



The NSC PAT for Tourism - Towards a revision of practice

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Tom Swart



Response to the SWOT analysis

From its SWOT analysis, the evaluation team identified three categories of practical approaches internationally, with an example of each:

Practical projects:

Cambridge AS and A Level

Industry Workplace Experience:

British Columbia Level 12

Written practical tasks:

Assessment and Qualifications Alliance (AQA)
A Level

The evaluation of the Cambridge AS and A level

Paper 2: “**Planning and Managing a Travel and Tourism Event**”:

- a practical project that requires candidates to
- apply industry knowledge in the planning,
- conducting and
- evaluating of a travel and tourism event

Learners must apply all their theoretical knowledge in this Paper.

The evaluation of the Cambridge AS and A level (cont'd)

Learners must demonstrate two of the central skills in Travel and Tourism, that is, essential **business skills** and **customer service skills**, by

- producing a **business plan** for a specific event;
- producing a **record of their involvement** in carrying out the event;
- **evaluating** their role in the event and the effectiveness of a team in achieving the event's objectives.

The evaluation of the Cambridge AS and A level (cont'd)

Learners choose their own event –

- with **clear guidance** for each stage,
- both for **learners** and **teachers** guiding them,
- and very clear **guidance for assessment**,
- including holistic **assessment rubrics**.

The evaluation of the Cambridge AS and A level (cont'd)

The rubrics use four **broad marking criteria**:

- **demonstration** of knowledge, skills and understanding;
- **application** of knowledge, skills and understanding;
- evidence of **analysis** and **research**;
- **evaluation** and **decision-making**.

Considering the British Columbia Tourism Year 11 & 12

Module: **“Tourism Industry Experience”** in Year 12:

- 30 hours of **work placement** in form of:
 - Work experience
 - Community-based functions
 - School-based functions
- Working with local **industry employers** and /or **professionals**

Considering the British Columbia Tourism Year 11 & 12

Outcomes:

- Connecting the classroom with knowledge, skills, attitudes needed in the workplace;
- Gaining knowledge, skills, attitudes to be successful in the workplace;
- Developing job-readiness skills;
- Understanding similarities / differences in behaviour standards between the workplace and school.

Considering the British Columbia Tourism Year 11 & 12

Assessment:

- Teachers determine assessment criteria and measurement activities

Overarching legislative and guideline structure:

- Ministerial document protects learners under the Workers Compensation Act
- Agreements signed by employer, learners, learner's parents

Considering findings from AQA

Practical examination in AS and A Level for:

- **Marketing in Travel and Tourism (Unit 5)**
 - 2-hour paper
- **Travel and Tourism – People and Quality (Unit 9)**
 - One 6-hour paper written at once, or multiple sessions over 11 days

Considering findings from AQA

- **Marketing in Travel and Tourism**

- Learners receive “preparatory folders” of case studies 3 weeks before examination

- **Travel and Tourism – People and Quality**

- Learners compile own “preparatory folders” of case studies 3 weeks before examination, submitted to invigilator 4 days before examination

Considering findings from AQA

Assessment:

- Learners apply theory to a practical case study
- Broad, holistic rubrics provided, based on competency statements
- Rubrics for assessment are holistic, on three levels
- One contextualised rubric per question –

Considering findings from AQA

Level 1 The answer is basic.

Level 2 The answer is clear.

Level 3 The answer is detailed:

- Detailed knowledge is shown and used well, in a relevant context. There are few, if any, errors or misunderstandings.
- Understanding of most concepts (including the more complex ideas of the course) is shown clearly and in detail.
- Strong skill levels are shown, and the candidate uses a variety of more complex skills.

The SWOT analysis revisited

Using pointers for best practice from three case studies –

- **Weaknesses** identified by SWOT turned into strengths:
 - **e.g. Assessment guidance insufficient:**
 - **Refer to Cambridge and AQA rubrics**
 - **e.g. Psychomotor productive skills not developed:**
 - **Refer to Cambridge practical task & British Columbia workplace experience**

The SWOT analysis revisited

Using pointers for best practice from three case studies –

- **Threats** identified by SWOT minimised:
 - **e.g. Insufficient, vague and unclear policy guidelines for PAT:**
 - **Refer to British Columbia legislative and policy guidelines**
 - **e.g. Relative economic disadvantage, with little access to workplace**
 - **Refer to AQA written practical examination**

The way forward

- Design grid developed for the all future design and development of the Tourism PAT
- This grid to be the benchmark for all future PAT design and development, e.g. –
 - The requirements for the PAT must be **broad** enough to allow a learner to produce his/her own evidence linked to the Tourism programme.
 - The teacher guidance for assisting learners through every stage of the PAT must very **specific**.

The way forward

- This grid to be the benchmark for all future PAT design and development, e.g. –
 - The PAT should assess a broad range of competencies such as:
 - **Demonstrating** knowledge, skills and understanding
 - **Applying** knowledge, skills and understanding
 - **Analysis and research**
 - **Evaluation and decision-making** to make judgements, draw conclusions and make recommendations

Recommendations

- The present PAT must be critically re-examined to improve format and functionality:
 - Practical project completed over time?
 - Industry work experience?
 - Practical task written under examination conditions?
- Constitute a team of subject and curriculum experts to re-conceptualise the PAT

Recommendations(cont'd)

- DBE should develop clear overarching policy guidelines for all practical subjects
- DBE should develop enabling legislation if workplace practice is to take place
- Changes should be properly piloted and introduced from Grade 10
- Implementation should have sufficient lead time
- Teachers trained in implementation

Thank you!

