situation. Although all of the mentioned

media can be applied successfully, Collins (1997:245) is of the opinion that a combination of media may be the safest. Furthermore, educators should be flexible and work with what is available to their learners. When choosing media, the principles of accessibility, delivery, communication and cost, as mentioned earlier, should be applied in order to choose the most appropriate media for specific educational situations.

Conclusion 5.9.5.1

Despite the short /medium term lack of facilities and financial resources that may prevent learners from being able to use communication technology when doing a Travel and Tourism teacher training programme, it must be acknowledged that, specifically when doing this programme, the use of technology would be extremely beneficial. Many teachers are not able to experience tourism as a consumer, neither as a provider of tourism services. Therefore, the use of advanced communication technology such as the internet, would make it possible for them to be exposed to a greater variety of tourism information that is possible when primarily using printed and audio media. While the use of advanced media may not be accessible to the majority of learners, the provision and use there-of should be part of the strategic implementation of the programme for long-term sustainability (eg problem-based learning group sessions using internet bulletin board facilities such as described in Chapter 4, 4.11.1.2).

5.10 ENSURING QUALITY IN DISTANCE LEARNING

Due to the fact that contact education was the educational norm for centuries, as well as the legacy of "correspondence" education as being below acceptable standard, the improved quality of distance education has become increasingly important in order to avoid a reputation as a cheap, inferior educational alternative available to disadvantaged learners (Perraton, 2000:13).

Whether new programmes are being developed or when existing courses are being reviewed, Leal Filho (1998:11) proposes that the following quality assurance criteria be applied to the provision of distance education for environmental education:

- Staff provision to deliver courses
- Support materials and resources
- Involving a wide audience
- Building connections
- Variety of approaches
- Relevant focus

When applied to a proposed South African tourism teacher training programme , the above mentioned criteria have the following practical implications:

5.10.1 Staff provision to deliver courses

In the Travel and Tourism environment, which is a relatively new academic field, this is a problem. The purpose of this study is to address this problem. Currently there is not enough educators available with sufficient capabilities regarding both Tourism and Education to be involved in the development and offering of programmes.

5.10.2 Support materials and resources

Learning materials are a point of concern. Learners living far from urban centres and university campuses, will find it difficult to access books and journals available at urban book dealers and large university libraries. Tourism related books are mostly imported and are consequently more expensive to acquire in South Africa.

Further, in the South African context, institutions cannot assume that learners have access to the internet. The availability of computers in South Africa is limited to a mere 2.5 million South Africans. An estimated 1.8 million personal computers have access to the internet, while only approximately 700 000 personal computers belong

to individuals (Figures made available by Microsoft South Africa – SMME Marketing Division).

Learning materials for a Travel and Tourism distance education programme will have to be developed and distributed. These materials may include books, articles from journals and learning materials specifically developed by academic staff in order to reach specific learning outcomes relevant to learners in this field.

5.10.3 Involving a wide audience

Distance learning opportunities in Travel and Tourism should be made available to a substantial number of educators, if the programme is to be successful. Apart from the effect learner numbers has on decreasing variable costs related to the development and offering of programmes, the tourism industry is in need of educators as was shown in Chapter 1.

Although South African educators with experience in Geography or History may have an advantage due to the overlap between these fields of learning with Travel and Tourism, acceptance into a Travel and Tourism programme cannot be limited to educators from those fields alone. The multi-disciplinary nature of Travel and Tourism means that there are overlaps with many other fields of learning e.g. Languages and Communication, Accounting, Business Management, Information and Communication Technology.

5.10.4 Building connections

Learner support, among other things as discussed earlier, entails the opportunities to communicate with tutors and fellow learners. Further, where PBL is implemented, learners are often expected to interview role players in industry or visit sites operating in the tourism industry such as airports, hotels and so on. PBL, along with basic distance education principles, enables learners to build useful connections to be used as resources later when they have qualified as educators in the Learning Area Travel and Tourism.

Building such connections with colleagues and other role players in industry may prove to be difficult in areas where there are no tourism related activities. In vast rural areas of South Africa, the supply of tourism services are in the hands of entrepreneurs with little or no training in tourism.

5.10.5 Variety of approaches

Conventional modules would not be adequate to demonstrate the interrelatedness of the different tourism sectors. A more innovative approach, which is more thematic and less discipline oriented, that expects of learners to learn through a variety of practical activities, would be beneficial when the aim is to expose learners to the wide range of aspects related to the tourism industry.

5.10.6 Relevant focus

Due to the complexity of the tourism industry itself and the fact that tourism is seen as a potential growth area in the South African economy, it is important that programmes in Travel and Tourism focus on themes and ideas that would enhance the growth of tourism in the medium to long term. Some examples of these issues are safety of tourists, customer service, community involvement, eco-tourism and heritage tourism.

Collins (1997:244) stresses that a distance education model should be dynamic. In order to be as effective as possible, it should change with the advancement of technology, as well as with changing needs of learners. Both the content of the learning programme as well as the media used to deliver the learning programme should be evaluated on a regular basis. During this process the abovementioned principles and problems should continuously be considered to ensure the provision of quality learning programmes to learners.

5.11 CONCLUSION

Distance education originated and grew to satisfy the needs of many potential learners who, for various different reasons, were unable to become part of the conventional education system. Distance education was a solution to their problem of being excluded from learning opportunities. Further, it was also a solution to Governments' problem to educate individuals and to empower them to contribute to economic growth because essential Learning Programmes can be facilitated through Distance Education.

Sadly, as communication technology grows and as it continues to present even more learning opportunities, it excludes the group of learners who are not able to access the technologically advanced learning opportunities.

“Educating the masses” is perceived to be an inferior quick fix to education problems. Applying advanced communication technology to show commitment to quality is also not acceptable when it excludes large numbers of learners.

In developing countries such as South Africa, educationists sometimes have to live with decisions made in the best interests of learners, but these decisions may also be interpreted to be a kind of ethical trade off between quality education and the practical reality with which learners have to cope.

Due to the shortage of trained educators in the tourism industry, and the urgency to correct this situation, distance education promises to deliver results due to the fact that training will be made available to learners everywhere in South Africa.

This chapter showed how Distance Education can be applied to enhance learning opportunities. Chapter 6 contains a complete Travel and Tourism for Teacher Training curriculum as developed and proposed by this study. It also contains a PBL module book as an example of how the proposed curriculum, the PBL method and Distance Education can be combined.

CHAPTER 6

CURRICULUM AND MODULE BOOK

6.1 INTRODUCTION

The purpose of this study was to address the problem of the limited training opportunities that exist for teachers in Travel and Tourism. The solution this study proposes was to develop a curriculum to be used for teacher training in Travel and Tourism. This chapter contains the proposed curriculum (6.2). It conforms to the criteria of SAQA in terms of the presentation of the curriculum in unit standard format.

The curriculum is a complete programme with a specific purpose, specific outcomes and contents of learning activities reflecting the social, economic and educational context within which the curriculum is expected to be used (as concluded in 2.2.2.1).

The proposed curriculum is characterised by the following characteristics:

- The curriculum allows for learner-participation and focuses on the satisfaction of learner needs. It was developed to fit into the Process Approach as described in 2.5.1.
- In line with the OBE strategy, the curriculum is learner-centred. Since the learners (current teachers) are adults, they would be capable of contributing toward their own learning by deciding, what, how and when to learn (see 2.5.2).

An example of how the curriculum would be applied in the Problem-Based distance teaching and learning situation, is included. The PBL module book (6.3) serves as an example of how PBL could be applied in the context of this particular curriculum. The module book serves the purpose of the study guides and study manuals used in conventional distance education situations.

The curriculum was developed to be relevant and interdisciplinary in the approach to the teaching of Travel and Tourism. This is also applied in the module book. Both the curriculum and the module book have relevance as a departure point. Learning activities are similar to what learners can expect to experience in the industry outside the classroom (see 2.6.1). In order to achieve relevance, the interdisciplinary approach is applied in the curriculum and in the module book. Learning activities provide opportunities to integrate the different fields of learning in a self-directed and learner-centred environment (see 2.6.2-2.6.4).

6.2 UNIT STANDARDS

UNIT STANDARD 6.1: THE TOURISM INDUSTRY

LOGO

SAQA Field and Sub-field:	05 – Education, Training and Development
Credits:	12
NQF level:	6

Purpose of this unit standard:

To introduce learners to the interrelated sectors of the tourism industry.

Learning assumed to be in place:

Senior certificate and a recognised 3-year professional teaching qualification (M+3).

RPL assessment:

RPL recognition will be based on the policy of the academic institution, but learners will have to show that they meet the outcomes and assessment criteria specified for this module.

Specific Outcomes, Assessment Criteria, Range Statements:

The Tourism Industry	
Specific Outcome: Demonstrate an understanding of the dynamics of the interrelated sectors of the tourism industry.	
Assessment Criteria	Range Statements
Define and appropriately apply concepts and terminology related to the tourism industry.	Tourism, tourist, travel, community, attraction, destination, industry, etc
Describe the nature of a service industry.	Service products vs manufactured products

Describe tourism as a system.	Origin - travel - destination – return; supply and demand
Explain the interrelated functioning of the tourism system.	Hospitality, transport, attractions, destination, travel organisers, entrepreneurs, development
Describe the different kinds of tourism and tourists.	Business, leisure, family, VFR, education, religion, sport, special interest
Describe the different types of hospitality (lodging/accommodation) establishments.	Hotels, guest houses, B&B, game lodges, farm houses, full board, self-catering, time share, caravanning and camp sites, youth hostels, backpackers, etc
Compare the different kinds of hospitality (lodging/accommodation) establishments.	Similarities and differences in terms of standards, prices, services, capacity, etc
Match a target group to each type of hospitality (lodging/accommodation) establishment.	Match hospitality establishment to types of tourists.
Describe the different modes of travel.	Air (plane), land(car, bus, coach, taxi, rail, etc), water (ship, ferry, cruise), etc Luxury eg Blue Train, QEII Unusual eg dokey trek, kayak, etc
Compare the different modes of travel.	Advantages and disadvantages in terms of capacity, services, price, speed, times, routes, safety, environmental concerns, etc
Match a target group to each mode of travel.	Match transport to types of tourists.
Describe the different types of attractions.	Natural (eg beaches, wild life), man-made but not primarily to attract visitors (eg cathedrals), man-made primarily to

	attract visitors (eg theme parks, museums, gaming), events (eg art festivals, Olympic Games)
Compare the function/benefits of the different kinds of attractions.	Excitement, atmosphere, education, fun, value for money, nostalgia, souvenirs, shopping, entertainment, heritage, culture, aesthetic pleasure, status, exercise, health, variety, etc.
Match a target group to each type of attraction.	Match attractions to types of tourists.
Identify and explain the role of different kinds of tourism related businesses in the tourism industry.	Wholesale vs retail, tour operators, travel agents, booking agencies, events organisers, incentive travel, guides, publicity and information, etc.
Identify and describe opportunities for entrepreneurship in the tourism industry.	Accommodation, restaurants, transport, transfers, arts and crafts, curios, souvenirs, clothing, culture, activities and events, etc.
Identify and explain the role of regional and national tourism organisations, associations, etc	National, provincial and regional tourism organisations: functions, structures and activities, eg Satour, Asata, Theta, provincial tourism organisations, role of local community groups, etc.

Underpinning/Essential embedded knowledge:

Tourism as a service industry

Tourism as a system

The interrelated tourism sectors

Critical Outcomes:

The application of PBL enhances the achievement of all the critical outcomes.

UNIT STANDARD 6.2: IMPACT OF TOURISM

LOGO

SAQA Field and Sub-field:	05 – Education, Training and Development
Credits:	12
NQF level:	6

Purpose of this unit standard:

To enable learners to understand and interpret the positive and negative impact of tourism.

Learning assumed to be in place:

Senior certificate and a recognised 3-year professional teaching qualification (M+3).

RPL assessment:

RPL recognition will be based on the policy of the academic institution, but learners will have to show that they meet the outcomes and assessment criteria specified for this module.

Specific Outcomes, Assessment Criteria, Range Statements:

Impact of Tourism	
Specific Outcome: Demonstrate an understanding of the potential positive and negative physical/environmental, economical and social/community consequences of tourism.	
Assessment Criteria	Range Statements
Explain the physical/environmental impact of tourism.	Conservation, pollution, erosion, congestion, signposting, erection of

	modern tourism facilities and structures, wear and tear on buildings
Describe managerial/environmental strategies to protect the physical environment.	Land-use planning and regulating, building regulations, 10R-strategies: recognise, refuse, replace, reduce, re-use, recycle, re-engineer, retrain, reward, re-educate.
Explain the economical impact of tourism.	Income generator, employment opportunities, multiplier effect, balance of payments, GDP, investment and development, opportunity cost, over dependence on tourism, inflation, land value, foreign ownership, etc
Describe strategies to enhance the economic impact.	Provision of infrastructure, investment incentives, fiscal controls, promotion, information, etc.
Explain the social impact of tourism on the local community.	Tourist-host relationships, understanding, awareness of other cultures and diversity, negative tourist behaviour, crime, prostitution, demonstration effect, instant cultures, fake authenticity, inhibition of modernisation, breakdown of social structures, congestion, loss of political power, racial tension, etc
Interpret statistics and information about regional, national and international tourism trends.	Capacity, growth, decline, arrivals/departures/ number of visitors, tourist spending, length of stay, country of origin, etc

Underpinning/Essential embedded knowledge:

Physical (environmental) consequences of tourism

Economic consequences of tourism

Social consequences of tourism

Critical Outcomes:

The application of PBL enhances the achievement of all the critical outcomes

UNIT STANDARD 6.3: COMMUNICATION FOR SERVICE EXCELLENCE

LOGO

SAQA Field and Sub-field:	05 – Education, Training and Development
Credits:	12
NQF level:	6

Purpose of this unit standard:

To equip learners with communication skills to enable them to communicate effectively in a service industry such as tourism.

Learning assumed to be in place:

Senior certificate and a recognised 3-year professional teaching qualification (M+3).

RPL assessment:

RPL recognition will be based on the policy of the academic institution, but learners will have to show that they meet the outcomes and assessment criteria specified for this module.

Specific Outcomes, Assessment Criteria, Range Statements:

Communication for Service Excellence	
Specific Outcome: Learners will have the ability to communicate verbally and non-verbally effectively within the tourism context with the view of facilitating service excellence.	
Assessment Criteria	Range Statements
Interpret (read) and produce (write) common formats of written communication.	Reading skills: itineraries, brochures, terms and conditions, business letters, faxes, e-mails, memo's, reports,

	different forms, logo's, slogans, etc. Writing skills: itineraries, business letters, faxes, e-mails, memo's, reports, different forms, etc.
Interpret (listen) and produce (speak) common formats of oral communication.	Listening skills: client needs, requests, inquiries, telephone etiquette, meetings, etc. Speaking skills: greetings, welcoming, appreciation, provide information, presentations, telephone etiquette, meetings, etc.
Interpret and produce common formats of non-verbal communication.	Body language: appearance, professional conduct, friendliness, etc. Graphic: tables, maps, graphs, diagrams, etc.
Apply effective interpersonal skills when communicating with clients and colleagues.	Friendliness, helpfulness, sensitivity, customer service, protocol, patience, interest, attentive, etc
Demonstrate behavioural sensitivity to ensure service excellence.	Diversity: culture, ethnic background, religion, customs, language, occupation, interests, gender, sexual orientation, etc.

Underpinning/Essential embedded knowledge:

Verbal communication skills: speaking, listening, writing and reading

Non-verbal communication skills: body language, graphs, tables and maps

Interpersonal skills: sensitivity to diversity.

Critical Outcomes:

The application of PBL enhances the achievement of all the critical outcomes.

UNIT STANDARD 6.4: TOURISM TECHNOLOGY FOR SERVICE EXCELLENCE

LOGO

SAQA Field and Sub-field:	05 – Education, Training and Development
Credits:	12
NQF level:	6

Purpose of this unit standard:

To equip learners with an understanding of the variety of technological aids and skills that will enable them to render effective customer service in the tourism industry.

Learning assumed to be in place:

Senior certificate and a recognised 3-year professional teaching qualification (M+3).

RPL assessment:

RPL recognition will be based on the policy of the academic institution, but learners will have to show that they meet the outcomes and assessment criteria specified for this module.

Specific Outcomes, Assessment Criteria, Range Statements:

Tourism Technology for Service Excellence	
Specific Outcome: Learners understand and are able to effectively access and use communication technology at the disposal of the tourism industry with the view of facilitating service excellence.	
Assessment Criteria	Range Statements
Identify and explain the functions of	Payment: credit card, speed point, note

various forms of technology available to the tourism industry.	verification machines, etc Computer reservations: Distribution services eg Galileo, etc. Internet: Electronic information searches, planning, inquiries, bookings, confirmations, etc.
Operate technological aids used for office administration and communication.	Telephone, cell phone, fax, calculators, photocopier, public address system, audio-visual eg video, computer, software (accounting, database, word processing, presentations), internet, etc.
Use computer software to produce verbal and non-verbal communication.	Accounting, database, word processing, presentations, etc
Use computers to use the internet to plan and book tourist activities.	Search for information on the www, search engines, internet navigation, relevant websites, submit inquiries and booking information, e-mail.
Understand and explain the functional value of computer reservation systems (global distribution) and central reservation systems.	Global Distribution Systems: Galileo, Amadeus, Worldspan, etc Central Reservation Systems: Airline reservations, hotels, lodges, resorts

Underpinning/Essential embedded knowledge:

Office technology

Computer technology

Global tourism distribution services

Internet

Critical Outcomes:

The application of PBL enhances the achievement of all the critical outcomes.

UNIT STANDARD 6.5: CALCULATIONS IN TOURISM

LOGO

SAQA Field and Sub-field:	05 – Education, Training and Development
Credits:	12
NQF level:	6

Purpose of this unit standard:

To equip learners with calculation skills necessary to render effective customer service in the tourism industry.

Learning assumed to be in place:

Senior certificate and a recognised 3-year professional teaching qualification (M+3).

RPL assessment:

RPL recognition will be based on the policy of the academic institution, but learners will have to show that they meet the outcomes and assessment criteria specified for this module.

Specific Outcomes, Assessment Criteria, Range Statements:

Calculations in Tourism	
Specific Outcome: Interpret and apply basic numerical functions regarding finances, times and capacity applicable to the tourism industry.	
Assessment Criteria	Range Statements
Calculate basic fares and tariffs regarding accommodation.	Suite, double, family, single, single supplement, child rates, full board, half board, bed & breakfast, optional extras,

	seasonal fluctuations, services, levies, taxes.
Calculate basic fares and tariffs regarding car hire.	Class, size, type, duration, per day, flat rate, per km/distance, drop off, fuel, insurance, levies, taxes.
Compare options regarding accommodation and transport in order to make cost effective decisions.	Compare different scenarios in order to evaluate value for money, eg price vs convenience, speed, route, safety.
Calculate regional travel and accommodation capacity.	Transport and accommodation capacities in local context, passenger requirements, occupancy requirements, problems regarding the availability of transport and accommodation, services, seasonal fluctuations.
Identify and appropriately utilise methods of payment and supporting documents in order to calculate income, expenses and profit.	Cash, credit card, cheque, deposits, discounts, commission, invoices, receipts.
Calculate exchange rates.	Rand vs US Dollar, British Pound, Euro, Japanese Yen, Botswana Pula, Zimbabwean Dollar, Namibian Dollar, Mozambiquen Metical.
Calculate expected travelling time.	Interpret and calculate time tables and itineraries using the 24-hour clock, bus/train/airline time tables.
Calculate elapsed time between countries in different time zones.	Time zones, coordinate universal time, calculate elapsed time between several countries, do calculations on longitude, days/hours/minutes, daylight saving time.

Underpinning/Essential embedded knowledge:

Fares and tariffs

Budgeting,

Exchange rates

Time

Critical Outcomes:

The application of PBL enhances the achievement of all the critical outcomes.

UNIT STANDARD 6.6: TOURIST DESTINATION

LOGO

SAQA Field and Sub-field:	05 – Education, Training and Development
Credits:	12
NQF level:	6

Purpose of this unit standard:

To equip learners with skills to compile tour packages in order to render effective customer service.

Learning assumed to be in place:

Senior certificate and a recognised 3-year professional teaching qualification (M+3).

RPL assessment:

RPL recognition will be based on the policy of the academic institution, but learners will have to show that they meet the outcomes and assessment criteria specified for this module.

Specific Outcomes, Assessment Criteria, Range Statements:

Tourist destinations	
Specific Outcome: Demonstrate the ability to advise tourists on destinations and plan integrated tour to destinations.	
Assessment Criteria	Range Statements
Explain the role of physical, social and infrastructural features in the development and growth of tourism.	Physical features: natural environment, fauna and flora, geography, ecosystems, wild life, climate,

	<p>biodiversity, regions (eg Karoo).</p> <p>Social: local communities, culture, customs, heritage, religion</p> <p>Infrastructure: Accessibility, roads, rail, harbours, communication networks, electricity, water, health and safety, accommodation, tourist facilities.</p>
Source, access and use destination information in order to advise tourists and plan tours.	Search for information, compare analyse, select option, guides, books, internet, brochures.
Describe popular tourist destinations in South Africa and Southern Africa/SADEC.	Eg: Kruger National Park, Mpumalanga, Garden Route, Western Cape, Drakensberg Mountains, Kalahari desert, Etosha, Okavango, Victoria Falls, Mozambique coast, National Parks in Southern Africa, etc.
Interpret maps to facilitate tour planning.	Find appropriate map, interpretation and use of map, capital cities, major cities, towns, towns and settlements, scenic routes, direct routes, distances, primary attractions (eg Table Mountain, battlefields), etc
Plan tours to the popular tourist destinations and attractions in local area.	Excursions, weekend trips, apply to local area, transport, driver, accommodation, meals, tour guide, routes, attractions, time, budget, health and safety.
Plan tours to the popular tourist destinations and attractions in own regions/province.	Short breaks to major attractions in own region/province, apply to own region/province, transport, driver, accommodation, meals, tour guide, routes, attractions, time, budget, health and safety.

Plan tours to the popular tourist destinations and attractions in South Africa.	10-day tours to major attractions in South Africa, transport, driver, accommodation, meals, tour guide, routes, attractions, time, budget, health and safety.
Plan tours to the popular tourist destinations and attractions in Southern Africa/SADEC.	10-day tours to major attractions in Southern Africa/SADEC, transport, driver, accommodation, meals, tour guide, routes, attractions, time, budget, health and safety.

Underpinning/Essential embedded knowledge:

Local area of residence
 Regional/Provincial area
 South Africa
 Southern Africa/SADEC

Critical Outcomes:

The application of PBL enhances the achievement of all the critical outcomes.

UNIT STANDARD 6.7: CULTURE AND HERITAGE IN TOURISM

LOGO

SAQA Field and Sub-field:	05 – Education, Training and Development
Credits:	12
NQF level:	6

Purpose of this unit standard:

To equip learners with sensitivity, understanding and knowledge that will enable them to utilise unique cultural and heritage features as sustainable tourism products.

Learning assumed to be in place:

Senior certificate and a recognised 3-year professional teaching qualification (M+3).

RPL assessment:

RPL recognition will be based on the policy of the academic institution, but learners will have to show that they meet the outcomes and assessment criteria specified for this module.

Specific Outcomes, Assessment Criteria, Range Statements:

Culture and heritage in Tourism	
Specific Outcome: Learners will have the competence to compile and apply guidelines for the sustainable development of unique cultural and heritage features with sensitivity and respect for diversity of cultural values, norms and customs.	
Assessment Criteria	Range Statements
Identify various local and regional	Apply to groups in own area, traditions,

cultural groups and describe each groups' unique customs, norms and values.	food, clothing, crafts, tools, social structure, role of women, housing, language, religion,
Identify and describe cultural products for tourism purposes.	Arts and crafts (eg beadwork), cuisine, clothes, music, dancing, culture (eg cultural villages), festivals and shows, heritage (eg monuments)
Explain the benefits and concerns regarding cultural tourism for local communities.	Respect for local beliefs, language and customs, adherence to local regulations, culture as a commodity, changes in cultural values and norms, modernisation, fake authenticity.

Underpinning/Essential embedded knowledge:

Customs, norms and values

Sustainable cultural products

Role of local communities

Critical Outcomes:

The application of PBL enhances the achievement of all the critical outcomes.

UNIT STANDARD 6.8: RESPONSIBLE TOURISM

LOGO

SAQA Field and Sub-field:	05 – Education, Training and Development
Credits:	12
NQF level:	6

Purpose of this unit standard:

To equip learners with an understanding of sustainable, responsible, environmentally sensitive tourism development.

Learning assumed to be in place:

Senior certificate and a recognised 3-year professional teaching qualification (M+3).

RPL assessment:

RPL recognition will be based on the policy of the academic institution, but learners will have to show that they meet the outcomes and assessment criteria specified for this module.

Specific Outcomes, Assessment Criteria, Range Statements:

Responsible Tourism	
Specific Outcome: Must formulate strategies and recommend processes that illustrate an understanding of sustainable, responsible, environmentally sensitive tourism development.	
Assessment Criteria	Range Statements
Discuss and compare the different elements of responsible tourism.	Ecotourism, green tourism, sustainable tourism, resource allocation,

	environmental practice, health and safety, local communities, culture, White Paper on Tourism (DEAT) 1996.
Determine and describe the importance of responsible tourism.	Tourism environmental practices, commercial and conservational role of the tourism industry, impact of responsible tourism (physical, social, economic).
Know and understand the strategies for sustainable ecotourism.	Agencies and conventions, 10R-strategies, pollution and litter control, resource conservation (eg water and energy), health (malaria, cholera, etc)
Explain the relationship between the components of ecotourism.	Commercial tourism industry, tourism resources, local communities, conflict vs symbiotic relationships, governmental policies.
Identify and explain the role of local communities in ecotourism.	Awareness, education, employment, empowerment.
Describe strategies to involve local communities in tourism development.	Education and training, employment, entrepreneurship, partnerships, community led planning.

Underpinning/Essential embedded knowledge:

Tourism White Paper (DEAT, 1996)

The principles and application of eco-tourism

The role of local communities

Critical Outcomes:

The application of PBL enhances the achievement of all the critical outcomes.

UNIT STANDARD 6.9: WORKING IN THE TOURISM INDUSTRY

LOGO

SAQA Field and Sub-field:	05 – Education, Training and Development
Credits:	12
NQF level:	6

Purpose of this unit standard:

To enable learners to review career opportunities in order to make informed tourism employment decisions.

Learning assumed to be in place:

Senior certificate and a recognised 3-year professional teaching qualification (M+3).

RPL assessment:

RPL recognition will be based on the policy of the academic institution, but learners will have to show that they meet the outcomes and assessment criteria specified for this module.

Specific Outcomes, Assessment Criteria, Range Statements:

Working in the Tourism Industry	
Specific Outcome: Enable school learners to identify, source and access information about career and education and training opportunities on which informed tourism career choices can be based.	
Assessment Criteria	Range Statements
Reflect in order to identify own personal	Self-esteem, talents, abilities,

strengths, weaknesses, abilities and interests.	weaknesses, aspirations, interests, etc.
Source appropriate information about various career options in the tourism industry.	Internet, journals, books, interviews, newspapers, tourism organisations.
Identify and describe different career options in the tourism industry.	Supply side, service industry, tourism related businesses, tourism organisations, entrepreneurship, different sectors, retail, wholesale, management, marketing, education.
Research entrepreneurship opportunities.	Business growth areas, target market, location, necessary financial resources, competition, legal requirements, skills and training required, available training, marketing.

Underpinning/Essential embedded knowledge:

Personal interest and aptitude

Careers in the tourism industry

Entrepreneurial opportunities in the tourism industry

Critical Outcomes:

The application of PBL enhances the achievement of all the critical outcomes.

UNIT STANDARD 6.10: THE TRAVEL AND TOURISM CLASSROOM

LOGO

SAQA Field and Sub-field:	05 – Education, Training and Development
Credits:	12
NQF level:	6

Purpose of this unit standard:

To equip learners with PBL and OBE teaching skills in order to effectively facilitate Travel and Tourism secondary learners.

Learning assumed to be in place:

Senior certificate and a recognised 3-year professional teaching qualification (M+3).

RPL assessment:

RPL recognition will be based on the policy of the academic institution, but learners will have to show that they meet the outcomes and assessment criteria specified for this module.

Specific Outcomes, Assessment Criteria, Range Statements:

The Travel and Tourism Classroom	
Specific Outcome: Learners will have the necessary theoretical knowledge to apply Problem Based Learning principles when planning and executing teaching and learning activities for the Learning Programme Travel and Tourism.	
Assessment Criteria	Range Statements
Apply appropriate teaching strategies and techniques.	PBL and OBE techniques.

Apply appropriate assessment and evaluation strategies.	Self-assessment, peer assessment, observation, portfolios, performance, problem solving, diagnostic assessment, formative assessment, summative assessment, evaluation.
Execute lessons in terms of OBE principles.	Learner-centred, facilitation of learning, outcomes focussed, interdisciplinary approach, cooperative learning.
Act as a facilitator of learning in accordance with PBL and OBE principles.	Learner-centred, self-directed learning, cooperative learning assessment, appropriate content and learning materials, PBL strategies

Underpinning/Essential embedded knowledge:

Interdisciplinary Problem Based Learning teaching and learning activities

Outcomes Based Education facilitation and assessment skills

Critical Outcomes:

The application of PBL enhances the achievement of all the critical outcomes.

6.3 MODULE BOOK

The following module book is an example of how PBL can be applied in a distance education situation for the training of teachers in Travel and Tourism. It serves the same purpose as the study guides and study manuals in general use in distance education situations. It contains the learning activities learners should complete to facilitate learning.

For the purpose of this example, a learning programme divided into eight modules is assumed. Recommended reading material would also be included in a real teaching and learning situation, especially where learners are expected not to have access to university libraries.

Teacher Training: Travel and Tourism

MODULE ONE

MRS MAHLANGU BECOMES TOUR OPERATOR

2002

Names of Tutors

GENERAL INFORMATION

This module is the first of 4 modules to be completed by learners during an academic year. It serves as an introduction to the tourism industry and its different sectors.

As a distance learner, you may find it challenging to start this new learning programme. Therefore, the teaching methodology selected, namely Problem-Based Learning (PBL), was chosen because it is learner-centred. It is flexible and provides you with the opportunity to take charge of your own self-directed learning. It allows you to focus on new knowledge and skills without having to study or memorise content merely to pass an examination. You will have many opportunities to use prior knowledge and experience in order to make new knowledge and skills more applicable to your own frame of reference. PBL also fits in well with the Outcomes-Based strategy followed in the South African education system.

In order to help you make a positive start, we have included a suggested work schedule. If you are able to stick to the suggested schedule, you will find that the work to be covered is spread over the eight weeks duration of the module.

It is also recommended that all learners contact tutors as often as necessary. This is a support service to distance learners to ensure successful completion of this learning programme.

PROBLEM-BASED LEARNING

PBL can be defined as a teaching method in which learners are confronted with problems or tasks that stimulate their learning while solving these problems or completing the tasks.

The problems and tasks given to learners in a PBL situation, are intended to should stimulate independent and self-directed learning. The problem or task is presented in the same context, as it would be found in real life. These problems and tasks are descriptions of a set of phenomena or events that can be encountered in reality.

Characteristically, PBL is an educational method, which:

- Is learner-centred;
- Is learner-directed;
- Has a skills development oriented method;
- Encourages and promotes problem-solving skills;
- Relies significantly on the learners' prior knowledge from different learning areas and experiences; and
- Is a successful adult teaching method since adults have prior knowledge, skills, attitudes and experience they can draw on during the learning process.

PROBLEM-BASED APPROACH TO PROBLEMS AND TASKS

Learners are encouraged to approach each problem and task in this module in a systematic and analytical way. This will ensure that your prior knowledge and experience is sufficiently applied, while also developing new skills, such as problem solving skills.

The PBL approach to learning is called "The Seven Steps". Learners should always attempt to follow the Seven Steps when working through each problem or task.

The Seven Steps as applied to distance learning:

STEP 1: *Clarifying the meaning of words, terms, phrases, concepts, etc that you don't readily understand.*

The first activity in relation to any problem should be clarification of terms and concepts not understood. In some instances, a dictionary is helpful, but sometimes you will have to search for the meaning from recommended readings, textbooks, or literature study material. You should also not hesitate to contact tutors to clarify aspects of the work.

STEP 2: *Define the problem*

The second step aims to produce a definition of the problem. Check that you understand the problem(s) that exist in the scenario presented in each task. Some problem situations consist of a series of secondary, independent problems. These must be identified before completion of the task is possible.

STEP 3: *Analysing the problem*

Analysis calls for the careful reading of the task to gain a good, clear impression of the scenario. This should lead to ideas, possibilities and hypothesis about the problem in the given scenario. These may be based on your own prior knowledge and experience or it may be a result of rational thought. You should not only attempt to activate prior knowledge, but also formulate relevant hypotheses by sound reasoning and through brainstorming.

STEP 4: *Use prior knowledge to explain the problem, gain an understanding and list possible solutions. Identify relationship to other situations or disciplines.*

List the various possible explanations of the scenario. This list will help you to summarise different issues and aspects related to the problem scenario after the analysis is done. You are now expected to study the possible solutions to the problem more extensively. Can your present knowledge and ideas about the problem be considered correct and complete?

STEP 5: *Determine gaps in knowledge and formulate own learning objectives.*

You are now in a position to decide on your own, individual learning objectives. You should now be able to identify what you need to know (what your learning gaps are) to solve the problem or complete the task. Finally, you must try to find out which learning resources might supply the required answers.

STEP 6: *Collect additional information through self-directed, individual research.*

Collect information related to your own learning objectives. The sources explored may be textbooks, recommended reading, audio-visual aids, internet, resource persons that may be able to help, etc. Search for the answer to the problem scenario until you are satisfied that you will be able to complete the task with all the new available information.

STEP 7: *Reflect on learning through self-assessment and report on learning progress to facilitator through a written report/assignment.*

Your learning is completed by synthesising and testing the newly acquired information. Establish whether you are now capable of giving detailed descriptions of the fundamental aspects and problems described in the scenario. Can you solve the problem and finish the task? If not, go back to step 4 and try again.

The above represent a good guide to the process of the PBL approach. There may be times, however, given the structure of a scenario, that it may not be necessary to follow all the above steps in their exact sequence. The different types of tasks you may come across are:

- **problem tasks:** you are expected to solve problems;
- **strategy tasks:** you are expected to explain how you would go about doing something;
- **discussion task:** you are expected to discuss different opinions based on a given dilemma;
- **study tasks:** you are expected to report on the findings of self study;
- **application task:** you are expected to apply existing knowledge to a specific situation; and
- **action task:** you are expected to take part in an activity in order to apply knowledge.

Different types of tasks will be given, and after each task, some clues on the approach are given.

MODULE ONE

MRS MAHLANGU BECOMES TOUR OPERATOR

This is the **first** module out of eight that have to be completed:

- **Module 1: Mrs Mahlangu becomes tour operator**
- Module 2: Looking at the tourism industry... what tourism industry?
- Module 3: With the help of electricity and electronics
- Module 4: The numbers game
- Module 5: Heritage, culture and customs packaged as products?!
- Module 6: Putting our town on the tourism map
- Module 7: Sustainability versus Impact - Let's be responsible!
- Module 8: My travel and tourism classroom

(Outcomes regarding Communication and Career Opportunities/Entrepreneurship are integrated into all modules.)

MODULE RATIONALE

The rationale of this module is to provide you with a sound foundation regarding the composition and collaborative operation of all sectors of the tourism industry as a whole. The skills and knowledge gained while working through this module would provide the basis on which to build further learning in the other modules to be done this year.

MODULE DESCRIPTION

This module focuses on the different sectors in the tourism industry. It presents learners with opportunities to explore the tourism industry as a whole in order to understand what tourism really is, what the tourism industry comprises of and how the industry works. This is all applied in the context of organising an educational group tour. Some communication skills also form part of this module, and you will have to apply these skills in order to collect relevant information necessary to complete assignments.

The tourism related topics covered in this module are:

- Information,
- Travel,
- Hospitality,
- Wholesale and retail,
- Attractions,
- Calculations and budgeting, and
- The interaction and interdependency between these sectors.

The duration of the module is 8 weeks. In line with the PBL methodology, the module comprises a mix of theoretical and practical aspects and it integrates different outcomes and assessment criteria into one module. The module was developed in such a way that you will be able to use some of the activities in your Travel and Tourism classroom.

MODULE GOAL

After completion of this module, you should be able to demonstrate an understanding of the tourism industry as a whole through the application of knowledge and skills regarding the different components of the industry.

See what the module structure looks like in the table on the following page.

MODULE STRUCTURE

Outcomes	Content	Facilitation method	Learning activity
1.1 Undertake tour planning to popular tourist destinations	All tourism sectors integrated: transport, accommodation, meals, attractions, information, guides, routes, time, budget	Problem Task Field trip Tutorial support Reading material	Task 1
1.2 Source destination information by applying verbal communication skills.	Produce an inquiry letter using the correct business letter format, letter heads	Strategy Task Tutorial support Reading material	Task 2
1.3 Interpret and apply basic numerical functions regarding finances.	Calculation of basic fares and tariffs while including all the sectors integrated in the tour planning.	Application task Tutorial support Reading material	Task 3
1.4 Interpret and appropriate use of tourism jargon and concepts.	Inbound and outbound travel, definition of tourism/tourist, business, travel, VFR, special interest travel	Problem Task Tutorial support Reading material	Task 4
1.5 Compare opportunities for employment, careers and entrepreneurship in the tourism industry.	Wholesale vs retail, tour operators, travel agents, booking agencies, events organisers, incentive travel, guides, publicity and information, accommodation, restaurants, transport, transfers, arts and crafts, curios, souvenirs, clothing, culture, activities and events, etc.	Application Task Tutorial support Reading material	Task 5
1.6 Identify and understand the positive and negative results of tourism.	Positive and negative economic, social and physical impact	Study Task Tutorial support Reading material	Task 6

1.7 Explain the role of regional and national tourism organisations, associations, etc	National, provincial and regional tourism organisations: functions, structures and activities, eg Satour, Asata, Theta, provincial tourism organisations, role of local community groups, etc.	Action Task Study the White Paper on Tourism Tutorial support	Task 7
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INTEGRATION OF OUTCOMES IN MODULE 1

Outcome →	1	2	3	4	5	6	7	8	9	10
Task 1	✓						✓			
Task 2	✓		✓				✓			
Task 3	✓				✓		✓			
Task 4	✓		✓							
Task 5	✓								✓	
Task 6		✓	✓	✓		✓		✓		
Task 7		✓	✓			✓		✓		
Field Trip			✓				✓			
Interview			✓			✓		✓		

EDUCATIONAL ACTIVITIES AND FACILITATION METHODS

This module contains five essential kinds of activities, namely:

Tasks/problems (7)

Interview with industry participant (1)

Literature studies (2)

Tutorial group (1)

Field trip (1)

The facilitation of the achievement of the specific outcomes for this module, will be undertaken through:

- PBL problems and tasks
- Recommended readings
- Literature studies
- Interview
- Written presentation

▶▶ **PBL Problems and tasks**

The different types of tasks you may come across were described earlier. Different types of tasks are given, and after each task, some clues on the approach are given.

▶▶ **Recommended Reading**

The recommended reading is intended to help you solve the problems and do the tasks given to you. Parts of the reading will overlap with aspects and issues raised in the problems or tasks.

Use the recommended reading in conjunction with the prescribed material and apply your prior knowledge and experience when working on the problem/task. The recommended reading material is included at the applicable tasks.

▶▶ **Literature studies**

The prescribed study material for this module is:

- Holloway, J.C. 1998. *The Business of Tourism*. New York: Longman Publishing.

- Department of Environmental Affairs and Tourism. June 1996. *White Paper: Development & Promotion of Tourism in South Africa*. Pretoria: Government Printer.
- Articles and notes included in this module book as it applies to the different tasks.

▶▶ **Interview**

The interview is included in order for you to be able to introduce yourself to, and learn from, experienced people in the tourism industry. You will be required to apply your communication skills to ask for and obtain information relevant to the problems and tasks in this module.

For this module, you will be required to interview officials from the different tourism organisations operating in your local area. The purpose of the interview(s) is/are to clarify the concept *responsible tourism* as described in the White Paper.

▶▶ **Field Trip**

You are recommended to visit a travel agency during the course of this module. Study the brochures and pay attention to how tours are compiled and advertised. Also study the format of an itinerary.

▶▶ **Written presentations**

You will be required to present a written report on your experiences and new knowledge and insights gained while doing this module. The reports take the form of assignments. The assignments are structured to reflect learning that has taken place.

Assignments will have to be completed as part of the learning activities of all seven tasks, including a written summary of the expected interview/s.

The assignments should all be submitted as part of the module portfolio.

►► **Other Learning Resources**

Do not hesitate to make use of any other potential learning resources, eg:

- Telephone, e-mail or visit your tutor as often as necessary;
- Use any applicable books, journals, reports, newspapers and magazines;
- Take note of reports about tourism related issues in the media;
- Speak to people working in the tourism industry who may be willing to assist, and;
- Use the Internet where possible.

Remember to acknowledge any information received from any of the above-mentioned sources.

ASSESSMENT AND EVALUATION

Your mastery of the content and your learning will be assessed by means of written assignments and reports in the portfolio. The presentation of the assignments and reports will also be assessed and evaluated.

Assessment will be summative as well as formative. You will be given continuous feedback about your progress as you submit to the tutor.

Your own monitoring and reflection about your own learning progress and success is also regarded as important. Since you have to identify your own learning

objectives, you alone can truly know when those individual, personal learning goals have been reached. Therefore, self-assessment will also be considered in final evaluation.

SUGGESTED WORK PROGRAMME

Week Date	Activity	Activity	Activity	Notes on contact with tutor	Notes on follow-up activities
Week 1 28 Jan	Start Task 1	Start literature study			
Week 2 4 Feb	Complete Task 1	Complete literature study	Start Task 2		
Week 3 11 Feb	Start Task 3	Field Trip	Complete Task 2		
Week 4 18 Feb	Complete Task 3	Start Task 4	Start literature study		
Week 5 25 Feb	Start Task 5	Complete Task 4	Complete literature study		
Week 6 4 Mar	Complete Task 5	Start Task 6	Interview		
Week 7 11 Mar	Start Task 7	Complete Task 6	Report on interview		
Week 8 18 Mar	Complete Task 7	Tutorial group meeting or contact with tutor	Submission of portfolio for assessment		

SUMMARY OF LEARNING ACTIVITIES

Use the prescribed and recommended material to complete the following learning activities. Include the result of these learning activities in your portfolio.

Tasks

- Task 1: A friend in need...
- Task 2: What are you going to do, Mrs Mahlangu?!
- Task 3: Going further with less
- Task 4: No boring lessons in this class!
- Task 5: Does tourism really create jobs?
- Task 6: Tourism - good or bad for us?
- Task 7: Responsible Tourism: Made in South Africa

Field Trip

Visit a local travel agency and ask the staff to assist you in finding brochures on the Garden Route (or any other tour packages).
(Refer to Task 1)

Interview

Visit the tourism organisations and associations that operate in your region. Conduct interviews to clarify the meaning of the following terms: sustainable tourism, environmentally sensitive tourism, green tourism and responsible tourism. Find out how these concepts are applied in South Africa.
(Refer to task 7)

Task 1: A friend in need...

Type of Task:	Problem Task
Applicable Outcomes:	1, 7
Recommended Reading:	Refer to reading list.

Mrs Mahlangu was called into the principal's office... something is going on. She has never been called to the principal's office before!

Half an hour later, she emerged with a big smile – they were granted a sponsorship to take their school's ten travel and tourism grade ten learners on an educational trip! Mrs Mahlangu was assigned to organise everything. She seems like the best person to run this project; after all, she is the tourism teacher!

But... after the euphoria wore off, Mrs Mahlangu started worrying! She has never actually organised a trip like this before. Their family holidays were normally spent on the farm with granny. They travelled by bus and that was about all that had to be arranged! Now she must accompany ten 16-year olds, and she is in charge of it all!

The learners were very keen to assist Mrs Mahlangu in planning this educational trip! But what has to be planned?

Field Trip:

Visit a local travel agency and ask the staff to assist you to find brochures on the Garden Route (or any other tour packages). Study the contents of the brochures and focus on:

- The kind of information contained in the brochure;
- The format of the itinerary;
- Clarify any jargon/concepts in the brochures that are unknown to you by requesting the travel agents to assist you.

A problem task consists of a neutral description of a scenario. You are required to explain the problem inherent to the task and arrive at an explanation of the issues in the task through the application of theory and principles related to the scenario. Problem tasks initially rely on your own prior knowledge to get the learning going, but the central aim of a problem task is the acquisition of knowledge through self-study and application of new knowledge.
Method: Follow the Seven Steps

Task 2: What are you going to do, Mrs Mahlangu?!

Type of Task:	Strategy Task
Applicable Outcomes:	1, 3, 7
Recommended Reading:	Refer to reading list.

Mrs Mahlangu had to start her task by collecting information about their planned trip. The learners chose to go on the Garden Route. A letter had to be written to the Garden Route Tourism Association to request information. She saw this as a good opportunity to involve the learners in the planning, and asked them to write the letter. By now, the learners had a good idea of what needed to be arranged. Mrs Mahlangu divided the learners into small groups and asked them to write letters to send to the Tourism Association.

What should the letter look like and what information should it contain? Include the example letter you would show the learners.

Strategy tasks require you to identify ways in which the knowledge gained from a previous problem task can be applied in appropriate contexts. The focus lies on the identification of steps to be undertaken in order to solve the problem.

Method: All Seven Steps

Task 3: Going further with less

Type of Task:	Application Task
Applicable Outcomes:	1, 5, 7
Recommended Reading:	Refer to reading list.

Mrs Mahlangu received more information that she required. The tourism office in Knysna sent her loads of price lists of accommodation, activities and transport. The big question... what will it all cost. It is imperative to stick to the budget – that is the only money they have and not a cent more!

Calculate what it will cost the school to undertake the trip. Try to find the least expensive possibility.

Application tasks require that you will apply your existing and newly required knowledge to a specific situation. This task is based on the assumption that you already have the existing knowledge to complete the task, especially once you have gone through the resource material provided.

*Method: Read the given material and clarify all unknown terms and concepts;
Do the calculations; and
Report the findings/proposals in an assignment as part of the portfolio.*

Task 4: No boring lessons in this class!

Type of Task:	Problem Task
Applicable Outcomes:	1, 3
Recommended Reading:	Refer to reading list.

Mrs Mahlangu has gained a lot of knowledge while organising the educational tour. In today's lesson, she is required to explain some tourism jargon to the learners in class. She decided to let the learners find these concepts themselves and gave them the following handout in class.

Help her learners to identify these concepts from the passage by reading it critically and analytically. Find out and explain what the concepts mean.

Mr Smith has relatives who live in the USA. He has always dreamed of visiting them, but that has always been impossible... the Rand is worthless, the trip is long haul and all the visa would take time and effort (and money) to get hold of!

Much to his surprise, the relatives called to ask whether they could come and visit him here in South Africa! Apparently, they must come to see a business partner and attend a conference. While in the country, they want to catch up with some friends and relatives they haven't seen for years!

They are planning to bring a couple of friends from the UK with them. This couple have never been to South Africa. They were hoping to travel around the country... maybe in a rental car, or by train – Blue Train, his friend said in the e-mail. The friend is a wild life enthusiast and has never seen the Big 5.

A problem task consists of a neutral description of a scenario. You are required to explain the problem inherent to the task and arrive at an explanation of the issues in the task through the application of theory and principles related to the scenario. Problem tasks initially rely on your own prior knowledge to get the learning going, but the central aim of a problem task is the acquisition of knowledge through self-study and application of new knowledge.

Method: All Seven Steps

Task 5 - Does tourism really create jobs?

Type of Task:	Application task
Applicable Outcomes:	9
Recommended Reading:	Refer to reading list.

Mrs Mahlangu finished planning the tour. She felt very proud when she read the itinerary that she sent to the learners' parents. The number of people she had to deal with while organising the tour really amazed her. There were so many people taking part in the tourism industry and every role player satisfied some needs tourists may have. No wonder people always say tourism creates jobs!

She wanted to illustrate this point to her learners. They know all the tourism sectors by now, but she wanted them to deduct all the job opportunities and entrepreneurial opportunities each sector provides. She handed the itinerary out in class and asked them to list all the job/career/entrepreneurial opportunities they can identify while reading and analysing the itinerary.

Application tasks require that you will apply your existing and newly required knowledge to a specific situation. This task is based on the assumption that you already have the existing knowledge to complete the task, specially once you have gone through the resource material provided.

Method: Read the given material and clarify unknown terms/concepts;

Do the analysis; and

Report the findings /proposal in an assignment as part of the portfolio.

Task 6: Tourism - good or bad for us?

Type of Task:	Study Task
Applicable Outcomes:	3, 4
Recommended Reading:	Refer to reading list.

Be aware that there are people who may want to persuade you that tourism is a very detrimental industry. These people reckon that tourism destroys the environment, it ruins peace and quite, and it destroys cultures and breaks down social structures that have been the norms for centuries.

And these people are right!

But that is not the only side of the story.

Study the recommended reading and write a newspaper article to sensitise readers in your community about the impact of tourism.

In the study task you are given explicit instructions to study certain information and answer questions or do a simple task on the work studied.

*Method: Read the given material and clarify any unknown terms/concepts;
Study the content of the given material; and
Report on the learning as a summary of the content in the portfolio.*

Task 7: Responsible tourism: Made in South Africa

Type of Task:	Action Task
Applicable Outcomes:	3, 8
Recommended Reading:	White paper on Tourism, SA

Mrs Mahlangu searched through all her text books but cannot find any information on “responsible tourism” ! What is this? How can she teach this to her learners without feeling confident that she understands it herself? Out of desperation, she decided to go to the tourism authorities to ask whether they may have some information on this concept.

Read the *Recommended Reading* before attempting to do this task.

List the tourism organisations and associations that operate in your region. Visit them and conduct interviews to clarify the meaning of the following terms: sustainable tourism, environmentally sensitive tourism, green tourism and responsible tourism. Find out how these concepts are applied in South Africa.

The action tasks requires learners to acquire new knowledge, eg through reading the White Paper, and then apply the knowledge by engaging in an action, eg interviews.

*Method: Read the given material and clarify unknown terms/concepts;
Study the recommended reading;
Complete the activity itself; and
Report the outcome as an assignment as part of the portfolio.*

6.4 CONCLUSION

The OBE/PBL curriculum developed in this study rests on certain *questionable*, but generally *accepted* principles about knowledge, education and curriculum development (see 2.3). Seen from that point of view, it is still based in the empiricist view of the world.

However, in terms of the learner's freedom to participate in the formulation of individual, personal learning goals, it tends to lean toward the post-modernist thinking.

Claassen (1998:39) illustrated the similarity between OBE and post-modernist thinking as follows:

Instead of transmitting knowledge, the teacher merely facilitates learning. Learning takes place when the learner interacts with materials and other resources containing potential knowledge. The learner constructs his/her own knowledge. The focus is on the forming of conceptual frameworks. Learners are then free to slot any new knowledge into these frameworks. Therefore, content can no longer be organised around subjects. Organisation of learning activities should rather be based on real life problems and themes.

This view, namely the learner constructs his/her own learning, knowledge, conceptual frameworks and curriculum through interaction and negotiation with sources of potential knowledge, is called the socio-constructivist approach (Claassen, 1998:35). The true outcome of the learning is thus what the learner makes of it and reports, not what is prescribed by a curriculum. The learning programme is thus open-ended.

The curriculum makes it possible for learners to define their own personal, individual learning objectives and outcomes, criticise, question, analyse, etc. Learners can do this within scenarios from real life situations.

The content included in the curriculum is presented in an integrated way without attempting to achieve the one outcome after the other. The real issue is not what is taught, but what is learnt through applying and completing the learning as set out in the curriculum.

The following chapter is the final chapter of this study. It contains the conclusions, findings and recommendations that resulted from this study.

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

The main problem this study addressed, is the inadequate number of trained teachers to teach the Learning Area Travel and Tourism in secondary schools (Grade 10-12). As a solution to this problem, the purpose of this study was to develop an Outcomes-Based Learning Programme in Travel and Tourism. Based on the situation analysis, exit level outcomes, specified outcomes, assessment criteria and range statements were formulated. The Problem-Based Learning (PBL) methodology was shown to be the ideal methodology to introduce learners to an interdisciplinary field such as tourism: PBL is learner-centred, self-directed and leads to the achievement of the OBE critical outcomes. It also proved necessary to develop this learning programme to be used as a distance education programme, in order to make it more accessible to adult learners.

7.2 SUMMARY OF STUDY

The Skills Development Act (97/1998) (Government Gazette 20865) legislated by the Department of Labour had a significant impact on training in South Africa. As a result of this act, the Tourism and Hospitality Education and Training Authority (THETA) now coordinates and accredits tourism training on behalf of the Department of Labour (Chapter 1, 1.1). The White Paper on Tourism issued in June 1996 by the Department of Environmental Affairs and Tourism emphasised the need for training in tourism. The White Paper also laid down the principles of making training in tourism related fields more accessible and affordable for previously neglected groups, and to support on-going efforts to ensure that school programmes and curricula are

specifically targeted to include tourism (DEAT White Paper, 1996:29). Furthermore, the White Paper also states that there is a general need for tourism awareness programmes in South Africa and an urgent need for a wide range of basic skills (such as communication, customer service, entrepreneurial skills, etc) among individuals working with tourists (DEAT White Paper, 1996:9) (1.1).

All these actions taken by Government were the result of the growth, and expectations of growth of tourism in South Africa (1.1).

In January 1997, the Department of Education launched the Learning Programme for Travel and Tourism for grades 10 and 11 and in January 1998 for grade 12 as part of a pilot programme. The approved learning programme was finally implemented in January 2000. The Journal of South African Tourism (2001:53) reported that R15.7 million was thereafter donated by the government of Spain to promote tourism education and skills training in SA. According to the South African Tourist Institute (SATI), 250 schools are currently offering travel and tourism, involving approximately 20 000 learners (Von Maltitz, 2002: 1). (1.1)

These factors all lead to the realisation that there is a need for a curriculum for teacher training in the Learning Area Travel and Tourism.

Chapter 2 contains the result of a literature study on curriculum development. The first obstacle in the study of curriculum development is to define the concept. The concept may merely refer to content of learning, but for the purpose of this study, curriculum was defined in a broader sense (2.2.2.1):

A curriculum for teachers in tourism is a complete programme with a specific purpose, listing expected outcomes and contents of learning activities reflecting the social, economic and educational context within which the curriculum will be used.

Consequently, the curriculum development process had to include a situational analysis, which lead to decisions regarding content, methodology (PBL) and delivery (distance education).

After the study of the character and purpose of curricula, the historic development of curriculum development was described (2.4). Different approaches and focusses of curricula were compared (2.5.1, 2.5.2). Different curriculum development phases and procedures were studied and compared while taking the criteria for curriculum development into consideration (2.6, 2.7). Chapter 2 concluded with the procedure that was then used for the development of a teacher training curriculum for the Travel and Tourism field of learning (2.7.5 and Diagram 2.11). This development procedure implies a dynamic curriculum development process with continuous feedback and possibilities for corrective action to be taken. It also provides for a comprehensive, holistic approach to teaching and learning by including content, methodology and delivery. Implementation and evaluation of the curriculum would also have been part of the development procedure, but lie outside the scope of this study.

Based on the curriculum development process that was applied, Chapter 3 reports on the actual curriculum development. A comprehensive internal and external situational analysis lead to the identification of training needs within the holistic South African tourism and educational context (3.2). The situational analysis focused on the tourism education as well as general education policies in South Africa, the roles of Government and industry, as well as the unique multi-disciplinary nature of tourism as a field of learning. The situational analysis furthermore focused on the currently used school learning programme for Travel and Tourism (NQF 2-4/FET). This analysis focused on factors leading up to the development of the school learning programme, the purpose of the programme and the curriculum development process that was followed, and an outcome-by-outcome discussion of the curriculum itself. Chapter 3, number 3.2.2 reports on the analysis of the curriculum and provides a concluding summary. Based on the situational analysis, outcomes, assessment criteria and range statements were formulated.

The situation analysis lead to the identification of Problem-Based Learning as teaching methodology and Distance Learning as delivery strategy:

- **Problem-Based Learning Methodology**
 - The interdisciplinary nature of the tourism industry, as described in 1.2.2.2, 1.4.1, Diagram 1.5, and the situational analysis in 3.2.1.1(f), 3.2.1.1 (h), highlighted the need for a teaching method that would specifically focus on the interrelatedness of the tourism sectors (See 4.6.2);
 - Teaching methodology should be in line with the character and principles of Outcomes-Based Education. PBL also meets these requirement as is explained in 4.3 and 4.6.1; and
 - PBL has unique advantages that greatly enhances the achievement of the OBE critical outcomes, merely by the nature of PBL itself. (See 4.3, 4.4 and 4.6.1).
- **Distance Education Teaching and Learning**

The decision to use Distance Education as the teaching delivery strategy is justified by the need to make education more accessible to adult learners (1.1, 1.2, 1.2.2.1, 1.4.4, the outcome of the situational analysis in 5.2.1 (i) and the characteristics and advantages of distance learning in 3.4 and 3.5).

The study of the application potential of Problem-Based Learning was reported in Chapter 4. The application of PBL within the Outcomes-Based Education strategy was specifically described (4.3, 4.6.1). PBL was also pointed out as the most appropriate teaching methodology for Tourism, since this is a multi-disciplinary learning area (4.6.2). Since PBL is not conventionally used as a Distance Learning teaching methodology, it had to be adapted for distance education (4.3). Two case studies of the application of PBL in distance education, namely Uppsala University in Sweden and the Open University Hong Kong, were summarised and reported (4.11).

The implementation of PBL was studied regarding the learning activities, namely the different kinds of PBL tasks and the approach in order to solve the problem or complete the task (4.7, 4.9). The changed role of the teacher to that of facilitator also impacts on the role and responsibility of the learners (4.8). A discussion and comparison of these roles pointed out that teachers are expected to abdicate control of teaching, and facilitate learning to take place. This results in greater responsibility for learners. Learning becomes self-directed and learners thus have more input in what they need to learn. PBL assessment rests on three assessment strategies, namely (4.10):

- **Content:** Assessment of the learners' progress regarding knowledge, concepts and information;
- **Process:** Assessment of the learners' progress regarding skills such as problem solving; and
- **Outcome:** Evaluation of whether the learner mastered the expected outcome or not.

Chapter 5 reports on the use of distance teaching and learning within the PBL methodology approach. The reason for the tremendous growth (5.3) of distance education is a logical consequence of the nature and advantages of distance education (5.4, 5.5), despite some disadvantages (5.6). The disadvantages of distance learning are mainly the absence of interaction with peers and educators, the lack of advanced communication technology in South African households, and the high failure and drop-out rates associated with distance learning. Since there is a clear understanding of the specific problems experienced by distance learners, focused learner support is proposed as a solution to these potential problems (5.6.6, 5.6.6.1, 5.7). Proposals on how to support learners include advisory services, tutoring, learning support, personal counselling, library services and supportive learning materials among others (5.7.3). Media and technology play an important role in distance education models. However, in South Africa, the lack of accessibility, skills and financial resources, would exclude many learners from a learning programme that relies on the use of printed materials and technology (5.8, 5.9, 5.9.6.1). Due to the large numbers of learners completing programmes through

distance education, it is extremely important to specifically focus on the quality of these programmes. Learners must have the assurance that the distance learning opportunities and qualifications are not inferior to contact learning opportunities and qualifications. Quality assurance criteria are proposed (5.10), one of which is the provision of trained academic staff.

Chapter 6 contains the proposed curriculum as developed during this study for the training of teachers in the Learning Area Travel and Tourism. It also contains a PBL module book as an example of how PBL could be applied in the distance learning context.

7.3 CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to develop an OBE curriculum for the in-service training of teachers in the Learning Area Travel and Tourism. The rationale is that a distance education, learner-centred learning programme could lead to an increase in the number of trained teachers in this field of learning, thereby solving the problem of inadequately trained teachers in Travel and Tourism.

The conclusions and recommendations of this study, are described as follows:

Conclusion 1: The nature of tourism as a field of learning is characterised by it being interdisciplinary and dynamic with separate but interrelated parts functioning together within a system.

Conclusion 1 is based on the following findings:

The interdisciplinary nature of tourism was illustrated in 1.4.1 where the dynamic interaction between the different sectors of the tourism industry was described. Hospitality, travel, retailing, wholesaling and attractions development and management are all seemingly independent fields of learning. However, these sectors are combined and become symbiotically dependent on each other for economic survival.

The way the industry is viewed, also illustrates the interdisciplinary dynamic nature of tourism. Three significantly different views of the industry are illustrated in 1.2.2.2, namely:

- the Basic Tourism System (tourist depart from home, travel, arrive at tourist destination, travel back to point of departure);
- the view of a system of Tourism Supply and Demand (focussing on tourist's needs and the satisfaction of those needs by enterprises supplying the needed services); and
- the view of tourism as a result of Tourism Market Forces (the marketing of tourism products such as destinations to targeted market segments).

Recommendation 1: The curriculum and methods for the teaching and learning of tourism should focus on the interrelated nature of the industry in order for learners to understand the dynamic system within which tourism services are supplied to satisfy the needs of tourists.

Recommendation 2:

The use of Problem-Based Learning as teaching methodology is recommended due to its ability to develop learners' skills to apply knowledge in non-specialised interdisciplinary fields of learning such as tourism.

Conclusion 2: A comprehensive curriculum has to include learning outcomes, learning contexts and learning strategies.

Conclusion 2 is based on the following findings:

It is pointed out in 2.2 that definitions and descriptions of the characteristics and nature of the concept *curriculum*, can be categorised into three groups, namely:

- Curricula focusing on outcomes: The curriculum's expected result, outcome or purpose.
- Curricula focusing on context: A philosophical context that determines the nature of the curriculum.
- Curricula focusing on strategies: A specific teaching-learning strategy to be utilised.

The purpose of the curriculum developed through this study is to make learning opportunities available and accessible to teachers in the Learning area of Travel and Tourism. This curriculum was developed to be implemented within the Outcomes-Based Educational context by applying the Problem-Based Learning method as a teaching-learning strategy through the medium of Distance Education.

Recommendation 3: Learning programmes should be developed in such a way the outcomes, contexts and strategies form a coherent unit as part of an ongoing, dynamic curriculum development process.

Recommendation 4: The following learning programme development procedural steps can be followed in developing a curriculum aimed at including outcomes, contexts and strategy.

Recommended Procedural Steps – Learning Programme Development

Investigation and situational analysis



Formulation of expected learning outcomes



Formulate assessment criteria



Describe scope by developing range statements



Select an appropriate teaching method



Design the learning programme by choosing learning content and the planning and organising of learning activities in relation to the selected teaching method.



Implement curriculum



Evaluation of curriculum success

Conclusion 3: The training of adequate numbers of qualified individuals for the tourism industry is a Government priority.

Conclusion 3 is based on the following findings:

It is pointed out in the situational analysis in 5.2.1 that three government departments aim at the provision of quality training in the tourism learning field:

- The Tourism, Hospitality and Sport Educational and Training Authority, a result of the Skills development Act (97/1998) (Department of Labour) oversees, accredits and supports training in the tourism industry.
- The White Paper issued in June 1996 by the Department of Environmental Affairs and Tourism emphasised the need for tourism training and laid down the principle of making training in tourism more accessible and affordable for previously neglected groups.
- The Department of Education finally implemented the Learning Programme in Travel and Tourism (NQF2-4/FET) in 2000. There is currently an estimated number of 20 000 learners enrolled for this learning programme countrywide.

Recommendation 5: In order to support Government in producing adequately trained individuals for the tourism industry, access to teacher training opportunities should be improved.

Recommendation 6: This study recommends that, in order to improve accessibility to teacher training opportunities in tourism, a distance education delivery strategy should be applied when implementing a teacher training learning programme for Travel and Tourism.

Conclusion 4: **The present secondary school Learning Programme in Travel and Tourism has some serious shortcomings.**

Conclusion 4 is based on the following findings:

A critical analysis of the existing secondary school learning programme for the Learning Area Travel and Tourism brought the following problems to light (5.2.2):

- This learning programme contains outcomes that would be more appropriately mastered at tertiary level, such as operation of computer reservation systems;
- The focus is on the travel sector;
- The interrelatedness of the sectors is only addressed in one outcome;
- Studying tourism as a system is not included in the learning programme;
- The tourism sectors are taught and learnt separately while, in reality, none of these sectors can exist without the others; and
- The existing learning programme does not answer to some of the stated needs of the tourism industry itself.

Recommendation 7: **The currently used secondary school Learning Programme in Travel and Tourism (NQF2-4/FET), should be evaluated and corrective action should be taken in order to make the learning programme more relevant to the needs of the industry and learners.**

Diagram 7.1: Summary of conclusions and recommendations

CONCLUSIONS	RECOMMENDATIONS
<p><u>Conclusion 1:</u> The nature of tourism as a field of learning is characterised by it being Interdisciplinary and dynamic with separate but interrelated parts functioning together within a system.</p>	<p><u>Recommendation 1:</u> The curriculum and methods for the teaching and learning of tourism should focus on the interrelated nature of the industry in order for learners to understand the dynamic system within which tourism services are supplied to satisfy the needs of tourists.</p> <p><u>Recommendation 2:</u> The use of Problem-Based Learning as teaching methodology is recommended due to its ability to develop learners' skills to apply knowledge in non-specialised interdisciplinary fields of learning such as tourism.</p>
<p><u>Conclusion 2:</u> A comprehensive curriculum has to include learning outcomes, learning context and learning strategies.</p>	<p><u>Recommendation 3:</u> Learning programmes should be developed in such a way the outcomes, context and strategies form a coherent unit as part of an ongoing, dynamic curriculum development process.</p>

	<p><u>Recommendation 4:</u></p> <p>The recommended learning programme development procedural steps can be followed in developing a curriculum aimed at including outcomes, contexts and strategy.</p>
<p><u>Conclusion 3:</u></p> <p>The training of adequate numbers of qualified individuals for the tourism industry is a Government priority.</p>	<p><u>Recommendation 5:</u></p> <p>In order to support Government to provide adequately trained individuals for the tourism industry, access to teacher training opportunities should be improved.</p> <p><u>Recommendation 6:</u></p> <p>This study recommends that, in order to improve accessibility to teacher training opportunities in tourism, a distance education delivery strategy should be used for the teacher training learning programme for Travel and Tourism.</p>
<p><u>Conclusion 4:</u></p> <p>The existing secondary school Learning Programme in Travel and Tourism has some severe shortcomings.</p>	<p><u>Recommendation 7:</u></p> <p>The existing secondary school Learning Programme Travel and Tourism (NQF2-4/FET) should be evaluated and corrective action should be taken in order to make the learning programme more relevant to the needs of the industry and learners.</p>

7.4 RECOMMENDED FUTURE RESEARCH

The purpose of this study was to develop a curriculum for a learning programme to train in-service teachers to teach Travel and Tourism. During the course of the study, some problematic issues that were not directly part of this study were identified. The following matters are recommended for further research:

- The existing school learning programme has to be evaluated, mainly in terms of content and the link with Higher Education tourism programmes offered by technikons and universities.
- The feasibility and management of the internships which forms part of the school learning programme (Unit Standards 2.8, 3.8 and 4.6).
- The recognition of prior knowledge and experience of teachers being retrained to teach Travel and Tourism.
- The value of experience of tourism consumption for the teaching and the learning of Travel and Tourism. This point is raised due to the researcher's impression that teachers' and learners' misconceptions and unreasonable expectations about the tourism industry may be due to misinformation and the lack of any tourism experience.
- The effectiveness of PBL in distance education.

7.5 CONCLUSION

South Africa is a country with a wealth of tourism resources. The country has unique natural features, a variety of geographical areas with distinctive characteristics, world heritage sites and a fantastic variety of plant and animal species. South Africa probably has the most advanced infrastructure in Africa regarding roads, electricity, clean water, telecommunications, etc. Socially South Africa has an interesting cultural diversity, a well-known heritage that holds the imagination of people worldwide namely the *Apartheid/Struggle* history, and some world famous international ambassadors such as Nelson Mandela.

Despite the crime level in South Africa, it remains a democratic country free of war and terrorism where human rights are high on the priority list. South Africa also offers very good value for money for international tourists. South Africa has also grown tremendously in terms of the staging of world events such as the Earth Summit scheduled for August/September 2002.

The growth potential of tourism in South Africa in terms of the available resources mentioned, is outstanding.

However, some aspects restrict faster growth of the industry in South Africa. One example is the lack of adequately trained tourism employees. This results in unsatisfactory service rendering in the industry. It also leads to a lack of awareness of the wealth of advantages tourism holds. Another result is that entrepreneurial opportunities are not adequately utilised by private individuals.

Government has responded by launching tourism awareness campaigns. This in turn resulted in unrealistic expectations from the tourism industry in terms of job opportunities and the creation of wealth.

The current school learning programme's most important advantage probably lies in the fact that learners are made aware of tourism, how it works and what the

opportunities in the industry are. This is done without creating false impressions about the euphoria of an industry that is all about jobs, wealth and holidays. The inadequate number of qualified teachers in this learning area, and the risk of employing teachers not adequately trained, may lead to distorted views of the tourism industry in the minds of learners due to the teachers' inadequate knowledge. This may result in disillusionment when some learners experience that parts of the industry mostly offer opportunities to low skilled, low paid, seasonal workers.

The challenges and opportunities offered by the growth of tourism will only become another South African success story if educators can develop the quality of human resources needed in a service industry. However, a well-trained workforce cannot only be the result of the work educators do in classrooms, despite the research and effort invested in curricula, methodology and delivery strategies.

It is imperative that the industry gets involved in the improvement of the quality of training. Opportunities to learners regarding internship programmes, learnership opportunities, in-service training, cooperative education and the advisory role of industry, would greatly improve the quality of formal tourism education. Only then will tourism trainers and educators know how to truly respond to the human resource development needs of the tourism industry.

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ADDENDUM A

Memorandum to Jenny Cornish of Reach and Teach, 22 October 1998

(See 3.2.2.3)

Technikons were requested to submit their views on the school learning programme to Cape Technikon, the convenor technikon of the National Diploma: Tourism Management, in South Africa.

The remarks, *mainly criticism*, were consolidated into one document sent to all technikons and Reach and Teach.

This was the primary source of information regarding this study's content analysis of the school learning programme.



MEMORANDUM

TO: Ms Jenny Cornish, Reach and Teach
FROM: Debbie Smal, Department of Tourism
DATE: 22 October 1998
SUBJECT: Pilot Programme for Schools - Tourism as a subject

At a meeting of Technikons held end September 1998 a copy of the pilot programme was circulated to all for comment. Herewith enclosed please find a summary of contributions from the Technikons.

This summary should be viewed in the spirit of pulling together the two levels of education, namely secondary and tertiary education, so as to clarify the respective purpose of each level and to base the formulation of programmes on clearly articulated and progressive outcomes.

Tourism currently generates 11,6 % of the world GDP, and all indications are of continued rapid growth in the tourism industry. Tourism is forecast to increase its total economic activity by 4,1 % per annum worldwide up to 2010. The respective figures for South Africa are: 8,2 % of GDP and a growth rate exceeding the international growth rate at 5,5 % per annum. According to Gunn (1998: 74) educational and training programs have expanded in keeping with the growth of the industry. Even though expansion has occurred there are still a number of voids in curricula that do not meet the needs of the comprehensive scope of tourism.

Gunn further states (1998: 74 - 75) that the field of tourism has a variety of issues that complicate the process of developing curricula as there are more variables involved. Being aware of this particular aspect should assist educational administrators in making decisions regarding curricula appropriate to their institution. The key variables applicable to this situation include a) The scope of Tourism, b) Levels of Education and Training and c) Tourism as a discipline.

Mr Clem Sunter, at a Tourism Workshop held on 21 October 1998, stated that the world scenario is changing very fast and that a "new breed" is entering the market, namely "foxes". The fox scenario focuses on individuals who are entrepreneurs and own small, micro and medium enterprises - the basic man on the street. Mr Sunter further stated that foxes are naturally born but can also be trained and educated. This thought puts a direct challenge to all trainers and educators at all levels. We are all in the game of grooming the future generation. The focus thus is on providing the person with certain skills, training and knowledge to achieve success. Gunn (1998: 76) identified six particular categories of tourism careers with levels of employment around which proposed curricula can be built. Although Gunn's categorization is but one of many models of career structures in tourism, it serves the useful purpose of specifying not only categories of careers but also levels of employment which are clearly progressive.

Addendum A
Technikon Memorandum to Reach and Teach

FIGURE 1 OUTCOME OPPORTUNITIES FOR TOURISM CURRICULA				
LEVEL OF EMPLOYMENT				CATEGORIES OF TOURISM CAREERS
Management	Supervisory	Specialist	Other	
				A. Providers of direct travel services
				B. Providers of travel support products/services
				C. Manufacturers of travel equipment/products
				D. Policymakers, planners, developers
				E. Action and constituency groups
				F. Educators

Source: Gunn (1998: 76)

Evaluating these categories makes it quite clear that there must be distinct outcomes at each level of tourism education and that the progression/articulation from secondary level to tertiary level should be clearly defined. By re-evaluating the current pilot programme and comparing with what is being offered at tertiary level will enable decisions to be formulated as to what schools should offer and what tertiary level should offer without overlapping in content. Comparison in this fashion is of course not the ideal *modus operandi* since it is really only an attempt to analyze two preconceived sets of outcomes and programme content. As mentioned before the ideal process is the pulling together of the two levels of education concerned so as to clarify the respective purpose of each level and to base the formulation of programmes on clearly articulated and progressive outcomes. The danger of regarding existing curricula as holy ground and untouchable should be avoided. The secret once again lies in building partnerships. The partnership starts with secondary level, is carried through to tertiary level and eventually to the industry.

1. COMMENTS FROM TECHNIKONS REGARDING THE PILOT PROGRAMME

In general there is a strong support for tourism to be introduced at secondary level to facilitate the necessary awareness of tourism.

1.1 Articulation with higher education

- * Decisions must be made regarding what secondary level should focus on and what tertiary level should focus on.
- * It is generally doubtful whether the envisaged range statements and the depth and scope of stated outcomes are attainable at secondary level. There is a clear overlapping with content from first year to third year level and a clearer definition will be required. It appears that Technikon curriculums have not been adequately scrutinized.

* Will tourism become a compulsory subject. In terms of admission requirements at tertiary level preference will be given to those with tourism as a subject.

* School is about education. The preparation of candidates for a career in tourism would be impossible at secondary level. They can be groomed with the basics for entry into the junior areas of the job market and the know how for further tertiary studies.

Addendum A

Technikon Memorandum to Reach and Teach

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- * Students who would select this study option at secondary school would have greater commitment to tourism studies and encourage higher learning outcomes at Technikon. To have new students in the programme who already possess the expressed outcomes would certainly improve the pass rate.
- * More research needs to be done regarding the curriculum and entry level to tertiary institutions.
- * Tertiary institutions must become involved with the development of standards and “outcomes based” objectives of secondary level.

1.2 Content issues

- * Should a specialized subject such as Ticketing and Fares be addressed at secondary level?
- * What prescribed materials are being used?
- * Galileo and similar technologies should only be dealt with at Tertiary level.
- * More focus on service excellence/customer care required.
- * There is a lack of destination studies.
- * What entrepreneurial/business/accounting studies are included and those selecting tourism should also have history and geography as subject.
- * Grade 10 should be a very basic introduction to tourism.
- * More skills focus in Grade 11 and 12, including application of knowledge.
- * There should be a focus on communication with regards to cultural exchange and the inclusion of a foreign language.
- * There should be a focus on providing pupils with skills to present talks in front of an audience, can form part of “Verbal Communication” in each unit.
- * No real developmental issues are addressed, the focus is more travel.
- * Real issues should also include working in tourism, tourism and the scenario in South Africa, customer care and creating impressions.
- * The concept of demand and supply should form a theme throughout the curriculum.
- * Would suggest the following books to consider as possible materials for study at secondary level:

Johnson, D. 1997. **Introduction to Travel and Tourism: Book One, The Travel and Tourism: Series.** Australia, McGraw-Hill. (ISBN 0 07 470526 1)

*Addendum A
Technikon Memorandum to Reach and Teach*

Landry, J.L. & Fesmire, A.H. 1994. **The World is out there waiting: An introduction to Travel and Tourism.** New Jersey, Prentice Hall. (ISBN 0 13 4747356)

1.3 Empowerment of trainers and institutions

- * As fairly advanced knowledge and experience is necessary to teach tourism, a major concern is the caliber, capability and industry experience of teachers to successfully teach tourism. Having travelled is not a sole qualification and does not form the foundation to teach tourism. What training is currently offered for teachers, who is facilitating the training and what content is covered in their training?
- * What is the extent of the travel and tourism training resources at secondary schools?
- * Technikon could become involved with the training of teachers who will teach the subject.
- * Assistance from Technikon with course materials and materials development in general.
- * More liaison with tertiary institutions. The Department of Education in each region should facilitate mini meet & greet sessions between teachers and lecturers teaching tourism. Views and thoughts can be exchanged.
- * A guideline for teaching tourism at secondary level should be developed as well as a guideline for the implementation of tourism related projects at secondary level.

1.4 General

- * Secondary education must focus on the basic entry levels for junior positions.

1.5 Purpose of the programme

- * Tourism should be introduced at secondary level to facilitate the necessary awareness of tourism.
- * Initiating self awareness, where do school children fit into the current tourism scenario?

2. GENERAL COMMENTS REGARDING THE OVERALL PURPOSE

“Provide benefits to the society and the economy through enhancing citizenship, increasing social and economic productivity, providing specifically skilled people, transforming and redressing legacies of inequity”

“To prepare new recruits for the industry”

Both these outcomes seem somewhat ambitious for secondary level. Surely secondary level should focus on providing new recruits at entry level into the tourism industry, fit for junior levels. Transforming and redressing legacies of inequity can lead to the achievement of

opening new awareness for people who would not normally have been interested in tourism. Other stated purposes are quite acceptable and form an excellent basis for secondary level.

3. COMMENTS REGARDING UNIT STANDARDS

Unit standard no 10.1 - An overview of tourism

Specific outcome 10.1.1 - Interrelated systems

This particular aspect is addressed on first year level at Technikon. Prior to analyzing interrelated systems, an investigation into the historical development of tourism internationally and domestically is conducted. This is part of the subject Tourism Development 1. The fact that this duplication occurs is an illustration of the lack of communication between the two levels during the conceptualization of the curriculum. The outcome is not necessarily misplaced, but one should consider how this interfaces with higher levels. The concern is raised with the critical outcome - to what extent can a grade 10 child effectively analyze information, critically evaluate information and develop entrepreneurial opportunities? Many students at third year level find it quite challenging.

Specific outcome 10.1.2 - The accommodation sector

Again part of the subject Tourism Development 1, addressed on first year level at Technikon. Teachers might have a problem with this section as a result of the diverse nature of this sector. They would also have to put together their own notes from a variety of sources.

Specific outcome 10.1.3 - The Transport sector

Part of Tourism Development 1, addressed on first year level at Technikon. If only introduced as a general overview it will be acceptable for a grade 10 pupil.

Specific outcome 10.1.4 - The Attraction sector

Part of Tourism Development 1, addressed on first year level at Technikon. Could become a problematic exercise dividing the attractions into market segments.

Specific outcome 10.1.5 - The Travel Organizers sector

Part of Tourism Development 1, addressed on first year level at Technikon. To what detail are these sectors described. This section should rather be named "The Tourism Organizers Sector". Travel is a component/sector of tourism, tourism being an industry with a variety of sectors. Tour operators is a sector, Tour Wholesaler/Broker is a sector. Please note that "Tour Guide" should be "Tourist Guide". "Tour Guide" is a book, "Tourist Guide" a person.

Specific outcome 10.1.6 - The Industrial and Commercial sector

What would you describe as "Industrial" in tourism. Surely this section should be examined before 10.1.5 as a general overview and then identify particular commercial sectors.

Specific outcome 10.1.7 - Destination Organization sector

Part of Tourism Development 1, addressed on first year level at Technikon. Careful consideration must be given to the extent to which functions are examined. Most of the aspects are too complicated for a grade 10 pupil. Destination organizations are mainly public sector orientated - and the organization of private sector would therefore resort under a segment on its own, forming part of 10.1.5 and 10.1.6. Satsa, Fedhasa etc are examples of Associations or sectoral organizations (non-profit) in the industry and can be grouped as a section on its own - the extent of Associations in tourism, it is not grouped under private sector as such. Importance of community based tourism - the tourism industry as a whole have difficulty with this aspect, how could a grade 10 pupil cope with this - unless the approach is very basic evaluating who the communities are and how they fit into the tourism scenario.

Specific outcome 10.1.8 - Tourism Policy Development

This segment forms part of Tourism Development 3, third year level at Technikon. This topic is very challenging and even third year students find it abstract and difficult to comprehend. To what extent will this be covered, as a general overview is acceptable but not in depth investigation.

Unit standard no 10.2 - Communication

Specific outcome 10.2.1 - Written Communication

With the knowledge acquired up to this point it will be impossible to work out an successful itinerary. Knowledge of destinations, map reading and costing just to name a few is necessary to construct a successful itinerary. This has not been covered up to this particular point. At this level the general structure and composition of itineraries would be appropriate rather than compiling accurately planned and cost itineraries.

Specific outcome 10.2.2 - Verbal Communication

Flight departures, arrivals, check in/out forms part of Travel Practice 1 under Travel agency operations and Ticketing/Fares. Once again, consideration should be given to the purpose of exposing learners to such terminology at this level.

Specific outcome 10.2.3 - Non-verbal Communication

Although range statements seem quite ambitious, these aspects are critical to the grooming of learners for the possible careers in tourism.

Specific outcome 10.2.4 - Reading and Comprehension

Itineraries - to what extent, what examples are used. What aspects are covered in terms of "reading" and "comprehending" itineraries. Thoughts should be given to the ability to have real insight to cope with business related letters, faxes and brochures. A gradual progression should be introduced here, general business related communication leading up to these aspects that should rather be part of grade 12 as that is the level the pupil will exit from and be able to use information immediately.

Specific outcome 10.2.5 - Listening and Responding

Part of Travel Practice 1, Travel agency operations and in Communication at first year level. The range statements represented here are quite acceptable. A lack of telephone skills seem to be a real problem to employers and the sooner the learners are exposed to correct ways, the better.

Unit standard no 10.3 - Ecotourism

Specific outcome 10.3 - Ecotourism

Content ranging from grade 10 - 12, is covered in the subject Tourism Development 2 at second year level. To what extent will this be addressed and for what purpose? Under assessment criteria - should rather read "Explain the relationship between the components of sustainable tourism". Replace "responsible" with "sustainable". The focus should be on sustainability and ecotourism a vehicle in achieving sustainability. Critical outcomes seem very ambitious. This is an area that could be great fun for a school child and more emphasis should be placed on conservation/preservation of immediate environment (culturally and environmentally).

Unit standard no 10.4 - Basic Calculations

Specific outcome 10.4 - Basic Calculations

Part of Travel Practice 1 and 2, first and second year level at Technikon. Foresee difficulties with this. Maybe this section should fall under Grade 12. Seems very ambitious. Accounting background may be required to be successful with many of these concepts (grade 11 and 12 accounting).

Unit standard no 10.5 - Geographic Tourism

Specific outcome 10.5 - Geographic Tourism

Part of Travel Practice 1,2 and 3. Itineraries should be part of this section as it focuses on geographic and destination elements. A general overview approach would be acceptable. Critical outcomes are not very clear, they seem very general and not specific, but yet a bit ambitious.

Unit standard no 10.6 - Technology in tourism

Specific outcome 10.6 - Technology in tourism

Acceptable if the intention is to expose learners to different forms of technology in order to create a sense of comfort with technology and understanding of its role in business.

Unit standard no 10.7 - Local and Provincial Markets

Specific outcome 10.7 - Local and Provincial Markets

The name of the unit and content do not seem to match. The information is travel practice related. A study into local and provincial markets could also mean an in depth analysis of the economic status, socio-cultural aspects, natural and socio-cultural environment, tourist attractions, accommodation, tourist services and infrastructure/superstructure, other infrastructure, government agencies/institutional elements, transport services, local resident use of facilities, local residents attitudes to tourists, domestic and international tourists perception and attitudes to locals. Organizing tours and itineraries, collecting, etc, information to determine and satisfy needs of the tourist at this level seem rather a heavy task. "Participate as responsible citizens" is an area that forms part of sustainable tourism (ecotourism) - conservation/preservation of the environment but this could also incorporate the heritage/culture aspect of the community and the role of the community and environment - together as a partnership.

Unit standard no 11.1 - Communication

Specific outcome 11.1.1 - Written Communication

Itinerary focus - would that be on the actual written lay out of an itinerary as the concept of itineraries form a natural grouping with geographic tourism. The concept of service excellence can be made more relevant to this section and can form the core around which this unit is based.

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Specific outcome 11.1.2 - Verbal Communication

The focus should be based around service excellence. Range statement - "information on national and regional level" - what kind of information and to what extent? Would suggest to include presenting topics as part of the specific outcome to already instill that confidence of speaking in front of an audience.

Specific outcome 11.1.3 - Reading and Comprehension

Interpreting maps, distance charts, proximity of major cities in SA to the ocean, distribution of wildlife/forests seems to be a topic to be grouped with geographic tourism. Every topic covered throughout all units involve some form of reading and comprehension.

Unit standard no 11.2 - Ecotourism**Specific outcome 11.2 - Ecotourism**

The information seems to be a repeat of the previous information on ecotourism. Although the emphasis is on local level, progressing to international level will focus on same type of information, with different case scenarios. Valid critical outcomes.

Unit standard no 11.3 - Basic Calculations**Specific outcome 11.3 - Basic Calculations**

Part of Travel Practice 1 and 2. Basic calculations are valid for a junior on entry level. However fares and tariffs run as an entity on its own. Package pricing strategies requires accounting knowledge, marketing background etc - students who choose tourism must have accounting and business economics. Critical outcome does not seem to match this title - "solving problems regarding the availability of transport and accommodation" - how?

Unit standard 11.4 - Geographic Tourism**Specific outcome 11.4 - Geographic Tourism**

Very valid. Provides an excellent general insight to their destination. Critical outcomes - should read - "interpret maps to facilitate travel and itinerary planning".

Unit standard 11.5 - Technology in Tourism**Specific outcome 11.5 - Technology in Tourism**

Very valid. To what extent is the computer integrated?

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Unit standard 11.6 - Career Opportunities**Specific outcome 11.6 - Career Opportunities**

Excellent. Will provide insight into the options with regards to further study and selecting career paths. Could maybe include a pupil to select areas of interest and to do job shadow scenarios and build up a job shadow portfolio of what was done and basic information on the particular company as well as identifying further qualifications necessary to enter that particular sector.

Unit standard no 11.7 - National Tourist Markets**Specific outcome 11.7 - National Tourism Markets**

Refer to comment on specific outcome 10.7. General feeling is the same. Maybe these units could be renamed - "Local and Provincial Tourism Destination Markets and "National Tourism Destination Markets". Last critical outcome seems more at home with Sustainable tourism/Ecotourism.

Unit standard no 12.1 - Communication**Specific outcome 12.1.1 - Written Communication**

Very valid but some areas would form part of agency operations, should be dealt with as a separate issue under a topic such as "Agency Operations".

Specific outcome 12.1.2 - Verbal Communication

Very valid, the service excellence ethic should come more to the fore in this section.

Specific outcome 12.1.3 - Reading and Comprehension

Very valid for a junior on entry level.

Unit standard no 12.2 - Ecotourism**Specific outcome 12.2 - Ecotourism**

Valid issues for grade 12 level. Would suggest that ecotourism form part of grade 11 and 12 not grade 10.

Unit standard 12.3 - Basic Calculations**Specific outcome 12.3 - Basic Calculations**

Very valid. Provides the pupil with the basic know how for entry level into the job ~~Aden~~ *Aden*

Memorandum to Roach and Touch

Unit standard no 12.4 - Technology in Tourism

Specific outcome 12.4 - Technology in Tourism

Identifying the range of technologies and analyzing their functions in the tourism industry is very valid and initiates an understanding of technological advancement in tourism. However should the aim be to introduce systems such as Galileo, Amadeus, Gets, Sabre - problems are foreseen. Many school children will be selecting tourism as a subject and just taking numbers into account, suitable training venues with up to date systems and finding a suitable trainer will initiate problems and can become very costly. The suggestion is to focus on very basic reservations but to leave actual systems such as Galileo for tertiary level.

Unit standard no 12.5 - Global Perspectives of Tourism

Specific outcome 12.5 - Global Perspectives of Tourism

Valid unit as it provides a holistic approach to tourism. Can be more specific regarding the information related to trends and what source will be utilized to obtain this information. Trends of national tourism can just briefly incorporate (as a reminder) trends on provincial, regional and local level - how they filter through. Under critical outcomes could include "Providing excellent service" as an entity (add it in after "interpreting preferences regarding destinations, accommodation and ways of travel").

Unit standard no 12.6 - Inbound Tourist Markets

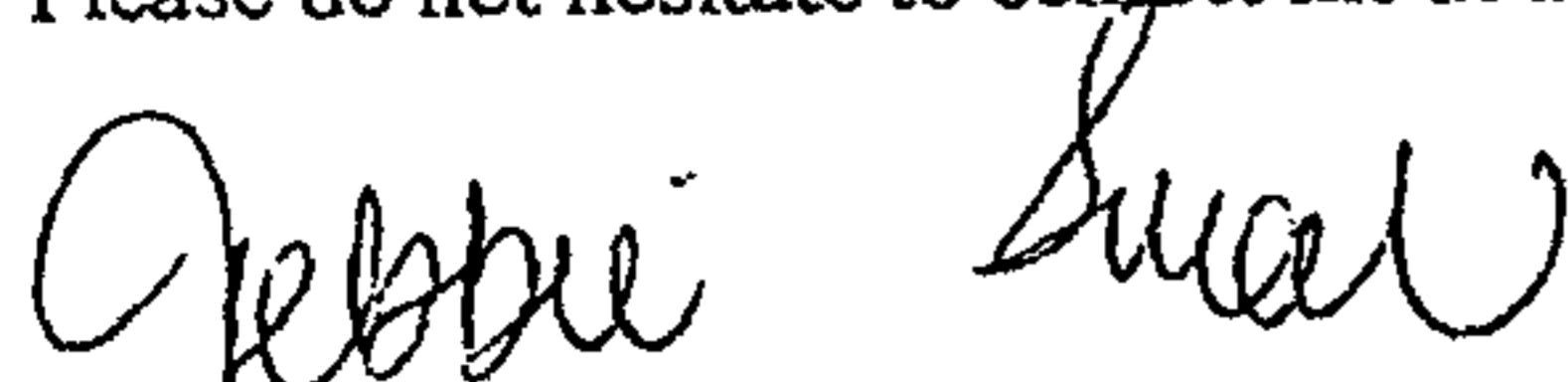
Specific outcome 12.6 - Inbound Tourist Markets

Suggestion that more than one international tourist market is focused on - maybe the top 20 markets to South Africa. Destination knowledge is required to plan an integrated tour of Southern Africa, specifying countries of focus. At this level the pupil must have basic accounting and business economics background for the costing of an itinerary. Critical outcome - "Participate as a responsible citizen in the life of local, national and global communities" - more fitting as an outcome for units on Sustainable tourism/Ecotourism.

It seems that grade 10 contains much more content and work to be covered than grade 11 and 12. The load of grade 12 should be heavier as they will exit this point into junior levels of the tourism industry.

These are just a few comments and suggestions. The great emphasis is to facilitate communication with tertiary institutions and to grow in the partnership. As we know, we are all partners in tourism!

Please do not hesitate to contact me at any time.



DEBBIE SMAL (mrs)

LECTURER: TOURISM DEVELOPMENT

*Adaptation A
Technical Memorandum to Research and Teach*

ADDENDUM B

**Travel and Tourism School Learning
Programme**

Grades 10-12/NQF 2-4

(See 3.2.2.4)

INTRODUCTION TO THE OUTCOMES BASED LEARNING PROGRAMME: TRAVEL AND TOURISM LEVEL 2, 3 AND 4 346

This is a broad learning programme that introduces a learner to the various sectors of tourism. It is aimed at encouraging and creating tourism awareness in Further Education and Training band, by giving the learners exposure to the existing tourist attractions, destinations and cultural, religious and historical aspects of tourism that has made South Africa a rich and vibrant destination for our local and foreign tourists. It is intended to encourage rural communities to take pride in their origins and uniqueness whilst deriving economic benefits from it by taking ownership of such tourism activities.

Besides focusing on knowledge, attitudes and skills development that is in line with entry-level jobs in the tourism industry, the programme also encourages entrepreneurial opportunities, making use of the resources that are readily available.

PURPOSE OF THE OUTCOMES-BASED LEARNING PROGRAMME: TRAVEL AND TOURISM LEVEL 2, 3 AND 4

The purpose of this learning programme is to:

- * Provide qualifying learners with applied competence and a basis for further learning
- * Add value to the qualifying learner in terms of enrichment of the person, provision of status, recognition, enhancement of marketability and opening-up of routes for further education and learning
- * Provide benefits to the society and the economy through increasing social and economic productivity, providing specifically skilled people, transforming and redressing legacies of inequality.
- * Comply with the objectives of the NQF including promotion of learner access, mobility and progression, and the provision of quality education.
- * Introduce learners to the tourism industry
- * Allow learners to gain work experience in the tourism industry.
- * Develop knowledge of entrepreneurship, career opportunities and the skills and necessary to access these.
- * Prepare new recruits for the entry level positions in the industry
- * Create quality customer service and customer care
- * To acquire basic knowledge and skills for junior entry levels into the job market.

TERMINOLOGY RELATED TO PROGRAMME DESIGN

1. The following definitions attempt to clarify concepts that are referred to in this document.

Assessment	involves the process of collecting and interpreting evidence of learner achievement.
Assessment criteria	are the criteria included in a unit standard designed to determine the achievement of specific and critical outcomes.
Competence	refers to the capacity for continuing performance within specified ranges and contexts resulting from the integration of a number of specific outcomes. The recognition of competence in this sense could be the award of a qualification (e.g. a General Education and Training Certificate testifies to competence in a certain range of outcomes on Level 1 of the Framework).
Credit	is the recognition that a learner has achieved a unit standard. Credits may be accumulated until conditions have been met for the award of a qualification.
Credit value	is the value assigned to unit standard in order to facilitate comparisons between them as well as rules of combination for qualifications.
Curriculum framework	sets out the philosophical and organisational framework for a specific curriculum.
Critical outcomes	are cross-curriculum, broad outcomes that focus on the capacity to apply knowledge, skills and attitudes in an integrated way.
Evaluation	is the process whereby the information obtained through assessment is interpreted to make judgements about a learner's competence.
Learning programmes	consist of relevant unit standards as well as possible learning materials and methodology by means of which learners can achieve agreed learning outcomes.
Levels	are the positions of the NQF where national unit standards are registered and qualifications awarded. These levels are arranged to signal increasing complexity in learning and to facilitate meaningful progression routes along career and learning pathways.
Level descriptors	are defined for every level on the framework and serve as criteria by which standards and the qualifications, from which they are aggregated, may be assigned with confidence and consistence to the predetermined levels of the framework.
Moderation	samples and compares assessment to ensure that Education, Training and Development (ETD) practitioner are assessing work according to agreed standards, and that there is consistency from year to year, and within districts, provinces

Addendum B

Travel and Tourism School Learning Programme

The National Qualifications Framework (NQF) refers to the National Qualifications Framework approved by the Minister of Education for the registration of national standards and qualifications.

Outcomes are the results of learning process, formal, non-formal or informal and refer to knowledge, skills and attitudes within particular contexts. Learners should be able to demonstrate that they understand and can apply the desired outcomes within a certain context. Outcomes are of two types, namely critical and specific.

Phases are distinguished within compulsory education in order to accommodate the various learning needs of children at different stages of development.

Specific outcomes are contextually demonstrated knowledge, skills and attitudes, reflecting critical outcomes.

Systemic evaluation is a process whereby an education and training system, (national provincial, local) or an aspect of it is assessed and evaluated. This process may also be used to evaluate institutions, courses or particular policy inputs. Systemic evaluation targets quality factors and examines the system holistically.

Unit standards are nationally agreed an internationally comparable statements of outcomes and their associated performance/assessment criteria together with administrative and other necessary information. Unit standards are registered on the NQF at a defined level.

Formative Assessment refers to the on-going assessment throughout a period of learning or practice that provides continual feedback on the rate and direction of progress towards the goal of competency (also called continuous assessment).

Summative Assessment refers to assessment of performance at the end of a period of learning or practice, the results of which are usually recorded and reported. In a learning programme, summative assessment will occur at several places in the programme.

2. The teacher should consider that Travel and Tourism is studied at a

- * Provincial and community level in Level 2
- * National level in Level 3
- * International, Regional and National level in Level 4

It is expected that the pupil should produce a portfolio individually in each of the 3 levels. These portfolios will integrate all the skills acquired and will demonstrate the outcomes achieved in each grade.

The above method enhances continuous assessment. Summative assessment is also of importance

Once the material in a portfolio is organised according to unit standards the teacher can evaluate the learner's achievements

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Portfolios are not meant for comparing learners with each other, but for documenting individual learner's progress over time. The use of the portfolios also provides teachers with a built-in system for planning parent-teacher conferences.

The learner is responsible (with the assistance of the facilitator) to gather all evidence for each assessment criteria and range statements in a particular unit standard.

Although a learner could have achieved a certain unit standard he must be able to continuously demonstrate/apply the knowledge and skills that had been accomplished previously.

SUMMATIVE ASSESSMENT/ EXTERNAL WRITTEN EXAMINATION

- 1 A three- hour examination paper of hundred and fifty marks will be written at the end of Level 4 to test higher level cognitive skills and facilitate integration.
- 2 The structure of the question paper should be as follows:
 - recall: 20%
 - interpretation (comprehension of information): 20%
 - interpretation (explanation of information) : 20%
 - application of knowledge : 20%
 - analysis, synthesis and evaluation : 20%
- 3 Emphasis should be laid on facilitating quality customer care and correct response to the needs of the customer.
- 4 Maps, problem scenarios, guides, etc to be provided as annexures in the question paper.

THE ASSESSMENT PROCESS

The assessment process involves the following three stages at the learning site level.

ASSESSMENT OF LEARNER EVIDENCE BY THE FACILITATOR

- 1 The learner should produce evidence of achieving each assessment criteria for each unit standard.
- 2 The evidence should be assessed for competence by the teacher/ facilitator.
- 3 The learner to repeat only the assessment criteria where competence was not yet achieved.
- 4 The evidence to be compiled into a portfolio as evidence of achievement.
- 5 Such evidence to have all the particulars of the relevant unit standard, i. e. the number of the unit standard and the number of the assessment criteria to facilitate cross referencing with the learning programme.
- 6 The learner should complete and be competent in all the unit standards, including the work experience at the end of each level/grade

INTERNAL MODERATION BY HEAD OF THE SECTION

- 7 The Head of the section to moderate the portfolios at regular intervals, using the attached measurement instrument. (Annexure A).

EXTERNAL MODERATION BY AN EXTERNAL MODERATION TEAM

- 8 This is the actual standardisation of learner evidence using the same measurement instrument as in 7 above. (Annexure A)
- 9 A moderation team consisting of Provincial Education officials and Industry Experts (lecturer at the nearby Technikon/ University offering tourism programme/ a representative from the tourism sector/ local/ provincial tourism office) will perform the external moderation of the portfolios.

- 10 The marks obtained will have been standardised/moderated and do not require any further statistical moderation. 351

NOTE

In Level 2 the learner will be assessed only on the Level 2 learning programme.
In Level 3 the learner will be assessed only on the Level 3 learning programme.
In Level 4 the learner will be assessed only on the Level 4 learning programme.

MARK ALLOCATION

LEVEL: 2, 3 AND 4

PORTFOLIO WORK (CONTINUOUS ASSESSMENT)	50%
WRITTEN EXAMINATION (SUMMATIVE ASSESSMENT)	50%
<u>TOTAL</u>	100%

GUIDELINES ON WORK EXPERIENCE

The purpose of a qualification as spelt out in SAQA regulations is to equip the learner with sufficient competencies with regard to knowledge, skills and attitude to make meaningful contribution to the society. It should also provide for life long learning and development of entrepreneurial skills.

As the jobs are so few, it is necessary that the learners following this programme be given the opportunity to have mentors to learn from. This will facilitate imparting of skills, knowledge and attitudes and may lead to some learners gaining so much confidence and the interest to venture into similar projects. The work placement may also make the initial on the job training unnecessary for those learners who will be fortunate enough to get employment.

It is suggested that the learners themselves should:

- Identify areas of interest
- Approach the employer for possible work placement.
- The learner need not be paid
- This should be formulated into a contract with the assistance of the teacher
- The objectives of the placement should be clearly spelt out
- The necessary documentation should be kept as stated in the relevant Unit Standards.

OTHER PROJECTS

It is suggested that all the schools be involved in the activities linked to the World Tourism month every year. This may benefit local communities, the learners and the schools. Non-governmental Organisations or the industry may be requested to assist with the project.

ASSESSING THE PORTFOLIO USING OUTCOMES-BASED DESCRIPTORS

	Needs much improvement 1 - 4	Meets the criteria 5 - 7	Strong 8 - 10
Variety and quality of work (10)	Limited quality, little or no variety of work, not a broad collection	Acceptable number, variety and versatility of work	Rich variety of kinds of work showing versatility of writing attempts and ability
Skills and abilities (10)	Limited demonstration of various techniques; weak development of skills	Evidence of experience with several skills; different forms of writing correctly presented; ideas are developed	Good control over a range of skills and abilities; ideas and organisation lead to clear, understandable writing
Writing process (10)	Shows little grasp of writing strategies or processes	Uses the writing process; can describe how he/she approaches writing	Obvious facility with all phases of the writing process; examples of stages are evident in the portfolio
Evidence of growth (10)	Little change seen from earlier to late pieces of work; little sense of self as a learner; little engagement in the tasks; poor at setting personal goals	Some growth seen from early to later pieces of work; some sense of self as a learner; evidence of goal setting	Progress evident; increased use of skills and processes; identifies self as learner; sets personal standards and goals
Self-Reflection (10)	No reflection, or narrow one-dimensional reflections	Expanding self-reflections; able to identify characteristics of own work	Clear, specific reflections increasing in variety and depth
Portfolio processes (10)	Poor presentation and organisation; has difficulty with preparing and caretaking of portfolio	Shows organisation, ownership, interest, increased independence in managing own portfolio	Takes responsibility; independence in managing portfolio; good appearance and organisation
Personal involvement; and attitude (10)	Little or no attachment to the portfolio or sense of accomplishment or pride	Takes pride in ownership; takes some initiative and control of portfolio; feels sense of worth	Takes great pride in ownership; enthusiastic; enjoys taking responsibility for own learning

Addendum B

Travel and Tourism School Learning Programme

SOME OF THE AVAILABLE REFERENCES

AUTHOR	Title	PUBLISHER
Jennifer Stern	South Africa on a budget	Struik, 1994
M Saayman	En route with tourism	Potchefstroom University Press, Institute for Tourism and Leisure Studies, 1997
S Stevens	The step by step to a successful bed and breakfast	Musgrave, Food and Wine Publications, 1997
Engen	South African Travel Guide	Promco, 1993
Automobile Association	Hotels, lodges, guest houses and bed and breakfast	R&V Business Services, 1997
D Jones et al	Travel and Tourism- Volume 1	Collegium, 1998
SATOUR	Career Guide	Pretoria, (SATOUR), 1995
Maxwell Leigh	Toer - Gids vir Suid Afrika	Struik, 1988
Reach and Teach	Travel and Tourism	Kagiso Trust, 1996
JA Bennett	Managing tourism services	JL van Schaik, Academia, 1995
Marthinus JS Jordaan	Career Guide to the Tourism industry in South Africa	Fisher and Associates, Bloemfontein, 1995
Department of Environmental Affairs and Tourism	White Paper Development and Promotion of Tourism in South Africa	Government Printers, 1996
John Yeld	Caring for the Earth	Southern African Nature Foundation, 1993
Chris Cooper et al	Educating the Educators in Tourism	World Tourism Organisation, 1996
	Brands and branding in South Africa	ABC Press:1997
MAGAZINES:		
	Getaway	Cape Town, Ramsay, Son and Parker
	South Africa - World in one country	Pretoria, SATOUR
	Sawubona	Mahube Publishers
	GSA	Cape Town GSA Marketing
	African Connexion	Impala Publishers
OTHER MATERIALS		
Task team	Teacher and learner guides 1-5	Designed by Task Team
Department of Environmental Affairs and Tourism	Videos	

FRAME WORK: TRAVEL AND TOURISM LEVEL 2, 3 AND 4 UNIT STANDARDS

AT COMPLETION OF EACH RELEVANT LEVEL OF TRAVEL AND TOURISM PROGRAM THE LEARNER SHOULD HAVE ACHIEVED THE FOLLOWING COMPETENCIES:

LEVEL 2

	UNIT STANDARDS	CREDITS
2.1	AN OVERVIEW OF TOURISM ✓	8
2.2	COMMUNICATION IN TOURISM	6
2.3	PROVINCIAL ECOTOURISM ✓	4
2.4	PROVINCIAL GEOGRAPHIC TOURISM ✓	5
2.5	CULTURAL NORMS AND VALUES IN TOURISM	3
2.6	CULTURAL TOURISM ✓	5
2.7	PROVINCIAL TOURIST MARKETS ✓	6
2.8	WORK PLACE EXPERIENCE ✓	3
	TOTAL CREDITS	40

LEVEL 3

	UNIT STANDARDS	CREDITS
3.1	BASIC CALCULATIONS FOR CAPACITY AND COSTING	4
3.2	NATIONAL ECOTOURISM	4
3.3	NATIONAL GEOGRAPHIC TOURISM	5
3.4	OFFICE TECHNOLOGY IN TOURISM	3
3.5	COMMUNITY PARTICIPATION IN TOURISM	4
3.6	CAREER AND WORK OPPORTUNITIES IN TOURISM	4
3.7	NATIONAL TOURIST MARKETS	8
3.8	WORK PLACE EXPERIENCE	8
	TOTAL CREDITS	40

LEVEL 4

	UNIT STANDARDS	CREDITS
4.1	BASIC CALCULATIONS - FOREX AND TIME ZONES	4
4.2	TECHNOLOGY IN TOURISM FOR RESERVATIONS	4
4.3	REGIONAL AND GLOBAL PERSPECTIVES OF TOURISM	6
4.4	INTERNATIONAL TRENDS IN ECOTOURISM	6
4.5	REGIONAL TOURIST MARKETS	10
4.6	WORK PLACE EXPERIENCE	10
	TOTAL CREDITS	40

LEVEL 2

SAQA

LOGO

FIELD: NO 11, SERVICES
SUB-FIELD: TOURISM

LEVEL: 2

CREDIT VALUE: 8

DATE OF ISSUE: JANUARY 2000

REVIEW DATE: NOVEMBER 2002

PURPOSE OF THE UNIT STANDARD: TO UNDERSTAND THE FUNCTIONING OF TOURISM AS AN INTERRELATED SYSTEM OF VARIOUS SECTORS

LEARNING ASSUMED IN PLACE BEFORE THIS UNIT STANDARD IS COMMENCED:
SUCCESSFUL COMPLETION OF THE GETC PHASE

SPECIFIC OUTCOME 2.1.1: INTERRELATED SYSTEM

Describe the tourism industry as an interrelated system and identify the benefits to the community

ASSESSMENT CRITERIA

1. Define the concepts of the different types of tourists and the tourism industry
2. Describe the interdependence and inter-connectivity of the various sectors of the tourism industry
3. Explain the functioning of tourism as an integrated system involving a destination
4. Explain what the benefits of tourism can be on a destination, community and individuals.

RANGE STATEMENTS

1. Different types of tourists:
Business, leisure, family, VFR, education, religion, sport, ecotourist, etc.
2. Sectors in the industry:
Travel sector, accommodation sector, attraction sector, destination sector, travel organising sector, industrial and commercial sector, tourism development sector.
3. The integrated approach: see diagram attached.
4. Benefits to: a community, an individual and a destination.

UNDERPINNING KNOWLEDGE

357

knowledge of the relevant terminology is essential

- tourism, tourist, tourism industry
- destination
- community;

Correct application of the relevant terminology.

SPECIFIC OUTCOME 2.1.2: THE ACCOMMODATION SECTOR

Identify and describe the full range of accommodation facilities and their functions within the tourism industry ³⁵⁸

ASSESSMENT CRITERIA

1. Common types of accommodation facilities can be accurately identified.
2. Describe the similarities and the differences between the various types of accommodation facilities
3. Describe the target group (market) of each type of accommodation facility

RANGE STATEMENTS

1. Types of accommodation facilities available in the local context:
 - * Hotels
 - * Guest Houses
 - * Game Lodges
 - * Bed and Breakfast
 - * Farm Houses
 - * Apartments/Villas/Flats (Self-Catering)
 - * Time Share/Condominiums
 - * Caravan and Camping sites
 - * Marinas
 - * Youth Hostels and Backpackers
 - * Boarding Facilities e.g. Schools
2. Similarities and differences:
Standards/grading, prices, types of services, capacity, safety, economic impact.
3. Different types of tourists:
business, leisure, family, VFR, education, religion, sport, ecotourist, etc.

UNDERPINNING KNOWLEDGE

Knowledge of the relevant terminology in the accommodation sector

Overall knowledge of the grading system

SPECIFIC OUTCOME 2.1.3: THE TRAVEL SECTOR

359

Identify and describe the various modes of travel and their function in the tourism industry

ASSESSMENT CRITERIA

1. Modes of travel can be accurately identified and described.
2. Describe the advantages and disadvantages of the various modes of travel.
3. Describe the various routes taken by the various modes of travel.
4. Describe the target group (market) of each mode of travel.

RANGE STATEMENTS

1. Various modes of travel:
Taxi, mini-bus taxi, bicycle, private car, rental car, tour bus, aircraft, cruise ship, train, luxury transport e.g. Blue Train.
Extra-ordinary/unusual mode of travel: Riksha, donkey cart, cocapan etc.
2. Advantages and disadvantages:
Capacity, services and related fares, speed, time factor, safety, economic impact.
3. Routes:
National roads, secondary roads, rail, air and sea.
4. Different types of tourists:
Business, leisure, family, VFR, educational, sport, religious, ecotourist, etc.

UNDERPINNING KNOWLEDGE

Knowledge of the relevant terminology in the travel sector

SPECIFIC OUTCOME 2.1.4: THE ATTRACTION SECTOR

Identify and describe the various types of attractions and their function in the tourism industry 360

ASSESSMENT CRITERIA

1. Types of attractions can be accurately identified and described.
2. Describe the target group (market) of each type of attraction.

RANGE STATEMENTS

1. Types of attractions:
Museums, heritage sites, cultural destinations, sport, leisure and entertainment, natural attraction, botanical gardens, theme parks, amusement parks, art galleries, wildlife parks & fauna and flora, exhibition, conference & seminar centres, adventure parks, casinos, video game centres, adventure travel destinations, night clubs, cinemas, theatres, art festivals (Grahamstown, Klein Karoo), etc.
2. Different types of tourists: business, leisure, family, VFR, education, sport, religious, etc.

UNDERPINNING KNOWLEDGE

knowledge of the relevant terminology in the attractions sector.

SPECIFIC OUTCOME 2.1.6: THE TOURISM ORGANISERS SECTOR

361

Identify and describe the range of tourism related businesses within the tourism industry

ASSESSMENT CRITERIA

1. The variety of tourism organiser related businesses can be identified and described.

RANGE STATEMENTS

1. Travel related businesses:
 - * Tour operators
 - * Tour wholesalers/ brokers
 - * Retail travel agent
 - * Conference organisers
 - * Booking agencies
 - * Incentive travel organisers
 - * Tourist guides
 - * Tour managers

UNDERPINNING KNOWLEDGE

Knowledge of the relevant terminology in the tourism organiser sector.

SPECIFIC OUTCOME 2.1.6: THE INDUSTRIAL AND COMMERCIAL SECTOR

362

Identify and describe the variety of businesses in the industrial and commercial sector of the tourism industry and explore the opportunities for entrepreneurship

ASSESSMENT CRITERIA

1. Different types of business in the industrial and commercial sector should be accurately identified and described.
2. Identify opportunities for entrepreneurship within the industrial and commercial sector.

RANGE STATEMENTS

1. Types of businesses:
Retail, restaurants, manufacturing, informal business, arts and crafts, curios, shows (local), hotels, etc.
2. Opportunities for entrepreneurship
Arts & crafts, food, available material, recycling, activities and events (recreational), etc.

UNDERPINNING KNOWLEDGE

Knowledge of relevant terminology.

SPECIFIC OUTCOME 2.1.7: DESTINATION ORGANISATION SECTOR

Identify and describe the various levels of destination organisations and their functions within the tourism industry 363

ASSESSMENT CRITERIA

1. The various levels of destination organisations can be accurately identified .
2. Describe the functions of the various levels of destination organisations/ tourism associations.

RANGE STATEMENTS

1. Levels of destination organisations

Focus on the function, activities and structures of the National, Provincial and Local Tourism Organisations/ Associations.
e.g. SATOUR, Provincial Agencies, Local Tourism Bureaus.
Organisation of tourism: e. g. SATSA, FEDHASA, ASATA etc.
2. SATOUR: Marketing strategy, office representation and operational divisions.

Importance of community based tourism, e.g. community involvement in tourism development

UNDERPINNING KNOWLEDGE

Legislation regulating tourism.

NOTES:

These notes should be applied throughout for Unit Standard 10.1

- Apply within context of learner's own province and local community
- Practical interaction between the classroom and the industry is of vital importance, therefore field-trips in the various sectors should be undertaken
- The learner's competence to be assessed by covering all the assessment criteria and all the range statements
- Assessment criteria no. 1. refers to range statement no. 1 etc.

CRITICAL OUTCOMES

- Collect, analyse, organise and critically evaluate information
Application: Collect, analyse, organise and critically evaluate information regarding the different sectors in the tourism industry to understand their interrelationship



FIELD: NO 11, SERVICES
SUB-FIELD: TOURISM

LEVEL: 2

CREDIT VALUE: 6

DATE OF ISSUE: JANUARY 2000

REVIEW DATE: NOVEMBER 2002

PURPOSE OF THE UNIT STANDARD: TO PRODUCE COMMUNICATIVE RESPONSES TO DIFFERENT SITUATIONS WITHIN THE TOURISM INDUSTRY

LEARNING ASSUMED IN PLACE BEFORE THIS UNIT STANDARD IS COMMENCED: SUCCESSFUL COMPLETION OF THE GETC PHASE

SPECIFIC OUTCOME 2.2.1: WRITTEN COMMUNICATION IN TOURISM

Produce written communication in response to different situations in the tourism industry

ASSESSMENT CRITERIA

1. Common formats of written communication can be accurately produced and presented.
2. Specific forms used in the tourism industry can be correctly interpreted and completed.
3. Less common formats of communication can be recognised and interpreted.

RANGE STATEMENTS

1. Common formats:
 - * Business letters - enquiries and replies using letterheads
 - * Faxes
 - * Memos
2. Forms:
 - * Permits: how to complete e.g. National Parks
 - * Parental consent forms: how to complete forms
3. Interpretation of the less common formats:
 - * Company logos; e. g SAA, Southern Sun, Sun International, Rennies,
 - * Tourist symbols and signs; e.g. camp-site, etc.
 - * Slogans of companies and organisations, hotel groups, car hire companies, airways, etc.

UNDERPINNING KNOWLEDGE

Knowledge of the relevant terminology in communication.

SPECIFIC OUTCOME 2.2.2: VERBAL COMMUNICATION IN TOURISM.

365

Use a variety of verbal responses to different situations in the tourism industry in an ethical and professional manner

ASSESSMENT CRITERIA

1. Verbal communication should be accurately produced and presented.
2. Information presented is correct and related to customers' needs.
3. Create a hospitable atmosphere through friendliness and helpfulness.

RANGE STATEMENTS

1. Greetings, welcoming, providing local information, appreciation, protocol, relevant to type of client, e.g. adult, child.
2. Terminology - flight departures, arrivals, check in, check out, inbound, outbound, etc.
3. Understanding the tourists' needs, e.g. different cultures, aged and physically handicapped.

UNDERPINNING KNOWLEDGE

Knowledge of relevant terminology

SPECIFIC OUTCOME 2.2.3: NON-VERBAL COMMUNICATION IN TOURISM

Use a variety of positive non-verbal communication skills and responses to different situations occurring in the tourism industry

ASSESSMENT CRITERIA

1. Non-verbal communication can be positively used according to given situations.
2. Make decisions regarding correct non-verbal responses.
3. Create a hospitable atmosphere through friendliness and helpfulness.

RANGE STATEMENTS

1. Friendliness, helpfulness, clothing and body language, professional presentation.
2. Make decisions by interpreting tourist cues and needs.
3. Friendliness, helpfulness, clothing and body language, professional presentation.

UNDERPINNING KNOWLEDGE

Knowledge of relevant terminology

SPECIFIC OUTCOME 2.2.4: READING AND COMPREHENSION IN TOURISM

366

Read and comprehend a variety of information in the context of the tourism industry

ASSESSMENT CRITERIA

1. Written communication can be accurately read and comprehended within the context of the tourism industry.
2. Information read is correctly interpreted and comprehended in order to assist the customer's or visitor's needs

RANGE STATEMENTS

1. Reading and comprehending
 - * Local tour plans;
 - * Business letters;
 - * Faxes;
 - * Tourism brochures;
 - * Memoranda.
2. Interpreting:
 - * Tour plans, local and provincial;
 - * Business letters;
 - * Faxes;
 - * Brochures;
 - * Memoranda.

UNDERPINNING KNOWLEDGE

Knowledge of the relevant terminology

SPECIFIC OUTCOME 2.2.5: LISTENING AND RESPONDING IN TOURISM

Listen accurately and respond to a variety of verbal information in the context of the tourism industry 367

ASSESSMENT CRITERIA

1. Listen to verbal communication and respond appropriately.
2. Deal with incoming telephone calls.

RANGE STATEMENTS

1. Friendliness, helpfulness, body language, professionalism, patience, interest, responding to needs, attentive, focused.
2. Incoming telephone calls:
 - Calls are answered promptly and clearly;
 - Speech is clear and understandable;
 - Callers are dealt with in a polite and helpful manner at all times;
 - Callers are correctly identified and their requirements established accurately;
 - Information given to callers is relevant and accurate;
 - Callers are kept informed of delays as appropriate;
 - Messages taken are accurate and clearly written
 - Messages are communicated promptly to the relevant person or department;
 - Calls are completed in accordance with organisational requirements.

UNDERPINNING KNOWLEDGE

Ability to ask relevant questions to obtain necessary information.

NOTES:

These notes and critical outcomes should be applied throughout for Unit Standard 10.2

- * Apply in context with the learner's province and local community
- * Practical interaction between the classroom and the industry is of vital importance, therefore field-trips in the various sectors should be undertaken
- * The learner's competence should be assessed covering all the assessment criteria and all the range statements
- * Assessment criteria no.1 would refer to range statement no. 1 etc.

CRITICAL OUTCOMES

- * Communicate effectively using visual, mathematical and or language skills in the modes of oral and/or written presentation
Application: Communicate effectively using written, verbal, non-verbal, reading and comprehension, and listening and responding skills
- * Work effectively with others as a member of a team, group, organisation and community.
Application: Work effectively as an individual within a class team.
- * Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made
Application: Identify unforeseen occurrences that hinder the communication process and decide on appropriate action



FIELD: NO 11, SERVICES
SUB-FIELD: TOURISM

CREDIT VALUE: 4

LEVEL: 2
DATE OF ISSUE: JANUARY 2000

REVIEW DATE: NOVEMBER 2002

PURPOSE OF THE UNIT STANDARD: TO UNDERSTAND AND APPLY THE PRINCIPLES OF EFFECTIVE ENVIRONMENTAL RESPONSIBILITY IN THE TOURISM INDUSTRY TO ENSURE SUSTAINABILITY.

LEARNING ASSUMED IN PLACE BEFORE THIS UNIT STANDARD IS COMMENCED:
SUCCESSFUL COMPLETION OF THE GETC PHASE

SPECIFIC OUTCOME 2.3: LOCAL/COMMUNITY ECOTOURISM

To interpret and apply the concept of environmental responsibility in the tourism context on the local and community level

ASSESSMENT CRITERIA

1. Explain the relationship between the components of ecotourism.
2. Establish and determine the importance of sustainable tourism on the environment.
3. Apply the principles of effective environmental practice.
4. Describe the management of natural resources to achieve sustainable tourism.
5. Identify the role of communities in ecotourism.

RANGE STATEMENTS

1. Components of ecotourism
 - Tourism
 - Conservation
 - Local community
2. Sustainable tourism
 - * Physical environment:
 - Flora, fauna and geography
 - Biodiversity
 - Ecosystem
 - Cultural environment:
 - Communities (history, language and individuals)
 - Biodiversity

- Ecosystem
 - Wildlife and tourism, flora and fauna
 - Distribution (location)
 - Endangered and extinct
 - Importance of wildlife as a tourist attraction
 - What is wildlife
 - Where located
3. Effective environmental practice
 - * Agencies and conventions
 - * Recycling
 - * Litter control
 - * Pollution (air water, etc.)
 - * Resource conservation (water, power, oil, etc.)
 - * Health e.g. malaria, bilharzia
 4. Policies and decision making at the local and provincial level
 - * Case studies
 5. Role of community
 - * Impact of tourism
 - Employment and costs to community
 - Empowerment
 - Impact of tourism both negative and positive roles
 - Host communities involvement
 - Strategies for community involvement
 - Community/individual awareness of tourism

UNDERPINNING KNOWLEDGE

Knowledge of relevant terminology in ecotourism

NOTES:

- * Apply in context with the learner's own province and local community.
- * Practical interaction between the classroom and the industry is of vital importance, therefore field-trips integrating the various sectors should be undertaken
- * The learner's competence should be assessed covering all the assessment criteria and all the range statements
- * Assessment criteria no.1 would refer to range statement no. 1 etc.

CRITICAL OUTCOMES

- * Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
Application: Identify and solve problems in which responses display that responsible decisions affect the total well-being of the environment
- * Being culturally and aesthetically sensitive across a range of social contexts.
Application: Demonstrate cultural and aesthetic sensitivity across a range of social contexts.
- * Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
Application: Demonstrate an understanding of ecotourism as a set of related systems where one ecosystem would influence all other systems.

SAQA

LOGO

FIELD: NO 11, SERVICES
SUB-FIELD: TOURISM

LEVEL: 2

CREDIT VALUE: 5 CREDITS

DATE OF ISSUE: JANUARY 2000

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PURPOSE OF THE UNIT STANDARD: INTERPRET AND APPLY TOURISM WITHIN A GEOGRAPHIC CONTEXT ON A PROVINCIAL LEVEL

LEARNING ASSUMED IN PLACE BEFORE THIS UNIT STANDARD IS COMMENCED:
SUCCESSFUL COMPLETION OF THE GETC PHASE

SPECIFIC OUTCOME 2.4: PROVINCIAL GEOGRAPHIC TOURISM

Interpret tourism within a geographic context on local and (own) provincial level

ASSESSMENT CRITERIA

1. Explain the role of the physical, economic (infra-structure), social and demographic features
2. Identify and describe the tourism regions and sub-regions
3. Identify the primary, secondary and emerging tourist destinations and attractions
4. Interpret maps to facilitate touring
5. Identify the relationship between the local economic features and tourism

RANGE STATEMENTS

1.
 - * Physical geography:
 - Mountains, rivers, deserts, coastline, forests;
 - Climate: rainfall, seasons, temperatures, macro- and micro-climates;
 - Tourist trends (in and out of season).
 - * Social and demographic features:
 - Population;
 - Settlement patterns;
 - Cultural groups;
 - Religions;
 - Languages.
 - * Economic features (infra structure):
 - Roads, airports, harbours, communication networks.

2. Tourism regions and sub-regions:
 - * Regions:
 - Natural regions e.g. karoo, fynbos, savannah;
 - * Sub-regions:
 - e.g. Namaqualand, Drakensberg, Lowveld.

3. Destinations and attractions:
 - * Destinations:
 - Capital cities, major cities and towns;
 - Secondary cities, towns and settlements;
 - Tourist routes.
 - * Attractions:
 - Physical e.g. Golden Gate, Blyde River, Cango Caves, Table Mountain
 - Man-made e.g. Sun City complex, V & A Waterfront
 - Local attractions e.g. historical monuments, battlefields, museums etc.

4. Map Reading
 - * Finding the appropriate map;
 - * Interpretation of map;
 - * Tour planning: taking all the above aspects of tourism into account.

5. Economic Features
 - * Macro- and micro-businesses;
 - * Formal trading;
 - Agriculture, shopping malls, supermarkets, etc.
 - * Informal trading;
 - Pavement traders, flea markets etc.
 - * Manufacturing
 - Curios, clothing industry etc.
 - * Mining
 - Gold, diamonds, platinum etc.
 - * Transport
 - Airlines, taxis, buses, car rentals etc.
 - * Accommodation and food industries
 - Hotels, restaurants, etc.

UNDERPINNING KNOWLEDGE

- * overall knowledge of provincial geography

NOTES:

- * Apply in context with the learner's own province and local community.
- * Practical interaction between the classroom and the industry is of vital importance, therefore field-trips integrating the various sectors should be undertaken
- * The learner's competence should be assessed covering all the assessment criteria and all the range statements
- * Assessment criteria no.1 would refer to range statement no. 1 etc.

CRITICAL OUTCOMES

- * Collect, analyse, organise and critically evaluate information
Application: Collect, analyse, organise and critically evaluate information to:
 - Identify the emerging tourist destinations and attractions
 - Interpret maps to facilitate travel
 - Describe the tourism regions and sub-regions

SAQA
LOGO

FIELD: NO 11, SERVICES
SUB-FIELD: TOURISM

LEVEL: 2

CREDIT VALUE: 3

DATE OF ISSUE: JANUARY 2000

REVIEW DATE: NOVEMBER 2002

PURPOSE OF THE UNIT STANDARD: COMMUNICATE AND INTERACT EFFECTIVELY WITH TOURISTS AND COLLEAGUES FROM DIFFERENT CULTURAL BACKGROUNDS.

LEARNING ASSUMED TO BE IN PLACE BEFORE THIS UNIT STANDARD IS COMMENCED: SUCCESSFUL COMPLETION OF THE GETC PHASE

SPECIFIC OUTCOME 2.5: CULTURAL NORMS AND VALUES IN TOURISM

Develop awareness of the different cultural norms and values used as cultural attractions in the tourism industry

ASSESSMENT CRITERIA

- 1 Explain the diversity of cultural values and beliefs in South Africa and explain their contribution to tourism.
- 2 Provide information on cultural festivals and holidays relevant to tourism industry.
- 3 Identify cultural products that are of interest to tourists.

RANGE STATEMENTS

- 1 Beliefs and values, e.g.,
 - Manner of greeting
 - Punctuality
 - Eye contact etc.
- 2 Cultural festivals and holidays
 - Zion Christian Church , Grahams Town Art festival
 - Freedom Day, Youth Day etc.
- 3 Cultural products
 - Crafts
 - Food
 - Clothes
 - Toys, etc.

UNDERPINNING KNOWLEDGE

Understanding of own values and beliefs
Basic knowledge of own cultural background focusing on aspects of class, race, gender etc.

NOTES:

- * Apply in context with the learner's own province and local community. 373
- * Practical interaction between the classroom and the industry is of vital importance, therefore field trips integrating the various sectors should be undertaken
- * The learner's competence should be assessed covering all the assessment criteria and all the range statements
- * Assessment criteria no.1 would refer to range statement no. 1 etc

CRITICAL OUTCOMES

- * Collect, analyse, organise and critically evaluate information.
Application: Collect, analyse, organise and critically evaluate information on cultural values and practices in the local community and in South Africa.
- * Demonstrate an understanding of the world as a set of related systems.
Application: Demonstrate an understanding of the various cultural practices as promoting tourism.
Application: Demonstrate an understanding of the various cultural values and beliefs as part of community life.
- * Developing entrepreneurial opportunities
Application: Promote cultural values and practices as cultural attractions.
- * Being culturally and aesthetically sensitive across a range of social contexts.
Application: Demonstrate appreciation and acknowledgement of cultural practices and values across a range of social contexts within tourism.



FIELD: NO 11, SERVICES
SUB-FIELD: TOURISM

LEVEL: 2

CREDIT VALUE: 5

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PURPOSE OF THE UNIT STANDARD: TO UNDERSTAND THE NEED TO IDENTIFY UNIQUE CULTURAL FEATURES AND TO PRESENT THESE IN SUCH A WAY THAT VISITORS AND TOURISTS MAY ALSO ENJOY THE EXPERIENCE.

LEARNING ASSUMED TO BE IN PLACE BEFORE THIS UNIT STANDARD IS COMMENCED: SUCCESSFUL COMPLETION OF THE GETC PHASE.

SPECIFIC OUTCOME 2.6: CULTURAL TOURISM

Identify the various facets of cultural tourism, the related problems and the benefits to the local community

ASSESSMENT CRITERIA

- 1 Identify facets of cultural expression linked to tourism.
- 2 Discuss the measures to be taken to ensure that tourism and culture meet.
- 3 Identify specific facets of culture in the learners' community that could promote local tourism.
- 4 Explain the benefits of cultural tourism on the community, destination and individuals.
- 5 Explain the implications/ considerations to bear in mind with regard to cultural tourism.

RANGE STATEMENTS

- 1 Architecture and interiors
Arts - visual, crafts
Cuisine
Design
Festivals
Film industry
Heritage: declared cultural institutions - museums and National Zoological Gardens.
Languages and literature
Living culture: living heritage practices, song, story telling, oral history and dance.
Music
Photography
Theatre
Heritage resources/ monuments: places of natural beauty,
buildings, streetlandscapes, objects of historical importance, geological

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palaeontological objects, rock art, shipwrecks, graves of historical figures and victims of conflict.

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- 2 Interaction of tourism industry and those involved in cultural activities:
 - Interaction of SATOUR and arts and culture
 - Workshops and meetings
- 4 Benefits to: community, destination and individual.
- 5 Considerations to bear in mind:
Respect for local beliefs, language, customs and business etiquette; e.g. greetings: a hug in Italy and a bow in Japan.
Discussion: mention of wives is improper for the Arabs but welcome to the Filipinos.
 - Time: being late is acceptable in Latin America but looked down upon in the Northern European countries.Menu: foods and habits.
Adherence to local regulations.

UNDERPINNING KNOWLEDGE

Knowledge of relevant terminology

NOTES:

- Apply in context with the learner's own province and local community.
- Practical interaction between the classroom and the industry is of vital importance, therefore field trips integrating the various sectors should be undertaken
- The learner's competence should be assessed covering all the assessment criteria and all the range statements
- Assessment criteria no.1 would refer to range statement no. 1 etc.

CRITICAL OUTCOMES

- Collect, analyse, organise and critically evaluate information.
Application: Collect, analyse, organise and critically evaluate information regarding the facets of cultural expression to understand their impact on tourism industry.
- Being culturally and aesthetically sensitive across a range of social contexts.
Application: Demonstrate cultural and aesthetic sensitivity across a range of social contexts within cultural tourism.
- Demonstrate an understanding of the world as a set of related systems.
Application: Demonstrate an understanding of the various cultural practices, heritage resources, language and art etc. as part of community life.
- Develop entrepreneurial opportunities
Application: Apply in the various facets of cultural tourism.



FIELD: NO 11, SERVICES
SUB-FIELD: TOURISM

LEVEL: 2

CREDIT VALUE: 6 CREDITS

DATE OF ISSUE: JANUARY 2000

REVIEW DATE: NOVEMBER 2002

PURPOSE OF THE UNIT STANDARD: TO PLAN AN INTEGRATED TOUR OF OWN PROVINCE INCORPORATING ALL SECTORS OF TOURISM

LEARNING ASSUMED IN PLACE BEFORE THIS UNIT STANDARD IS COMMENCED:
SUCCESSFUL COMPLETION OF THE GETC PHASE

SPECIFIC OUTCOME 2.7: PROVINCIAL TOURISM MARKETS

Plan an integrated tour of own province

ASSESSMENT CRITERIA

- 1 Gather information on five provincial destinations.
- 2 Specify the type of tourist involved and determine the needs and the preferences of the tourist.
- 3 Evaluate the potential of the destination, attraction and the facilities in relation to the needs, expectations, experiences and budget of the specified type of tourist.
- 4 Plan a 7- day tour to three tourist regions in own province

RANGE STATEMENTS

- 1 Provincial destinations: Obtain information from the Provincial Tourism office
- 2 Type of tourist:
 - Business, leisure, sport, educational, family, VFR, religion, etc.
- 3 Attractions and facilities:
 - Facilities:
 - Sporting facilities, museums, art galleries, educational facilities, historical sites, etc.
 - Attractions:
 - In-city tours.
 - In-country tours (extra).
 - Places to visit and things to do.
- 4 Appropriate mode of travel for tour: air, train, bus, car hire, ship/ferry, etc.;
 - Reservations and time- tables.
 - Fares.
 - Arrivals and departures

- Insurance;
- Luggage.

- 5 Appropriate accommodation for tour:
- Type of accommodation;
 - Reservations;
 - Tariffs;
 - Services provided;
 - Locality.
- 6 Health and safety precaution;
- 7 Local cultural traditions e.g. food, mosque;
- 8 Local geography e.g. season, expected temperatures, rain, etc.

UNDERPINNING KNOWLEDGE

Knowledge of provincial tourism sectors.
 Communication: verbal and written
 Ability to search for information

NOTES:

- * Apply in context with the learner's own province and local community.
- * Practical interaction between the classroom and the industry is of vital importance, therefore field-trips integrating the various sectors should be undertaken
- * The learner's competence should be assessed covering all the assessment criteria and all the range statements
- * Assessment criteria no.1 would refer to range statement no. 1 etc.

CRITICAL OUTCOMES

- * Organise and manage oneself and one's activities responsibly and effectively
Application: organise tours and tour plans responsibly and effectively
- * Work effectively with others as a member of a team, group, organisation, community
Application: Work effectively with others as a member of a class team to evaluate the potential of the facilities within the regions and destinations in relation to the needs of the tourist
- * Collect, analyse, organise and critically evaluate information
Application: Collect, analyse, organise and critically evaluate information in order to determine and satisfy the needs of the tourist.
- * Participate as responsible citizens in the life of local, national and global communities
Application: Demonstrate an understanding of responsible citizenship at provincial level

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LOGO

FIELD: SERVICES
SUB-FIELD: TOURISM

LEVEL: 2

CREDIT VALUE: 3

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REVIEW DATE: NOVEMBER 2003

PURPOSE OF THE UNIT STANDARD: TO GIVE THE LEARNER THE OPPORTUNITY TO OBSERVE AND PARTICIPATE IN A REAL WORLD TOURISM ENVIRONMENT AND REFLECT ON OWN LEARNING AND PERFORMANCE DURING THE PRACTICAL EXPERIENCE.

LEARNING ASSUMED IN PLACE BEFORE THIS UNIT STANDARD IS COMMENCED:
SUCCESSFUL COMPLETION OF THE GETC PHASE

SPECIFIC OUTCOME 2.8: WORK PLACEMENT IN THE TOURISM INDUSTRY

To acquire hands-on practical experience of selected tasks in the work place

ASSESSMENT CRITERIA

- 1 Show proof of attendance at the work place.
- 2 Complete given tasks at the work place, as determined by the supervisor.
- 3 Present own written report and the supervisors report on the work experience.

RANGE STATEMENTS

- 1 Work place:
 - Hotel, guest house
 - travel agency
 - tour operator
 - airline
 - car rental
 - tourist attraction e.g. nature and game reserves
 - curio shop, flea market
 - museum
 - cultural village
 - tourism linked festivals/ celebrations etc.
 Proof of attendance:
 - learner's record of attendance
 - supervisors report
 - learner's report
- 2 Tasks:
 - duration 30 hours: full time or part time over a period
 - identify own area of interest and possible work experience placement
 - actual tasks determined by the learner and the work place supervisor
- 3 Supervisor to give feedback on tasks allocated.

UNDERPINNING KNOWLEDGE

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- Apply for work experience placement, considering the following:
- own skills, experience and personal attributes
 - concise covering letter with relevant information
 - curriculum vitae containing all relevant information
 - application forms are correctly completed
 - all necessary documentation is attached
 - documentation despatched in time to meet closing dates

NOTES

- It is suggested that the learners do their work experience outside the normal school hours.
- This could be spread over e.g. three weekends (eight hours per week) or during the holiday period (three consecutive days).
- The learners need not all go for work experience at the same time and should be encouraged to spread themselves throughout the industry.
- It is advisable that the learners share the experiences, through class presentations

CRITICAL OUTCOMES

- * Organise and manage oneself and one's activities responsibly and effectively
Application: Organise and manage oneself and one's activities responsibly and effectively to
- be an effective, productive and efficient employee
- * Work effectively with others as a member of a team, group, organisation and community
Application: Work effectively with others as part of a work team in an organisation
- * Participate as a responsible citizen in the life of local, national and global communities
Application: Participate as a responsible and effective member of the provincial work force.

LEVEL 3

SAQA
LOGO

FIELD: NO. 11, SERVICES.

SUB-FIELD: TOURISM

LEVEL: 3

CREDIT VALUE: 4

DATE OF ISSUE: JANUARY 2000

REVIEW DATE: NOVEMBER 2002

PURPOSE OF THE UNIT STANDARD: INTERPRET AND APPLY BASIC CALCULATIONS, DETERMINE TRAVEL AND ACCOMMODATION CAPACITY AND USE VARIOUS FORMS OF PAYMENT IN RELATION TO THE TOURISM INDUSTRY

LEARNING ASSUMED IN PLACE BEFORE THIS UNIT STANDARD IS COMMENCED:
UNIT STANDARDS 3.1.2 & 3.1.3: TRAVEL AND ACCOMODATION SECTORS

SPECIFIC OUTCOME 3.1.1: FARES, TARIFFS AND PACKAGES

Interpret and apply basic calculations in relation to the tourism industry, to determine fares, tariffs and packages

ASSESSMENT CRITERIA

1. Identify and apply basic numerical calculations in relation to fares and tariffs.
2. Calculate and evaluate the different tariffs of vehicle hire and accommodation pricing.
3. Compare and evaluate different packages.

RANGE STATEMENTS

1. Fares and tariffs:
 - Airport taxes
 - Handling fees
 - Deposits
 - Travel budgets
2. Calculate vehicle hire tariffs and accommodation costs
3. Packages: Additions and exclusions to packages;
 - Seasonal rates
 - Surcharges
 - Optional extras
 - Single supplements
 - Child rates
 - Meals, etc.

SPECIFIC OUTCOME 3. 1. 2: TRAVEL AND ACCOMMODATION CAPACITY, PAYMENT METHODS.

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Interpret and apply basic calculations and payments in relation to the tourism industry. Determine travel and accommodation capacity. Utilise various forms of payment.

ASSESSMENT CRITERIA

1. Calculate the travel and accommodation capacity in the provincial context
2. Identify and utilise the different forms of payments with the supporting accounting documents

RANGE STATEMENTS

1. Travel and accommodation capacities, relevant to:
Passenger requirements (Travel sector)
Occupancy requirements (Accommodation sector)
2. Payment and supporting accounting documents:
Receipts
Invoices
Cheque payments
Cash payments
Credit cards
Deposits

UNDERPINNING KNOWLEDGE

Calculations, with or without a calculator
Ability to complete specific accounting documents
A working knowledge of relevant terminology

NOTES:

- These notes and critical outcomes should be applied throughout for Unit Standard 11:1
- Use pocket calculator for all calculations
 - Apply in context at national and regional level.
 - Practical interaction between the classroom and the industry is of vital importance, therefore apply field trips in the various sectors
 - The learner's competence should be assessed covering all the assessment criteria and all the range statements
 - Assessment criteria no.1 would refer to range statement no.1 etc.

CRITICAL OUTCOMES

- Identify and solve problems in which responses display responsible decisions using critical and creative thinking.
Application: Determine fares, tariffs and compare package pricing, as well as transport and accommodation capacity accurately using the required documents.
- Collect, analyse, organise and critically evaluate information
Application: Collect, analyse, organise and compare information regarding fares and tariffs, commissions, levies and travel budgets

SAQA
LOGO

FIELD: NO. 11, SERVICES.

SUB-FIELD: TOURISM

LEVEL: 3

CREDIT VALUE: 4

DATE OF ISSUE: JANUARY 2000

REVIEW DATE: NOVEMBER 2002

PURPOSE OF THE UNIT STANDARD: TO UNDERSTAND AND APPLY THE PRINCIPLES OF EFFECTIVE ENVIRONMENTAL RESPONSIBILITY IN THE TOURISM INDUSTRY TO ENSURE SUSTAINABILITY.

LEARNING ASSUMED IN PLACE BEFORE THIS UNIT STANDARD IS COMMENCED:
SUCCESSFUL COMPLETION OF UNIT STANDARD 2.3: PROVINCIAL ECOTOURISM

SPECIFIC OUTCOME 3. 2.1: NATIONAL ECOTOURISM

To interpret and apply the concept of environmental responsibility at the national level in the tourism context

ASSESSMENT CRITERIA

1. Establish and determine the importance of responsible tourism on the environment.
2. Apply the principles of effective environmental practice
3. Describe and analyse the problems associated with national eco-tourism

RANGE STATEMENTS

1. Responsible tourism at a national level, with emphasis on resource allocation
 - * Physical environment:
 - Flora, fauna and geography
 - Biodiversity
 - Ecosystem
 - * Cultural environment:
 - Communities (history, languages and individuals)
 - Biodiversity
 - Ecosystem
 - * Wildlife and tourism, flora and fauna
 - Distribution (location)
 - Endangered and extinct
 - Importance of wildlife as a tourist attraction
2. Effective environmental practice
 - * Agencies and conventions
 - * Pollution, litter control and recycling

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Travel and Tourism School Learning Programme

- Resource conservation (water power oil etc.)
- Health e.g. malaria, bilharzia

3. Problem solving and decision making
- Case studies

UNDERPINNING KNOWLEDGE

- Knowledge of ecotourism at provincial levels
- Demonstrate a basic knowledge of relevant legislation
- Know the role of government legislation in ensuring the sustainability of ecotourism

NOTES:

- These notes and critical outcomes should be applied throughout for Unit Standard 11.2
- Apply in context at national and regional level.
 - Practical interaction between the classroom and the industry is of vital importance, therefore apply field trips in the various sectors
 - The learner's competence should be assessed covering all the assessment criteria and all the range statements
 - Assessment criteria no.1 would refer to range statement no.1 etc.

CRITICAL OUTCOMES

- Identify and solve problems in which responses that display responsible decisions using critical and creative thinking.
Application: Identify and solve problems regarding litter control, pollution of air and water and recycling of material.
- Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
Application: Identify health hazards at national level e.g. bilharzia and make the community aware of the implications of swimming in the water

SAQA
LOGO

FIELD: NO. 11, SERVICES
SUB-FIELD: TOURISM

LEVEL: 3

CREDIT VALUE: 5

DATE OF ISSUE: JANUARY 2000

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PURPOSE OF THE UNIT STANDARD: INTERPRET AND APPLY TOURISM WITHIN A GEOGRAPHIC CONTEXT ON A NATIONAL LEVEL

LEARNING ASSUMED IN PLACE BEFORE THIS UNIT STANDARD IS COMMENCED:
SUCCESSFUL COMPLETION OF UNIT STANDARD 2.4: PROVINCIAL GEOGRAPHIC TOURISM

SPECIFIC OUTCOME 3.3.1: NATIONAL GEOGRAPHIC TOURISM

Interpret tourism on national level, within a geographic context

ASSESSMENT CRITERIA

1. Explain the role of the physical, economic (infrastructure), Social and demographic features of South Africa in tourism
2. Identify and describe the tourism regions and sub-regions
3. Interpret maps to facilitate travel
4. Identify the relationship between the national economic features and tourism.

RANGE STATEMENTS

1. Roles:
 - > Physical features:
 - * Mountains, rivers, deserts, coastline, forests
 - * Climate: Rainfall, seasons, temperatures
 - > Macro and micro climates
 - * Tourist trends/statistics (in and out of season)
 - > Economic features
 - * Roads, airports, harbours, communication Networks
 - > Social and demographic features
 - * Population
 - * Settlement patterns
 - * Cultural groups
 - * Religions
 - * Languages
2. Tourism regions and sub-regions
 - * Regions

- Natural regions e.g. Karoo, fynbos, savannah
 - Sub-regions
 - E.g. Namaqualand, Drakensberg, Lowveld
3. Map reading
- Finding the appropriate map
 - Interpretation of map
4. Economic features
- Macro and Micro businesses
 - Formal trading
 - Agriculture, Shopping Malls, Supermarkets, etc.
 - Informal trading
 - Pavement traders, Flea markets etc.
 - Manufacturing
 - Curios, Clothing Industry etc.
 - Mining
 - Gold, diamonds, platinum etc.
 - Transport
 - Airlines, Taxis, busses, Car rentals etc.
 - Accommodation and Food Industries
 - Hotels, Restaurants, etc

UNDERPINNING KNOWLEDGE

Basic knowledge of South African geography

NOTES:

These notes and critical outcomes should be applied throughout for Unit Standard 11.4

- Apply in context at national and regional level.
- Practical interaction between the classroom and the industry is of vital importance, therefore apply field trips in the various sectors
- The learner's competence should be assessed covering all the assessment criteria and all the range statements
- Assessment criteria no.1 would refer to range statement no.1 etc.

CRITICAL OUTCOMES

- Collect, analyse, organise and critically evaluate information
Application: Collect, analyse, organise and critically evaluate information to
 - Identify the emerging tourist destinations and attractions
 - Interpret maps to facilitate travel and tour planning.
 - Identify the relationship between the national economic features and tourism
 - Describe the tourism regions and sub-regions

SAQA
LOGO

FIELD: NO. 11, SERVICES.

SUB-FIELD: TOURISM

LEVEL: 3

CREDIT VALUE: 3

DATE OF ISSUE: JANUARY 2000

REVIEW DATE: NOVEMBER 2002

PURPOSES OF THE UNIT STANDARD: UNDERSTAND AND OPERATE THE RANGE OF AVAILABLE TECHNOLOGY USED IN THE TOURISM INDUSTRY WITH A VIEW TO FACILITATE SERVICE EXCELLENCE

LEARNING ASSUMED IN PLACE BEFORE THIS UNIT STANDARD IS COMMENCED:
SUCCESSFUL COMPLETION OF UNIT STANDARD 2.2: COMMUNICATION IN TOURISM

SPECIFIC OUTCOME 3.4 1: OFFICE TECHNOLOGY IN TOURISM

Understand and operate the range of office technologies used in the tourism industry with a view to facilitate service excellence

ASSESSMENT CRITERIA

1. Identify the range of technology within the tourism industry
2. Identify the functions of specific technology within the tourism industry
3. Operate office technologies successfully
4. Operate a range of specific technologies used for payment purposes

RANGE STATEMENTS

1. Range
 - Audio and visual equipment
 - Microphone (use as a public address system)
 - Photocopying
 - Computer
 - Telephone/ Cell phone
 - Fax
2. Functions:
 - Information
 - Communication
3. Operation of office technology
 - Audio and visual equipment
 - Microphone
 - Photocopier

- Computer
- Telephone/ Cell phone
- Fax

- 4 Operation of payment technology
- Credit card machines
 - Speed point machines
 - Bank note verification machines

UNDERPINNING KNOWLEDGE

Knowledge of the relevant industry terminology
Terminology used in the operation of the technologies: boot up, log on, swipe, etc.

NOTES:

- These notes and critical outcomes should be applied throughout for Unit Standard 11.4
- Apply in context at national and regional level.
 - Practical interaction between the classroom and the industry is of vital importance, therefore apply field trips in the various sectors
 - The learner's competence should be assessed by covering all the assessment criteria and all the range statements
 - Assessment criteria no.1 would refer to range statement no.1 etc.

CRITICAL OUTCOMES

- Use science and technology effectively and critically, showing responsibility towards the environment and health of others
Application: Use science and technology effectively and critically to successfully operate specific technologies within the tourism industry

SAQA
LOGO

FIELD: NO 11, SERVICES

SUB-FIELD: TOURISM

LEVEL: 3

CREDIT VALUE: 4

DATE OF ISSUE: JANUARY 2000

REVIEW DATE: NOVEMBER 2002

PURPOSE OF THE UNIT STANDARD: UNDERSTAND THE NEED TO PROMOTE COMMUNITY PARTICIPATION IN TOURISM AND IDENTIFY POSSIBLE STRATEGIES FOR INVOLVING LOCAL COMMUNITIES.

LEARNING ASSUMED TO BE IN PLACE BEFORE THIS UNIT STANDARD IS COMMENCED: SUCCESSFUL COMPLETION OF UNIT STANDARD 2.5 CULTURAL NORMS AND VALUES IN TOURISM AND 2.6 CULTURAL TOURISM

SPECIFIC OUTCOME 3.5: COMMUNITY PARTICIPATION IN TOURISM

Understand the importance of community participation in promoting local tourism and the possible strategies to be used.

ASSESSMENT CRITERIA

- 1 Explain the impact (benefits and costs) of tourism on host communities
- 2 Identify roles that the communities can play in tourism
- 3 State factors that could inhibit community participation
- 4 Discuss strategies that could be used to promote community participation.

RANGE STATEMENTS

- 1 Impact:
 - Benefits
 - Employment generation
 - Create pride in the community
 - Improved living standards
 - Development of infrastructure
 - Costs
 - Possible increase in crime
 - Threat to cultures
 - Environmental change
- 2 Roles
 - Employees of tourist attractions
 - Entrepreneurs
 - Objects for viewing
 - Inhibiting community participation
- 3 Lack of information and lack of proper organization.

- 4 Strategies for community participation
- Educational and awareness programmes
 - Product and services development
 - Crime prevention
 - Publicity
 - Care of the environment

UNDERPINNING KNOWLEDGE

Tourism development possibilities in own communities
Local crime prevention and reporting strategies

NOTES:

- * Apply in context with the learner's own province and local community.
- * Practical interaction between the classroom and the industry is of vital importance, therefore field trips integrating the various sectors should be undertaken
- * The learner's competence should be assessed covering all the assessment criteria and all the range statements
- * Assessment criteria no.1 would refer to range statement no. 1 etc.

CRITICAL OUTCOMES

- * Collect, analyse, organise and critically evaluate information.
Application: Collect, analyse, organise and critically evaluate information regarding the potential costs and benefits of tourism to host communities.
- * Demonstrate an understanding of the world as a set of related systems.
Application: Demonstrate an understanding of the various roles the communities can play in promoting local tourism.
- * Developing entrepreneurial opportunities
Application: Apply in the various roles and strategies for community participation.

SAQA
LOGO

FIELD: NO. 11, SERVICES.

SUB-FIELD: TOURISM

LEVEL: 3

CREDIT VALUE: 4 CREDITS

DATE OF ISSUE: JANUARY 2000

REVIEW DATE: NOVEMBER 2002

PURPOSE OF THE UNIT STANDARD: IDENTIFY AND ASSESS THE CAREER OPPORTUNITIES AND THE EDUCATION AND TRAINING OPPORTUNITIES WITHIN THE TOURISM INDUSTRY SO AS TO MAKE AN INFORMED CHOICE AND TO ENHANCE SUCCESS

LEARNING ASSUMED IN PLACE BEFORE THIS UNIT STANDARD IS COMMENCED:
SUCCESSFUL COMPLETION OF UNIT STANDARD 2.1: AN OVERVIEW OF TOURISM

SPECIFIC OUTCOME 3.6.1: VARIETY OF CAREER OPPORTUNITIES IN THE TOURISM INDUSTRY

Identify and assess the career, education and training opportunities within the tourism industry

ASSESSMENT CRITERIA

1. Describe own personal values, strengths, abilities and aspirations and make deductions of how these will influence own future choices and opportunities
2. Demonstrate knowledge of a variety of workplaces and the roles, skills and abilities of people who work in them
3. Identify positive behaviour pattern within the tourism industry for a successful career or business achievement

RANGE STATEMENTS

1. Personal values and strengths
Self worth and self esteem
2. Sectors within the industry (interaction between client and provider)
 - Service
 - Food
 - Banking
 - Retail commerce
 - Transport
 - Travel
 - Tourist Guides
 - Booking agencies

- Travel agents, etc.
 - Tour operators
 - Tour wholesalers / Brokers
 - Retail travel agent
 - Conference organisers
 - Incentive Travel organisers
 - Tour Managers
 - Tourist Taxis
 - * Hospitality
 - Accommodation
 - Attractions
 - Food
 - * Regulatory
 - National and Regional, e.g. Ministry and Department of Tourism
 - * Information
 - SATOUR
 - * Education
 - Tertiary institutions of education
 - * Owner operator
 - Entrepreneurial level
 - * Managerial
 - General manager room division, senior travel clerk, restaurant manager
 - * Supervisory
 - Front office supervisor, station supervisor
 - * Line Staff
 - Waiters, bell man, housekeeper
 - Maid, porter, maintenance
 - * Support staff
 - Busman, store man, cleaners, scullery
 - * Case study
 - Hierarchy within sectors applied
3. Positive behaviour patterns
- * Professionalism and ethical behaviour in a career
 - * Difference between service and servility
 - * Employer - employee relationship

UNDERPINNING KNOWLEDGE

Know own abilities, strengths and weaknesses
 Knowledge of what each job entails

SPECIFIC OUTCOME 3.6. 2: WORK OPPORTUNITIES

Source information about possible work opportunities using the appropriate communication methods 393

ASSESSMENT CRITERIA

- 1 Determine information required
- 2 Potential sources of information are identified
- 3 People or organisations are contacted using appropriate communication methods to determine actual opportunities available

RANGE STATEMENT

- 1 Information:
 - growth areas for jobs within the industry
 - Nature of work available
 - Procedures for contacting organisations
- 2 Sources of information:
 - Department of Labour (DOL) Employment services
 - Community based organisations
 - Newspapers, trade magazines or other publications
 - Organisations and associations in industry
 - Employment agencies
- 3 Communication methods:
 - Telephone
 - Fax/letter/e-mail
 - VisitOpportunities:
 - Vacancies available
 - Skills/experience/ personal qualities
 - On job training available
 - Self development opportunities
 - Conditions of employment (average pay, typical working hours and conditions)

UNDERPINNING KNOWLEDGE

Know own abilities, strengths and weaknesses
Knowledge of what each job entails

SPECIFIC OUTCOME 3.6.3: SOURCE INFORMATION ABOUT SELF-EMPLOYMENT OPPORTUNITIES 394

Source information about self-employment opportunities using the appropriate communication channels

ASSESSMENT CRITERIA

- 1 Sources of information required are determined and recorded
- 2 Research is carried out to gather information on self-employment opportunities
- 3 Contact is established with relevant people/ organisations using the appropriate methods of communication
- 4 Information required is obtained and evaluated to determine types of opportunities and assistance available

RANGE STATEMENT

- 1 Sources of information:
 - Newspapers and other publications
 - Use of libraries and resource centres
 - Speaking to local entrepreneurs
 - Contacting Department of Labour Employment Services
 - Community Business Services/support agencies/ non governmental organisations
- 2 Information includes:
 - Growth areas for small business
 - Target population
 - Start up costs
 - Competition
 - Legal requirements
 - Skill requirements
 - Training available
 - Grants/ financial assistance available
- 3 Methods of communication:
 - Telephone
 - Fax/ letter/ e-mail
 - Visit
- 4 Assistance:
 - Supervised contacts
 - Training / financial/ marketing

UNDERPINNING KNOWLEDGE

- Knowledge of the roles of the following:
- DOL Employment services
 - Community Business Service
 - Employment agencies

NOTES:

- These notes and critical outcomes should be applied throughout for Unit Standard 11.6
- Apply in context at national and regional level.
 - Practical interaction between the classroom and the industry is of vital importance, therefore apply field trips in the various sectors
 - The learner's competence should be assessed covering all the assessment criteria and all the range statements
 - Assessment criteria no.1 would refer to range statement no.1 etc.

*Addendum B
Travel and Tourism School Learning Programme*

CRITICAL OUTCOMES

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- Collect, analyse, organise and critically evaluate information
Application: Collect, analyse, organise and critically evaluate information on career and self - employment opportunities with regard to:
 - Education and training possibilities.
 - Qualifications or experience needed
 - Own personal values, strengths, abilities and aspirations

- Exploring education and career opportunities.
Application: Explore education and training possibilities and career opportunities in the tourism industry

SAQA
LOGO

FIELD: NO. 11, SERVICES.

SUB-FIELD: TOURISM

LEVEL: 3

CREDIT VALUE: 8

DATE OF ISSUE: JANUARY 2000

REVIEW DATE: NOVEMBER 2002

PURPOSES OF THE UNIT STANDARD: PLAN AN INTEGRATED TOUR ON A NATIONAL LEVEL INTEGRATING ALL SECTORS OF TOURISM

LEARNING ASSUMED IN PLACE BEFORE THIS UNIT STANDARD IS COMMENCED:
SUCCESSFUL COMPLETION OF UNIT STANDARD 2.7: PROVINCIAL TOURIST MARKETS

SPECIFIC OUTCOME 3.7.1: NATIONAL TOURIST MARKETS

Plan an integrated tour of a variety of national markets

ASSESSMENT CRITERIA

1. Gather information on top 20 tourist destinations for the current year.
2. Specify the type of tourist involved and determine the needs and the preferences of the tourist.
3. Evaluate the potential of the destination, attraction and the facilities in relation to the needs, expectations, experiences and the budget of the specified tourist.
4. Plan a 10- day tour to three selected destinations within different provinces

RANGE STATEMENTS

1. National destinations: obtain information from SATOUR market research findings.
2. Type of tourist:
 - Business, leisure, sport, educational, family, VFR, religion, etc.
3. Attractions and facilities:
 - Facilities:
 - Sporting facilities, museum, art galleries, educational facilities, historical sites, etc.
 - Attractions:
 - In-city tours.
 - In- country tours (extra)
 - Places to visit and things to do.
4. Appropriate mode of travel for tour: air, train, bus, and car hire, ship or ferry
 - Reservations
 - Fares
 - Arrival and departure

- Documentation
- Insurance
- Luggage

- 5 Appropriate accommodation for tour:
- Type of accommodation
 - Reservations
 - Tariffs
 - Services provided
 - Locality
- 6 Health and safety precautions
- 7 Local cultural traditions e.g. food, mosque
- 8 Local geography e.g. season, expected temperatures, rain etc.

UNDERPINNING KNOWLEDGE

Communication: verbal, written and non-verbal
Ability to search for information

NOTES:

These notes and critical outcomes should be applied throughout for Unit Standard 11.7

- * Apply in context at national level.
- * Practical interaction between the classroom and the industry is of vital importance, therefore apply field trips in the various sectors
- * The learner's competence should be assessed covering all the assessment criteria and all the range statements
- * Assessment criteria no.1 would refer to range statement no.1 etc.

CRITICAL OUTCOMES

- * Organise and manage oneself and one's activities responsibly and effectively
Application: Organise tours and tour plans responsibly and effectively.
- * Work effectively with others as a member of a team, group, organisation, and community.
Application: Work effectively with others in the evaluation of the potential of the facilities within the national context, in relation to the needs of the tourist
- * Participate as a responsible citizen in the life of local, national and global communities
Application: Demonstrate an understanding of responsible citizenship at a national level.



FIELD NO. 11: SERVICES

SUB-FIELD: TOURISM

LEVEL: 3

CREDIT VALUE: 8

DATE OF ISSUE: JANUARY 2000

REVIEW DATE: NOVEMBER 2002

PURPOSE OF THE UNIT STANDARD: TO GIVE THE LEARNER THE OPPORTUNITY TO OBSERVE AND PARTICIPATE IN A REAL WORLD TOURISM ENVIRONMENT AND REFLECT ON OWN LEARNING AND PERFORMANCE DURING THE WORK PLACE EXPERIENCE.

LEARNING ASSUMED TO BE IN PLACE BEFORE THIS UNIT STANDARD IS COMMENCED: SUCCESSFUL COMPLETION OF UNIT STANDARD 10.8 WORK PLACE EXPERIENCE.

SPECIFIC OUTCOME 3.8.1: WORK PLACEMENT IN THE TOURISM INDUSTRY

To acquire hands-on practical experience of selected tasks in the work place

ASSESSMENT CRITERIA

- 1 Show proof of attendance at the work place
- 2 Complete given tasks at the work place, as determined by the supervisor.
- 3 Present own written report from the supervisor on the experience.

RANGE STATEMENTS

- 1 Work place:
 - Hotel, guest house
 - travel agency
 - tour operator
 - airline
 - car rental
 - tourist attraction e.g. nature and game reserves
 - curio shop, flea market
 - museum
 - cultural village
 - tourism linked festivals/ celebrations etc.
 Proof of attendance:
 - learner's record of attendance
 - supervisors report
- 2 Tasks:
 - duration 40 hours: full time or spread out
 - identify own area of interest and possible work experience placement
- 3 Supervisor to give feedback on tasks allocated.

UNDERPINNING KNOWLEDGE

- Apply for work experience placement, considering the following:
 - Own skills, experience and personal attributes
 - Concise covering letter with relevant information
 - Curriculum vitae containing all relevant information
 - Application forms are correctly completed
 - All necessary documentation is attached
 - Documentation despatched in time to meet closing dates

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NOTES

- It is suggested that the learners do their work experience outside the normal school hours.
- This could be spread over e.g. five weekends (eight hours per week) or during the holiday period (five consecutive days).
- The learners need not all go for work experience at the same time and should be encouraged to spread themselves throughout the industry.
- It is advisable that the learners share the experiences, through class presentations.
- The sector for the work placement to be different from that in Grade 10

CRITICAL OUTCOMES

- * Organise and manage oneself and one's activities responsibly and effectively
Application: Organise and manage oneself and one's activities responsibly and effectively to be an effective, productive and efficient employee
- * Work effectively with others as a member of a team, group, organisation and community
Application: Work effectively with others as part of a work team in an organisation
- * Participate as a responsible citizen in the life of local, national and global communities
Application: Participate as a responsible and effective member of the national work force

026NO247

LEVEL 4

SAQA

LOGO

FIELD: NO 11, SERVICES

SUB-FIELD: TOURISM

LEVEL: 4

CREDIT VALUE: 4

DATE OF ISSUE: JANUARY 2000

REVIEW DATE: NOVEMBER 2002

PURPOSE OF THE UNIT STANDARD: INTERPRET AND APPLY BASIC CALCULATIONS IN RELATION TO THE TOURISM INDUSTRY

LEARNING ASSUMED IN PLACE BEFORE THIS UNIT STANDARD IS COMMENCED: SUCCESSFUL COMPLETION OF UNIT STANDARD 3.1: BASIC CALCULATIONS FOR CAPACITY AND COSTING

SPECIFIC OUTCOME 4.1.1: BASIC CALCULATIONS FOR FOREX AND TIME ZONES

Interpret and apply basic calculations in for foreign exchange rate and time zones relation to the tourism industry

ASSESSMENT CRITERIA

1. Calculate and apply the rate of exchange of the Rand to the range of foreign currencies
2. Interpret and calculate timetables and tour plans
3. Calculate elapsed time between several countries

RANGE STATEMENTS

1. Foreign currencies
 - US Dollar
 - Japanese Yen
 - German Mark
 - Zimbabwe Dollar
 - British Pound
 - Botswana Pula
 - Euro Dollar
2. Timetables and tour plans
 - The 24 hour clock
 - Bus, train, airline time tables
 - Group and personal itineraries

3. Time Zones:
- Universal time co-ordinate
 - Calculations involving different time zones
 - Daylight saving time

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UNDERPINNING KNOWLEDGE

Terminology relevant to the topic

NOTES:

These notes and critical outcomes should be applied throughout for Unit Standard 12.1

- * Apply in international, regional and national context
- * The learner's competence should be assessed covering all the assessment criteria and all the range statements
- * Assessment criteria no.1 would refer to range statement no. 1 etc.
- * Use pocket calculator for all calculations

CRITICAL OUTCOMES

- * Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
Application: Solve problems by calculating the rate of exchange of the Rand to the range of foreign currencies to enhance quality customer service
- * Collect, analyse, organise and critically evaluate information
Application: Collect, analyse, organise information to apply the concept of elapsed time between various countries.
Application: Collect, analyse, organise and evaluate information to advise the tourist on different forms of foreign exchange.



FIELD: NO 11, SERVICES

SUB-FIELD: TOURISM

LEVEL: 4

CREDIT VALUE: 2

DATE OF ISSUE: JANUARY 2000

REVIEW DATE: NOVEMBER 2002

PURPOSE OF THE UNIT STANDARD: UNDERSTAND AND IDENTIFY THE RANGE OF TECHNOLOGY USED IN TOURISM INDUSTRY WITH A VIEW TO FACILITATE SERVICE EXCELLENCE

LEARNING ASSUMED IN PLACE BEFORE THIS UNIT STANDARD IS COMMENCED: SUCCESSFUL COMPLETION OF UNIT STANDARD 3.4: OFFICE TECHNOLOGY IN TOURISM

SPECIFIC OUTCOME 4.2.1: TECHNOLOGY IN TOURISM FOR RESERVATIONS

Identify the range of technologies which is used in the tourism industry for information and reservation purposes with a view to facilitate service excellence

ASSESSMENT CRITERIA

1. Identify and select the relevant technology

RANGE STATEMENTS

1. Information Technology
 - Global distribution systems e.g. Galileo, Amadeus, Worldspan
 - The InternetReservations
 - Global distribution systems e.g. Galileo, Amadeus, Worldspan
 - Central reservation systems e.g. (SAA) SAAFARI, (BRITISH AIRWAYS) BABS, (LUFTHANSA) START

UNDERPINNING KNOWLEDGE

- Terminology relevant to the topic

NOTES:

- These notes and critical outcomes should be applied throughout for Unit Standard ⁴⁰⁴ 12.2
- The learners' competence should be assessed covering all the assessment criteria and all the range statements
- Assessment criteria no.1 would refer to range statement no. 1 etc.

CRITICAL OUTCOMES

Use science and technology effectively and critically, showing responsibility towards the environment and the health of others.

Application: Use science and technology effectively and critically to operate specific technologies successfully within the tourism industry.

UNIT STANDARD 4.3: GLOBAL PERSPECTIVES OF TOURISM



FIELD: NO 11, SERVICES

SUB-FIELD: TOURISM

LEVEL: 4

CREDIT VALUE: 6

DATE OF ISSUE: JANUARY 2000

REVIEW DATE: NOVEMBER 2002

PURPOSE OF THE UNIT STANDARD: UNDERSTAND AND INTERPRET GLOBAL TOURISM AND BE ABLE TO APPLY THE PRINCIPLES IN SOUTH- AFRICAN CONTEXT

LEARNING ASSUMED IN PLACE BEFORE THIS UNIT STANDARD IS COMMENCED: SUCCESSFUL COMPLETION OF UNIT STANDARD 2.1: AN OVERVIEW OF TOURISM

SPECIFIC OUTCOME 4.3.1: GLOBAL PERSPECTIVES OF TOURISM

Identify, understand and interpret regional and global tourism and be able to apply the principles within a South African context with a view to facilitate service excellence.

ASSESSMENT CRITERIA

1. Identify regional and international tourist icons and popular destinations and activities.
2. Interpret statistics and information on regional and global tourism trends.
3. Apply regional and international trends to the South African tourism industry.
4. Demonstrate behavioural sensitivity to ensure service excellence.

RANGE STATEMENTS

1 Icons:

International:

- Big Ben, Eiffel Tower, Statue of Liberty, Table Mountain, Leaning Tower of Pisa, Golden Gate Bridge, Sugarloaf, Taj Mahal, Mount Fuji, Sydney Opera House, Pyramids & Sphinx, Great Wall of China,

Popular international tourist destinations and activities

- Disney World (Orlando), The Riviera, The Alps, Hong Kong, Venice, The Vatican City, Jerusalem, Mecca, Kruger National Park, Killimanjaro, Caribbean.

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- 2 Regional and global tourist trends:
Statistics regarding:
 - Preferences regarding destinations, accommodation, modes of travel.
 - Safety and security.
- 3 Trends in national tourism:
 - Incoming tourists
 - Country of origin
 - Seasonal fluctuations
 - Preferences regarding destinations, accommodation, ways of travel
 - Safety and security
 - Affordability of accommodation, attractions, transport etc.
- 4 Service excellence
 - Taking cultural diversity into account
 - Welcoming and addressing tourists
 - Adhering to customer requests and problems

UNDERPINNING KNOWLEDGE

- * Knowledge of terminology relevant to the topic
- * Basic world geography in relation to icons.

NOTES:

These notes and critical outcomes should be applied throughout for Unit Standard 12.3

- * Apply in international, regional and national context
- * The learner's competence should be assessed covering all the assessment criteria and all the range statements
- * Assessment criteria no.1 refers to range statement no. 1 etc.

CRITICAL OUTCOMES

- * Participate as responsible citizens in the life of local, national and global communities.
Application: Participate as responsible citizens in the life of local, national and global communities by interpreting statistics and information on international and national tourism trends.

SAQA
LOGO

FIELD: NO 11, SERVICES

SUB-FIELD: TOURISM

LEVEL: 4

CREDIT VALUE: 6

DATE OF ISSUE: JANUARY 2000

REVIEW DATE: NOVEMBER 2002

PURPOSE OF THE UNIT STANDARD: TO UNDERSTAND AND APPLY THE PRINCIPLES OF EFFECTIVE ENVIRONMENTAL RESPONSIBILITY IN THE INTERNATIONAL TOURISM INDUSTRY TO ENSURE SUSTAINABILITY.

LEARNING ASSUMED IN PLACE BEFORE THIS UNIT STANDARD IS COMMENCED:
SUCCESSFUL COMPLETION OF UNIT STANDARD 3.2: NATIONAL ECOTOURISM

SPECIFIC OUTCOME 4.4.1: INTERNATIONAL TRENDS IN ECOTOURISM

To interpret and apply the concept of environmental responsibility in the tourism industry using international examples

ASSESSMENT CRITERIA

1. Describe a variety of international ecotourism practices
2. Evaluate the impact of international ecotourism on the environment and community

RANGE STATEMENTS

1. International tourism practices
 - Role of tourism industry
 - Community
 - Conservation
2. Impact of ecotourism
 - Negative and positive effects on the environment

UNDERPINNING KNOWLEDGE

- * Knowledge of the relevant terminology

NOTES:

- * These notes and critical outcomes should be applied throughout for Unit Standard 12.4
- * The learner's competence should be assessed covering all the assessment criteria and all the range statements
- * Assessment criteria no.1 would refer to range statement no. 1 etc.

CRITICAL OUTCOMES

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made. 408
Application: Evaluate the impact of international ecotourism practices on the environment.
- Demonstrate an understanding of the world as a set of related systems by recognising that problems- solving contexts do not exist in isolation.
Application: Demonstrate an understanding of ecotourism as a set of related systems where one ecosystem would influence all other systems.

SAQA

LOGO

FIELD: NO 11, SERVICES

SUB-FIELD: TOURISM

LEVEL: 4

CREDIT VALUE: 10

DATE OF ISSUE: JANUARY 2000

REVIEW DATE: NOVEMBER 2002

PURPOSE OF THE UNIT STANDARD: PLAN AN INTEGRATED TOUR OF SOUTHERN AFRICA FOR THE REGIONAL TOURIST MARKETS INCORPORATING ALL SECTORS OF TOURISM

LEARNING ASSUMED IN PLACE BEFORE THIS UNIT STANDARD IS COMMENCED: SUCCESSFUL COMPLETION OF UNIT STANDARD 11.7: NATIONAL TOURIST MARKETS AND 12.3: REGIONAL AND GLOBAL PERSPECTIVES ON TOURISM

SPECIFIC OUTCOME 4.5.1: REGIONAL TOURIST MARKETS

Plan an integrated tour of Southern Africa for South African tourists incorporating all sectors of tourism

ASSESSMENT CRITERIA

1. Gather information on regional destinations. Focus on outbound South African tourist.
2. Specify the type of tourist involved and determine the needs and preferences of the tourist.
3. Evaluate the potential of the destination, attractions and facilities in relation to the needs, expectations, experiences and budget of the specified type of tourist.
4. Interpret regulations and laws governing outbound travel with regard to foreign exchange (FOREX)
5. Advise the customer on different forms of foreign exchange and apply foreign exchange regulations
6. Plan a 14-day Southern African tour to three selected destinations with two destinations outside of South Africa and one destination within South Africa, including a realistic travel budget. Apply map-reading skills to assist in planning.

RANGE STATEMENTS

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1. Regional destinations: Lesotho, Swaziland, Namibia, Mozambique, Botswana, Angola, Democratic Republic of Congo, Zimbabwe, Zambia, Malawi, Tanzania, Kenya, Mauritius and Seychelles (the SADC countries).
2. Type of tourist:
Business, leisure, sport, educational, family, VFR, ecotourist, etc.
3. Destinations, attractions and facilities:
Sporting facilities, museums, art galleries, educational facilities, historical sites, wildlife experience, culture and heritage, environment and climate attractions etc.
4. South African Foreign exchange regulations:
NEP forms
Stamping of passports for FOREX
5. Different forms of foreign exchange:
Cash, travellers cheques, debit cards and bank drafts.
SWIFT-system (Computerised banking system)
Telegraphic transfers
6. Appropriate mode of travel for tourists: air, train, bus, car hire, ship, ferry, depending on the itinerary and type of tourist.
 - * Reservations and timetables
 - * Fares
 - * Arrival and departure time tables
 - * Foreign Exchange
 - * Documentation - passport and visas
 - * Insurance - medical, accident and cancellation.
 - * Airline baggage: Economy class, 20 kg. Business class, 30 kg.
 - * Time differences calculated as applicable

Appropriate accommodation for tour:

 - * Type of accommodation
 - * Reservation
 - * Tariffs
 - * Services provided
 - * Locality

Tour Planning:

 - * In-city tours,
 - * In-country tours (extra)
 - * Places to visit and things to do.
7. Relevant route maps and locality maps.
8. Travel budget summarising the costs involved in travel, accommodation, attractions and leisure activities and linked to Foreign Exchange.
9. Health and safety precautions and documentation.
10. Local cultural traditions e.g. clothing, religion, food, etc.
11. Local geography e.g. season, expected temperatures, rain, cyclones, etc.

UNDERPINNING KNOWLEDGE

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- Communication: verbal and written
- Ability to search for information.

NOTES:

These notes and critical outcomes should be applied throughout for Unit Standard 12.5

- Apply in regional and national context
- The learner's competence should be assessed covering all the assessment criteria and all the range statements
- Assessment criteria no.1 would refer to range statement no. 1 etc.
- Choose a different tourist than in Unit Standards 10.7 and 11.7
- Choose a different South African tourist destination than in 10.7 and 11.7
- All the learners, working in groups, should cover all the range statements in No. 1 and then share their knowledge through class presentations.

CRITICAL OUTCOMES

- Organise and manage oneself and one's activities responsibly and effectively
Application: Organise tours and tour plans responsibly and effectively.
- Work effectively with others as a member of a team, group, organisation and community.
Application: Work effectively with others in the evaluation of the potential of the facilities within the region, in relation to the needs of the tourist.
- Participate as a responsible citizen in the life of local, national and global communities
Application: Demonstrate an understanding of responsible citizenship at a national, regional and international level.

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LOGO

FIELD NO. 11: SERVICES

SUB-FIELD: TOURISM

LEVEL: 4

CREDIT VALUE: 10

DATE OF ISSUE: JANUARY 2000

REVIEW DATE: NOVEMBER 2002

PURPOSE OF THE UNIT STANDARD: TO GIVE THE LEARNER THE OPPORTUNITY TO OBSERVE AND PARTICIPATE IN A REAL WORLD TOURISM ENVIRONMENT AND REFLECT ON OWN LEARNING AND PERFORMANCE DURING THE WORK PLACE EXPERIENCE.

LEARNING ASSUMED TO BE IN PLACE BEFORE THIS UNIT STANDARD IS COMMENCED: SUCCESSFUL COMPLETION OF UNIT STANDARD 3.8 WORKPLACE EXPERIENCE.

SPECIFIC OUTCOME 4.6.1: WORK PLACEMENT IN THE TOURISM INDUSTRY

To acquire hands on practical experience on the selected tasks in the work place

ASSESSMENT CRITERIA

- 1 Show proof of attendance at the work place
- 2 Complete given tasks at the work place, as determined by the supervisor.
- 3 Present own written report on the experience from the supervisor.

RANGE STATEMENTS

- 1 Work place:
 - Hotel, guest house
 - travel agency
 - tour operator
 - airline
 - car rental
 - tourist attraction e.g. nature and game reserves
 - curio shop
 - flea market
 - museum
 - cultural village
 - tourism linked festivals/ celebrations etc.
- Proof of attendance:
- learner's record of attendance
 - learner's report
 - supervisors report

- 2 Tasks:
- duration 80 hours: full time or spread out
 - identify own area of interest and possible work experience placement
- 3 Learner and supervisor to give written feedback on tasks allocated.

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UNDERPINNING KNOWLEDGE

- Apply for work experience placement, considering the following:
 - Own skills, experience and personal attributes
 - Concise covering letter with relevant information
 - Curriculum vitae containing all relevant information
 - Application forms are correctly completed
 - All necessary documentation is attached
 - Documentation despatched in time to meet closing dates

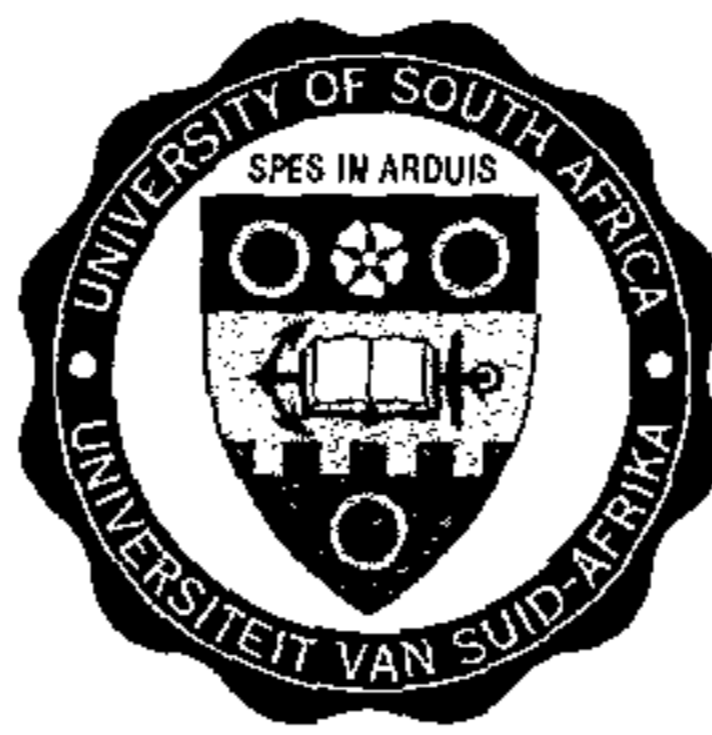
NOTES

- It is suggested that the learners do their work experience outside the normal school hours.
- This could be spread over e.g. ten weekends (eight hours per week) or during the holiday period (ten consecutive days).
- The learners need not all go for work experience at the same time and should be encouraged to spread themselves throughout the industry.
- It is advisable that the learners share the experiences, through class presentations

CRITICAL OUTCOMES

- Organise and manage oneself and one's activities responsibly and effectively
Application: Organise and manage oneself and one's activities responsibly and effectively to be an effective, productive and efficient employee
- Work effectively with others as a member of a team, group, organisation and community
Application: Work effectively with others as part of a work team in an organisation
- Participate as a responsible citizen in the life of local, national and global communities
Application: Participate as a responsible and effective member of the national work force

026N0248



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Mej P Pawson
Posbus 24056
GEZINA
0031

2002-08-22

Geagte mej Pawson

Ek deel u graag mee dat u proefskrif **A TRAVEL AND TOURISM CURRICULUM FOR THE TRAINING OF SECONDARY SCHOOL TEACHERS** vir die graad **DEd in Didaktiek** aanvaar is.

Onderworpe aan die nakoming van die onderstaande vereiste(s), sal die graad tydens 'n gradeplegtigheid wat gedurende **September 2002** gehou sal word, aan u toegeken word:-

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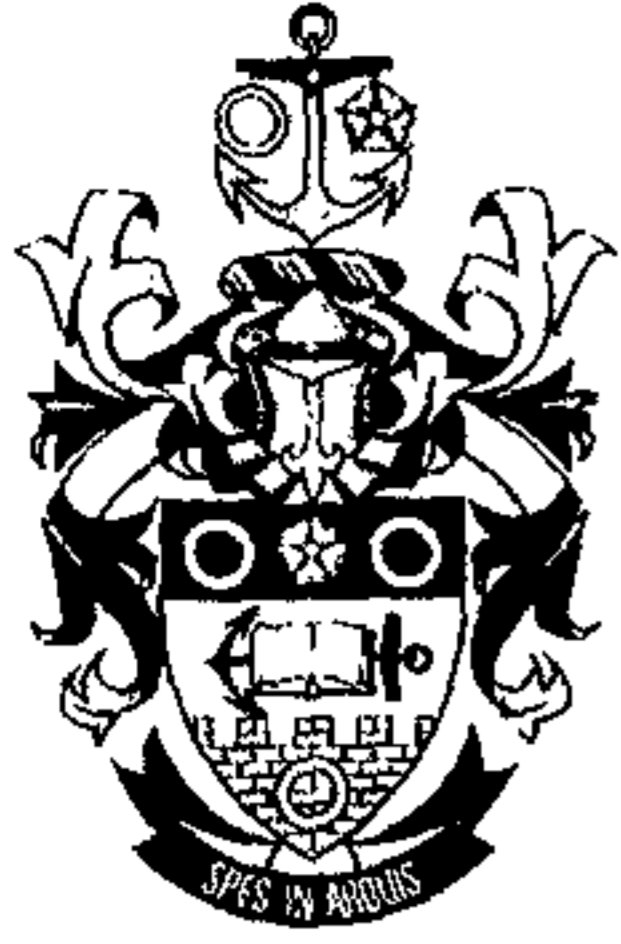
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Indien u nog nie aan bogenoemde vereiste(s) voldoen het nie, moet u dit asseblief voor **13 September 2002** nakom.

Die uwe


ns REGISTRATEUR (AKADEMIES)
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UNIVERSITY OF SOUTH AFRICA
UNIVERSITEIT VAN SUID-AFRIKA

OFFICIAL STATEMENT
AMPTELIKE VERKLARING

PETRONE PAWSON

HET IN DIE AKADEEMIESE JAAR 2002 VOLDOEN
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DOCTOR EDUCATIONIS

IN DIE VAK DIDAKTIEK

WAT IN SEPTEMBER 2002 TOEGEKEN SAL WORD

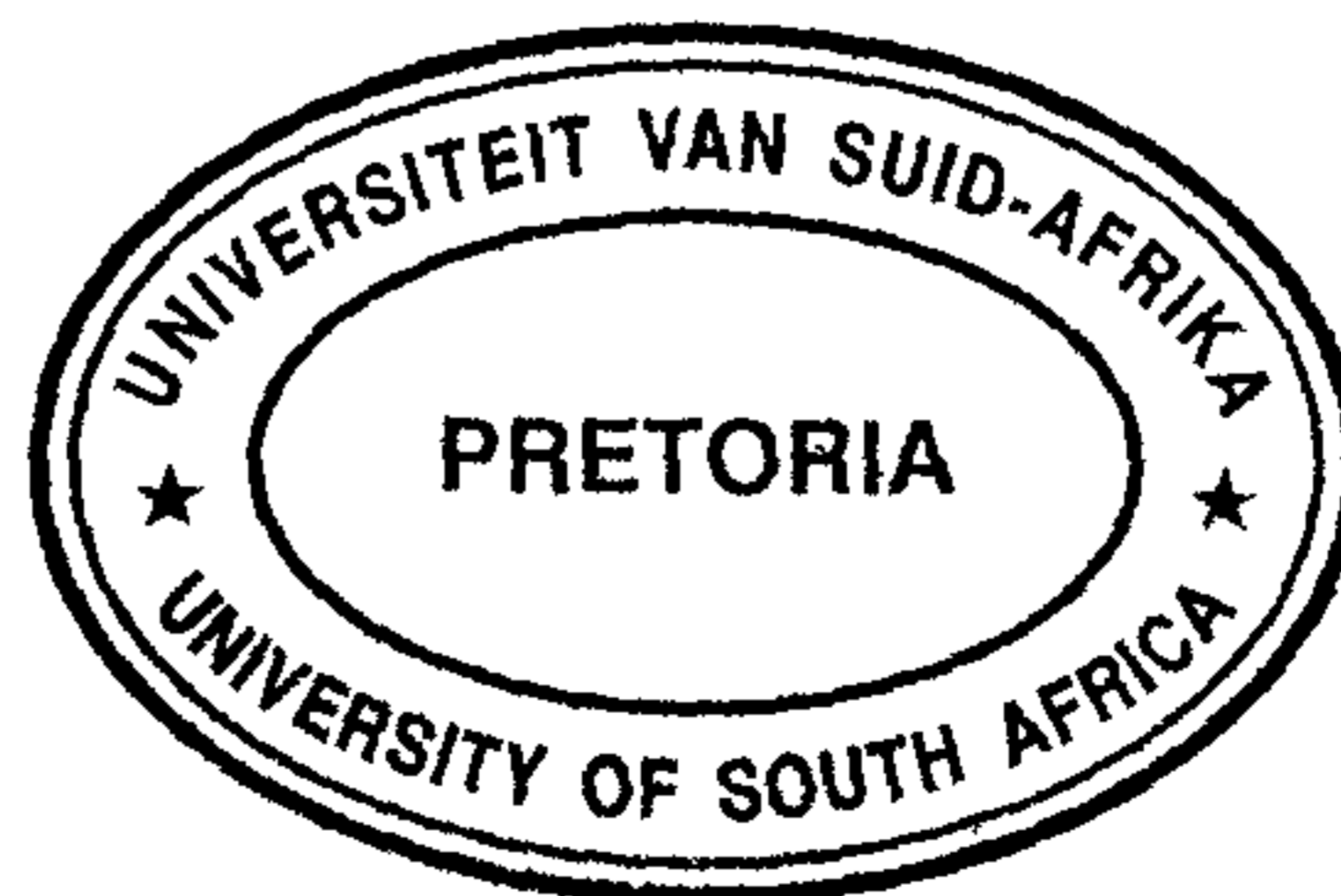
TITEL VAN PROEFSKRIF:

A TRAVEL AND TOURISM CURRICULUM FOR THE TRAINING OF SECONDARY SCHOOL
TEACHERS

PROEFSKRIF AANVAAR OP: 19 AUGUSTUS 2002

ns *B. Swartz*
REGISTRATEUR (AKADEMIES)

PRETORIA, 2002-08-22
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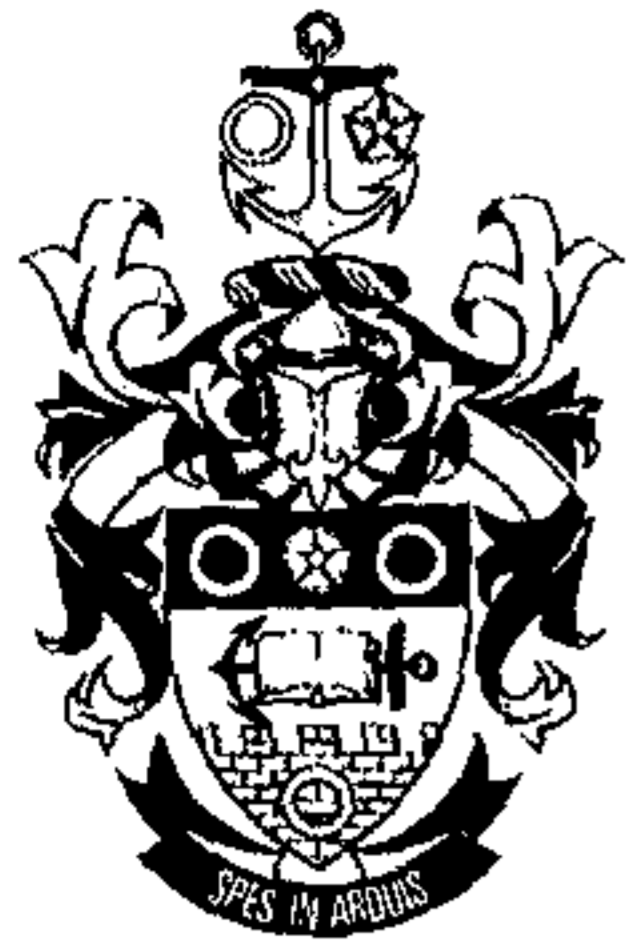
V58

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PETRONE PAWSON

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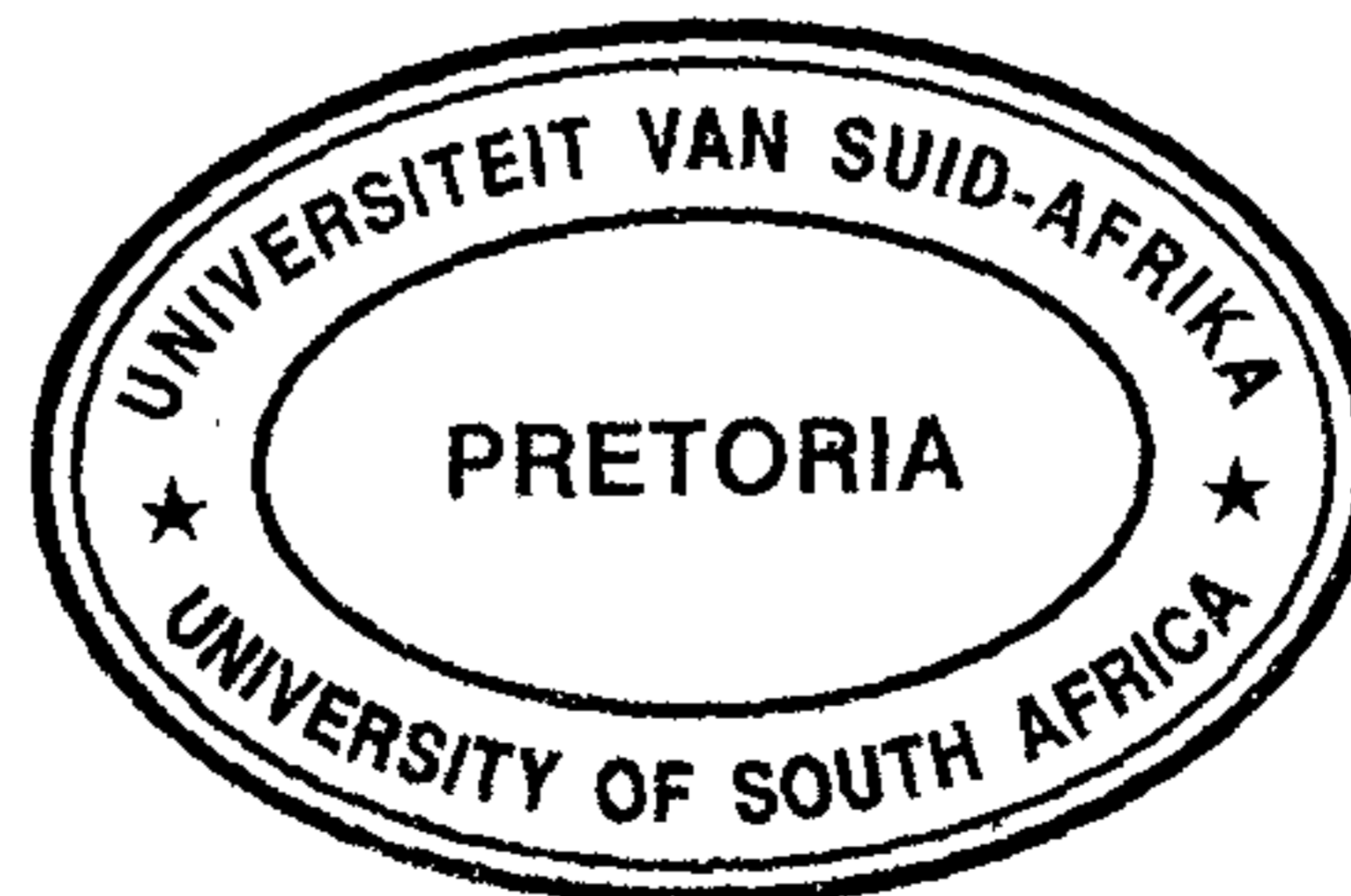
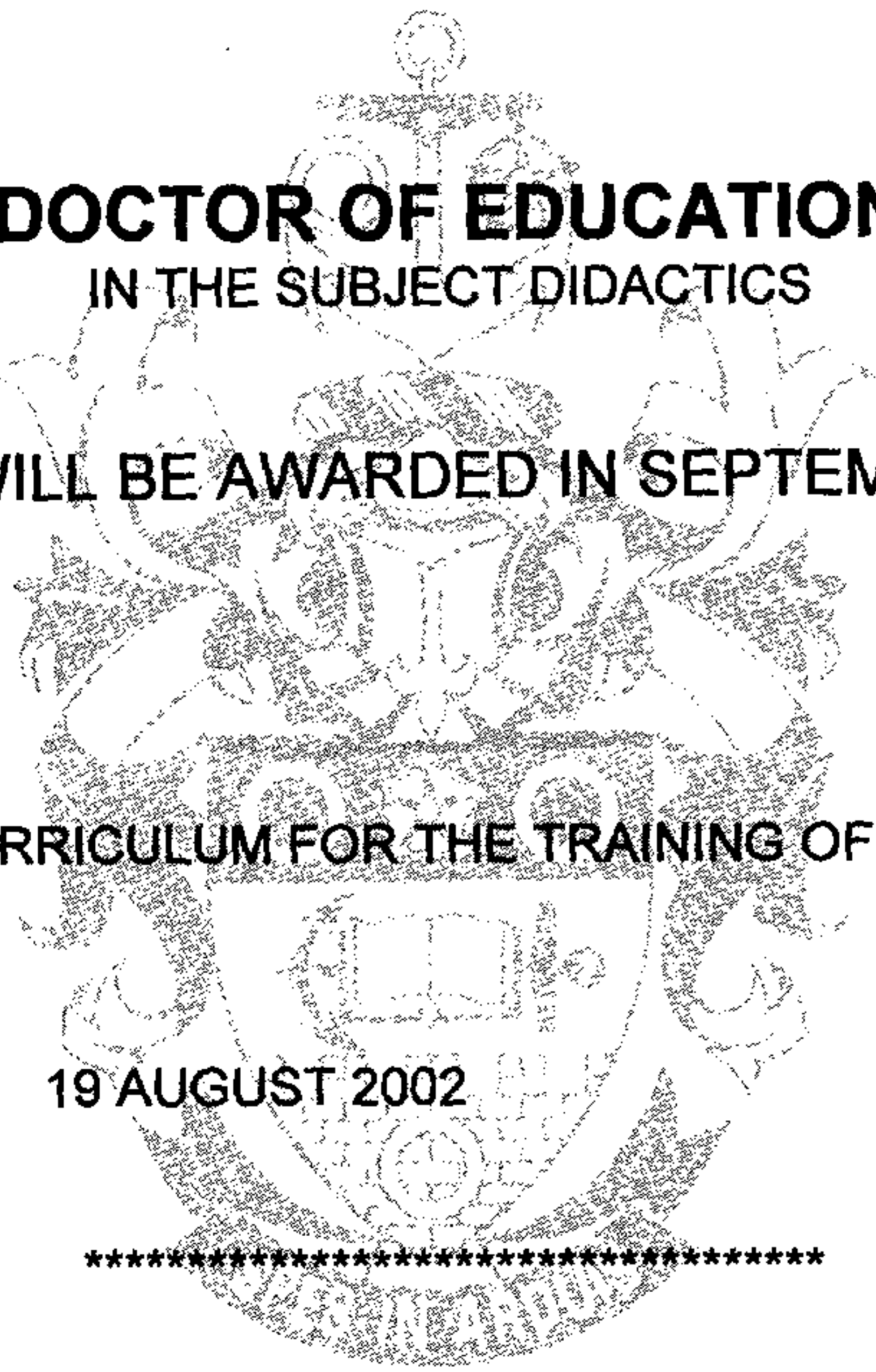
DOCTOR OF EDUCATION
IN THE SUBJECT DIDACTICS

WHICH WILL BE AWARDED IN SEPTEMBER 2002

TITLE OF THESIS:

A TRAVEL AND TOURISM CURRICULUM FOR THE TRAINING OF SECONDARY SCHOOL
TEACHERS

THESIS ACCEPTED ON: 19 AUGUST 2002



Swants
REGISTRAR (ACADEMIC)

PRETORIA, 2002-08-22
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630-151-7

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INVOICE

2 September 2002

TO: ~~National Business Initiative (NBI)~~
South African Tourism Institute (SATI)

ATTENTION: DARRYN VON MALTITZ

SERVICES RENDERED:

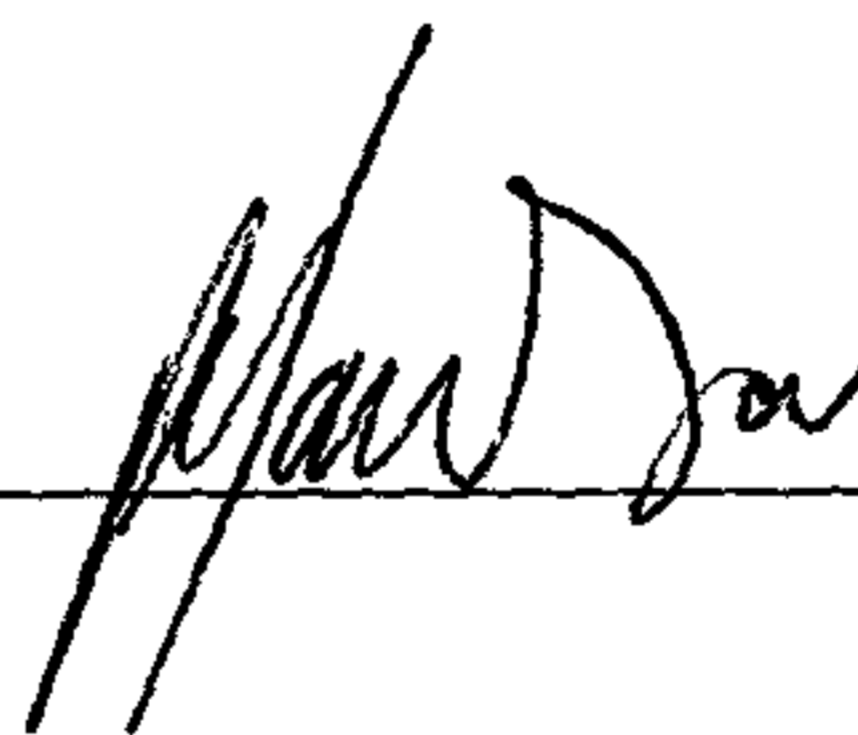
Materials Development: Compilation of workshop material

SERVICE PROVIDER: P Pawson (082 498 2659)
P O Box 23056, Gezina, 0031

CHARGE: R200/page x 250 pages, workshop manual plus facilitator's guide

TOTAL AMOUNT: R50 000.00

Signed: _____



Electronic payment/deposit into the following account:

Name of account holder:	P Pawson
Bank:	Permanent Bank
Branch:	Brooklynn
Acc Number:	1479 000507

- ①. Please provide me with a quote dated August.
 - ②. On your invoice quote order number 2476.
 - ③ Invoice SATI not NBI.
- shavilla@theta.org.za

Thanks

INVOICE

2 September 2002

TO: ~~National Business Initiative (NBI)~~
South African Tourism Institute (SATI)

ATTENTION: DARRYN VON MALTITZ

SERVICES RENDERED:

Workshop: *Facilitation of Travel and Tourism Workshop.*

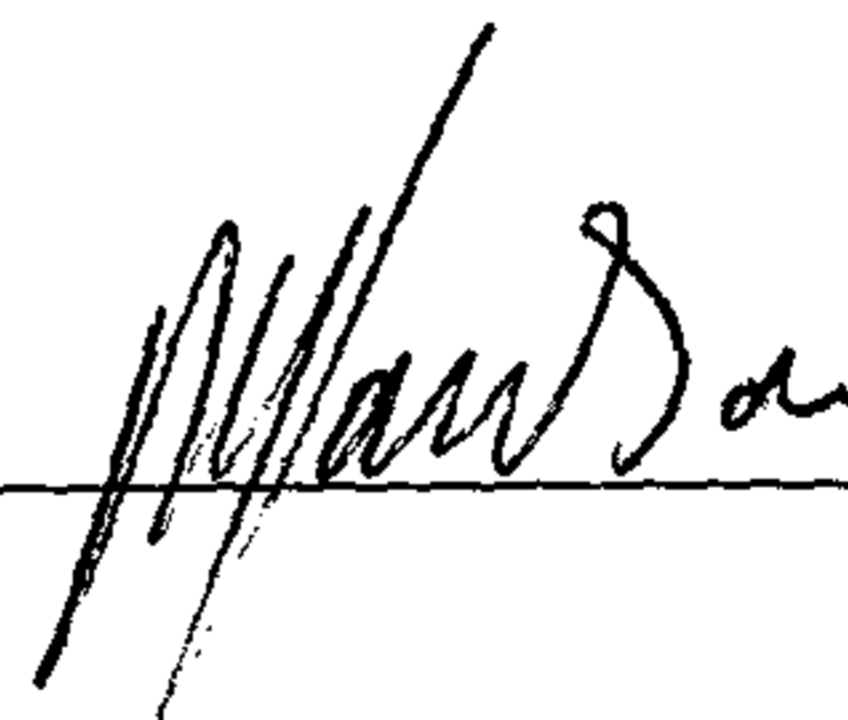
Duration: 26/8 - 30/8: 5 days

SERVICE PROVIDER: P Pawson (082 498 2659)
P O Box 23056, Gezina, 0031

CHARGE: R2500/day x 5 days

TOTAL AMOUNT: R12 500-00

Signed: _____



Electronic payment/deposit into the following account:

Name of account holder:	P Pawson
Bank:	Permanent Bank
Branch:	Brooklyn
Acc Number:	1479 000507

15. SIGNAGE

Seeff is hereby authorised to affix a "Sold" board to the Property for a period of three (3) months from the date upon which all suspensive conditions have been fulfilled.

16. BREACH

16.1 Should either party commit a breach of any of the terms of this Agreement, and fail to remedy same within seven (7) days of being called upon, in writing, to do so, the aggrieved party shall be entitled, without prejudice to his/her rights to claim any damages that he/she may have suffered as a result of such breach:-

16.1.1 to cancel the Agreement by written notice to the defaulting party; or

16.1.2 to claim specific performance by the defaulting party of his/her obligations in terms of this Agreement.

16.2 No latitude, extension of time or indulgence granted by either party to the other shall be construed as prejudicing such party's right to insist on the strict and punctual compliance by the other party with the terms of this Agreement.

16.3 Should this Agreement be cancelled as a result of the Purchaser failing to comply with his/her obligations herein, then the Purchaser hereby assumes the Seller's obligations to pay the brokerage specified in Clause 14 hereof, plus VAT thereon to Seeff, and the Seller hereby cedes his/her right to claim same from the Purchaser, to Seeff. Such amount may be deducted from any monies held in trust and any balance shall be paid to the Seller as liquidated damages.

16.4 The Purchaser chooses his/her address as stipulated on page 1 of this Agreement and the Seller chooses his/her address as stipulated on page 8 of this Agreement as the addresses at which they will accept delivery of service of all notices and legal process. All notices required to be given by one party to the other shall be in writing and shall be deemed to be received by the addressee on the fourth day following the posting thereof by pre-paid registered post or on the date of delivery or transmission thereof if delivered by hand or if transmitted by fax.

16.5 In the event of any party, including Seeff, having to consult with an attorney as a consequence of any breach of the terms of this Agreement by any party, then the defaulting party will be liable to pay the other parties' costs on the attorney and own client scale.

17. SALE OF OTHER PROPERTY

~~** 17.1 This offer is subject to, and conditional upon the sale of the Purchaser's property at
.....
.....
("the other property") by no later than/...../..... or such extended period as the Seller, in his/her sole discretion, may allow by notice in writing to the Purchaser, at a purchase price of not less than R (.....)
.....)
or such lesser amount as the Purchaser may accept. It is specifically recorded that this suspensive condition shall not be regarded as having been fulfilled until all suspensive conditions to which such sale is in turn subject are fulfilled. The Purchaser undertakes that the transfer of the other property will take place simultaneously with or prior to the Transfer of the Property. This condition exists for the benefit of the Purchaser who may unilaterally waive compliance therewith.~~

** 17.2 The Seller may continue to market the Property until such time as the suspensive condition relating to the sale of the other property has been fulfilled. Should the Seller, during this time, receive another acceptable unconditional offer ("the competing offer") to purchase the Property, he/she will have the right to call upon the Purchaser by notice in writing, to waive all suspensive conditions to which this offer is subject, thereby making this sale unconditional, within three (3) days (excluding weekends and public holidays) of the date when such notice is delivered to the Purchaser, or such extended period as the Seller in his/her sole discretion may allow ("the waiver period"). Such notice shall include a copy of the competing offer. If the Purchaser fails to waive his/her rights in writing within the waiver period, the Seller shall be entitled, but not obliged, to ~~accept the competing offer, upon which this sale shall lapse and be null and void.~~

** DELETE IF NOT APPLICABLE

Initials: AB4



18. NOMINEE PURCHASER

~~18.1 This Agreement shall become binding upon the signatory as Purchaser, in his/her personal capacity, and he/she shall be obliged to fulfil all the obligations of the Purchaser in terms hereof and to take Transfer of the Property into his/her own name, only if he/she shall not have nominated a Purchaser ("the Nominee") who shall validly have accepted such nomination, within(.....) days of acceptance of this offer by the Seller, or in such extended period as the Seller, in his/her sole discretion, may allow, or, if the Nominee thereafter fails to fulfil any of its obligations in terms of this Agreement for any reason whatsoever.~~

~~18.2 The signatory as Purchaser hereby binds him/herself as surety and co-principal debtor with the Nominee for the due performance by it of all its obligations in terms hereof, and agrees to sign all documents and to bind him/herself as surety for and co-principal debtor with the Nominee as far as it may be required by any proposed mortgagee/s so as to enable fulfilment of any conditions in this Agreement.~~

19. FIXTURES AND FITTINGS

The Property is sold with all fixtures and fittings of a permanent nature situated on it at the date of this offer, unless specifically excluded. The Seller warrants that all such fixtures and fittings are his/her property, are fully paid for and, at date of occupation, shall be in good condition and working order. The Purchaser undertakes to maintain the fixtures and fittings in the same good condition and working order from date of occupation to date of transfer.

20. PURCHASER'S COOLING-OFF RIGHT

Section 29A of the Alienation of Land Act 68 of 1981 applies to this agreement. Accordingly, notwithstanding any other clause in this agreement, save for clause 18 (see 20.2 below):-

20.1 The Purchaser has the right to revoke this offer or terminate this agreement by written notice to be delivered to the Seller, or his or her agent, on or before midnight on

05.09.2002.....(date). Such notice will have no effect unless it


20.1.1 is signed by the Purchaser or his or her agents, acting on his or her authority;

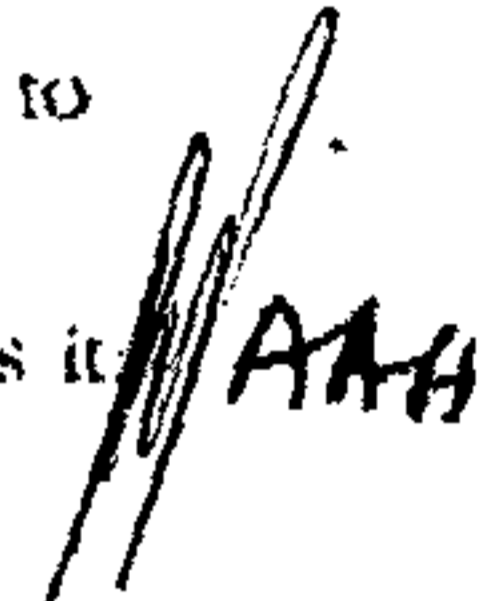
20.1.2 refers to this offer or agreement as the offer or agreement that is being revoked or terminated, as the case may be; and

20.1.3 is unconditional

20.2 THE COOLING-OFF RIGHT SHALL NOT APPLY IF THE PURCHASER IS A COMPANY, CLOSE CORPORATION OR TRUST OR IF THE PURCHASER HAS RESERVED THE RIGHT TO NOMINATE IN TERMS OF CLAUSE 18.

By my signature hereto I acknowledge having read and being fully acquainted with all the material provisions hereof and that the meaning and consequences hereof have been explained to me:


.....
Purchaser



DELETE IF NOT APPLICABLE

Initials: AAH



01-SEP-2002 18:17 FROM SEEFF STRONG 13 0120 1000

9. MORTGAGE LOAN

9.1 This offer is subject to the approval in writing by a financial institution/s or by the Purchaser's employer, on its/their usual terms and conditions, of a mortgage loan/s totalling

R 19.0 000-00 (ONE HUNDRED AND NINETY THOUSAND RAND) or such lesser amount as may be accepted by the Purchaser, against security of the Property. Application shall be made to such financial institution/s as may be selected by the Purchaser, for such mortgage loan/s forthwith. Approval of the mortgage loan by a financial institution on its usual terms and conditions shall constitute fulfilment of this clause. The Purchaser undertakes to pursue all reasonable sources of mortgage finance and to do all things necessary to procure the granting of the loan (including but not limited to the signing of documents and the furnishing of relevant information).

9.2 Confirmation of approval in writing is to be given by no later than 07/09/2002 whereupon this suspensive condition shall be deemed to have been fulfilled, failing which the aforesaid date shall be automatically extended for a further thirty (30) days. Seeff is hereby authorised to apply for the mortgage loan/s on the Purchaser's behalf.

9.3 In order to facilitate the application by the Purchaser for the mortgage finance, the parties consent to the disclosure by Seeff (or its nominee) of the information contained in the deed of sale for the purposes of the Purchaser's application for mortgage finance.

9.4 The Purchaser hereby consents to any financial institution to which the mortgage finance application is made (or their nominee) assessing the Purchaser's credit worthiness including by way of obtaining credit-related information in any form and from any source. The Purchaser further acknowledges that the financial institution/s (and/or its nominees) will be entitled to verify any information contained in this Deed of Sale and/or submitted by the Purchaser to the financial institution/s for the purpose of the application for the mortgage bond.

9.5 The provisions of this clause are for the benefit of the Purchaser, who may unilaterally waive the use of the mortgage loan finance. Such waiver must be communicated to the Seller in writing prior to the expiry of the period for loan approval set out in 9.2 above.

10. POSSESSION AND RISK

On Transfer, possession of the Property and all the risks and benefits of ownership shall pass to the Purchaser.

11. ELECTRICAL INSTALLATION

11.1 The Seller hereby undertakes to furnish the Conveyancers, prior to occupation by the Purchaser, or Transfer, whichever is the earlier, with a valid Certificate of Compliance in respect of the Property, in terms of the Electrical Installation Regulations of 1992 under the Machinery and Occupational Health and Safety Act (Act No. 6 of 1983, as amended), issued by a qualified wireman.

11.2 All costs incurred in obtaining such a certificate, including costs of any repairs or replacements required in order for the certificate to be issued, shall be borne by the Seller.

11.3 The Seller warrants that, as at date of occupation or transfer, whichever is the earlier, there will have been no addition or alteration to the electrical installations existing on the Property subsequent to the issue of such certificate.

11.4 Upon the Seller furnishing the Conveyancers with such certificate, the Purchaser shall have no claim whatsoever against the Seller in respect of electrical installations and no further liability in this regard shall rest upon the Seller.

12. BEETLE

The Seller shall arrange, at his/her own expense, for:-

12.1 inspection, by a duly qualified expert, of the accessible portions of the residential premises on the Property, but specifically excluding any free-standing structures not constituting residential premises (any wendy house, garden sheds, car ports, fences and similar structures), for infestation by either hylotrupes bajulus or oxypleuris nodieri beetles and;

12.2 treatment and/or replacement of timbers so infested, in accordance with the recommendations contained in the expert's report, prior to occupation by the Purchaser, or transfer, whichever is earlier.

DELETE IF NOT APPLICABLE

Initials: *MM*



021 8548899

3/3

AMH
R 200 000.00

9. MORTGAGE LOAN

- 9.1 This offer is subject to the approval in writing by a financial institution/s or by the Purchaser's employer, on its/their usual terms and conditions, of a mortgage loan/s totaling ~~R 120 000.00~~ ^{TWO AMH} ~~ONE HUNDRED AND TWENTY THOUSAND RAND~~ or such lesser amount as may be accepted by the Purchaser, against security of the Property. Application shall be made to such financial institution/s as may be selected by the Purchaser, for such mortgage loan/s forthwith. Approval of the mortgage loan by a financial institution on its usual terms and conditions shall constitute fulfilment of this clause. The Purchaser undertakes to pursue all reasonable sources of mortgage finance and to do all things necessary to procure the granting of the loan (including but not limited to the signing of documents and the furnishing of relevant information).
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- 12.2 treatment and/or replacement of timbers so infested, in accordance with the recommendations contained in the expert's report, prior to occupation by the Purchaser, or transfer, whichever is earlier.

DELETE IF NOT APPLICABLE

Initials: AMH

