



Learning from a web-search and international benchmarking: examples to consider for the South African subject Tourism

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Learning from a web-search

- Hong Kong Diploma of Secondary Education (HKDSE): Tourism and Hospitality Studies;
- British GCSE-level Tourism;
- Netherlands Vocational Programme – Tourism

Hong Kong Diploma of Secondary Education (HKDSE): Tourism and Hospitality Studies

- **Curriculum structure that allows for diverse learner interest**
 - Generic first year, followed by two years of specific interest studies.
- **Wide range of learning experiences**
 - Work independently and in groups
- **Emphasis on networking with industry**
 - learners exiting the phase are prepared for a career in tourism.

British GCSE-Level: Leisure and Tourism

- **Balance of tourism knowledge / conceptualization and application to the workplace**
- **Stress on investigation and research**
- **Quality of written communication**
 - organise relevant information clearly and coherently, using specialist vocabulary when appropriate

Netherlands Vocational Programme – Tourism

- **Vocational training introduced at secondary school level**
- **Learners can study at four levels of difficulty**
 - Highest level more theoretical
- **Preparation for industry**
 - combination of core content and skills for a career in industry

The international benchmark focus

The following question and sub-question guided the research:

What does the comparison between the CAPS document for the South African FET Phase (Grades 10 to 12) and the curricula from British Columbia, Cambridge AS and A Level and Passport to the World reveal about:

- a. the **relative depth and breadth of the content** covered in the respective curricula
- b. the **overall design, structure and coherence** of the curriculum,
- c. the **level of specification** of various aspects of the curricula, and
- d. the **guidance** provided by the curricula for the **teaching and assessment** of the subject,

with special attention given to the strengthening of the CAPS document?

In addition, are there **critical factors that appear to be emerging in these curricula that should be considered in the South African context?**

The international benchmark focus

- Level 11 and 12 Tourism in British Columbia, Canada;
- Cambridge AS and A-level Tourism;
- The international “Passport to the World”.

Content breadth

- CAPS Document:
 - **84 topics**
- Cambridge AS and A-level Tourism:
 - **66 topics**
- Level 11 and 12 Tourism in British Columbia, Canada:
 - **54 sub-topics**
- The international “Passport to the World”:
 - **32 sub-topics**

In what depth is content being dealt with?

- CAPS Document:
 - **Shallowest** of the four
- Cambridge AS and A-level Tourism:
 - **Greatest** depth
- Caps document has sacrificed depth for breadth

Content weighting & emphasis

- Cambridge A and AS Level & British Colombia
 - No time allocation, therefore no conclusions
- CAPS document
 - Greatest weighting for **Tourism Sectors**
- Passport to the World
 - Greatest weighting for **Destinations and Travel Technology**

Sequencing and progression

- Level 11 and 12 Tourism in British Columbia, Canada:
 - **Strong** progression **within** grades / topics
- Cambridge AS and A-level Tourism:
 - **Moderate** progression **within** grades / topics
- CAPS Document and “Passport to the World”:
 - **Weak** progression **within** grades / topics

Sequencing and progression

- CAPS Document and British Columbia:
 - **Strong** progression **from** Grade **to** Grade
- Cambridge AS and A-level Tourism:
 - **Moderate** progression **from** AS **to** A Level
- “Passport to the World:
 - Discrete topics: progression **could not be determined**

Pedagogy

- The international “Passport to the World”:
 - **Most high** guidance on Tourism pedagogy
- CAPS Document and British Columbia:
 - **Low** guidance on Tourism pedagogy
- Cambridge AS and A-level Tourism:
 - **Least** guidance on Tourism pedagogy

Pedagogy

- “Passport to the World”, British Columbia and Cambridge AS and A-level:
 - **Learner-centred, outcomes-based approach**
- CAPS Document:
 - **Topic-based, largely teacher-centred approach**

Assessment guidance

- CAPS Document and Cambridge AS and A-level Tourism:
 - **Number and types of assessment prescribed**
 - Favour written **tests** and **examinations**
- British Columbia and “Passport to the World”:
 - **Flexible approach** – determined by teacher and learners
 - **Diverse range of assessments** – e.g. field trip report, observation models / constructions, etc.

Considerations for the SA context

British Columbia

- Takes into account tourism needs of **local region**
- **Local Advisory Groups** (local industry / business, communities educators)
- Educators must maintain **excellent relationships** with industry sectors to help with **design** of their curricula and **implementation** of programme

Considerations for the SA context

Cambridge AS and A Levels

- **Six overarching topics** from year to year:
 - Integrated insight
 - Small number of topics lead to greater depth
- Stresses **higher order thinking – 30%**
(evaluation and decision-making)
- Practical project requires **application of industry knowledge** in the planning, conducting and evaluating of a tourism event

Considerations for the SA context

“Passport to the World”

- Focus on acquiring –
 - **knowledge** about the industry
 - **experience** in the industry
 - **skills** related to Tourism
 - **attitudes and values** needed in the industry

Concluding remarks & recommendations

- Research the number and nature of available jobs in regions (British Columbia)
- Adapt CAPS document to integrate knowledge, skills, attitudes and values with the industry (British Columbia)
- Introductory year with two years of specialisation? (British Columbia) (with entrepreneurship as one of these?)
- CAPS to use clear action verbs like British Columbia uses Suggested Achievement Indicators

Concluding remarks & recommendations

- Re-introduce workplace experience (British Columbia)
- Adapt CAPS document to integrate knowledge, skills, attitudes and values with the industry (British Columbia)
- Develop in learners the attributes and skills needed to operate in the professional tourism industry (British Columbia)

Concluding remarks & recommendations

- The CAPS document should emulate the six overarching, holistic topics (Cambridge)
- The CAPS should strive for greater depth and narrower breadth (Cambridge)
- Go to the Paper 2 (Practical Project) for insights into practical assessment (Cambridge) – more on this later

Concluding remarks & recommendations

- Move the CAPS document from topics with superficial knowledge to include more higher-order concepts and skills (“Passport to the World”)
- Introduce an Assessment Workbook for learners (“Passport to the World”)
- Offer Tourism at only at schools where learners can get experiential learning in the industry (“Passport to the World”)

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