



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CERTIFICATES (VOCATIONAL)**

## **SUBJECT GUIDELINES**

### **SUSTAINABLE TOURISM IN SOUTH AFRICA**

#### **NQF LEVEL 2**

September 2007



## INTRODUCTION

### **A. What is Sustainable Tourism in South Africa?**

Sustainable Tourism in South Africa provides students with information about the country and its tourism resources and attractions. At the same time important tourism issues like sustainability, conservation and heritage are explored. It also equips students with essential knowledge about maps and map-reading skills.

While students should become acquainted with South Africa from a tourism point of view, it is essential to create an understanding that tourism can be a lucrative, income-generating and ethical business if managed in a responsible manner. Heritage is one of the pillars on which tourism rests, whereas conservation provides the tools with which we can preserve the industry for the future.

### **B. Why is Sustainable Tourism in South Africa important in the Tourism programme?**

In order to assist tourists, a thorough knowledge of South Africa is vitally important to any student pursuing a career in tourism. Basic skills such as map reading and giving directions combined with a solid understanding of concepts like sustainability, heritage and conservation help to imbed successful tourism practices in students.

### **C. The link between the Sustainable Tourism in South Africa Learning Outcomes and the Critical and Developmental Outcomes**

In Sustainable Tourism in South Africa, students are able to:

- Conduct themselves as responsible citizens participating in the lives of local, national and global communities by not only serving in a travel industry that makes physical interaction between local, national and global possible but also striving to preserve those very communities through sound sustainable tourism practices.
- Be culturally and aesthetically sensitive across a range of social contexts when interacting with tourists from all walks of life and from all over the world.
- Make informed decisions using their extensive knowledge of South Africa.
- Critically evaluate information to advise clients to satisfy their needs.

### **D. Factors that contribute to achieving the Sustainable Tourism in South Africa Learning Outcomes**

The student must be interested in travel, physical geography, routes and sightseeing. It would be a huge advantage if the student could visit local attractions and communities while training. Students should have an active interest in the natural environment and a flair for explaining things and clarifying matters. They must have problem-solving skills, keen powers of observation and a feeling of responsibility to the environment and community. An interest in history, heritage and culture would be an added advantage.

# **SUSTAINABLE TOURISM IN SOUTH AFRICA**

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## 1 DURATION AND TUITION TIME

This is a one-year instructional programme comprising 200 teaching and learning hours. The subject may be offered on a part-time basis provided the student meets all the assessment requirements.

Students with special education needs (LSEN) must be catered for in a way that eliminates barriers to learning.

## 2 SUBJECT LEVEL FOCUS

The student will be able to:

- Demonstrate basic knowledge about South Africa regarding its provinces, major cities and infrastructure in terms of tourism.
- Demonstrate various map skills.
- Explain the concept of sustainable tourism.
- Describe conservation ethics in terms of the tourism industry.
- Identify cultural, political and natural heritage sites in South Africa.

## 3 ASSESSMENT REQUIREMENTS

### 3.1 Internal assessment (50 percent)

All internal assessments must be finalised by an assessor with at least a certificate of competence.

#### 3.1.1 Theoretical component

The theoretical component forms 60 percent of the internal assessment mark.

Internal assessment of the theoretical component in Sustainable Tourism in South Africa Level 2 takes the form of observation, class questions, group work, informal group competitions with rewards, individual discussions with students, class, topic and semester tests and internal examinations. Lecturers can observe students when marking exercises from the previous day and asking class questions.

Assignments, case studies and tests can be completed at the end of a topic. Tests and internal examinations must form part of the internal assessment.

Any or all of the written tasks or feedback can be considered as evidence of competency in the theoretical component and be filed as such in a Portfolio of Evidence (PoE).

#### 3.1.2 Practical component

The practical component forms 40 percent of the internal assessment mark.

Practical components include applications and exercises. All practical components must be indicated in a Portfolio of Evidence (PoE).

Internal assessment of the practical component in Sustainable Tourism in South Africa Level 2 takes the form of assignments, practical exercises, case studies and practical examinations in a simulated business environment.

Students may complete practical exercises daily. Assignments and case studies can be completed at the end of a topic. Practical examinations can form part of internal practical assessment.

- **Some examples of practical assessments include, but are not limited to:**
  - A. Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role-play, independent activity, synthesis and evaluation)
  - B. Exhibitions by students
  - C. Visits undertaken by students based on a structured assignment task
  - D. Research

#### E. Task performance in a “Structured Environment”

- **Definition of the term “Structured Environment”**

For the purposes of assessment, “Structured Environment” refers to a simulated workplace or workshop environment. A practicum room should be available on each campus (where applicable) for practical assessments.

- **Evidence in practical/application assessments**

All evidence pertaining to evaluation of practical work must be reflected in the students’ Portfolio of Evidence (PoE). The tools and instruments constructed and used to conduct these assessments must be clear from the evidence contained in the Portfolio of Evidence (PoE).

- **Job shadow or industry practicum**

Evidence of job shadowing or of actual practical work in the tourism industry must be provided in the form of a logbook. The following information should be contained in the logbook:

- Cover page – details of student and workplace
- Key functions to be observed (job shadowing) or competencies to be demonstrated (industry practicum)
- Period of job shadowing or practicum, with relevant dates
- Daily signature of supervisor and student
- Evaluation or comment by supervisor, including recommendations for improvement

For the logbook to be regarded as valid evidence, it must be signed by the officially assigned supervisor.

#### 3.1.3 Processing of internal assessment mark for the year

A year mark out of 100 is calculated by adding the marks of the theoretical component (60 percent) and the practical component (40 percent) of the internal continuous assessment (ICASS).

#### 3.1.4 Moderation of internal assessment mark

Internal assessment is subjected to internal and external moderation procedures as set out in the *National Examinations Policy for FET College Programmes*.

### 3.2 External assessment (50 percent)

A National Examination is conducted annually in October or November by means of a paper(s) set and moderated externally. A practical component will also be assessed.

External assessment details and procedures are set out in the *Assessment Guidelines: Sustainable Tourism in South Africa* (Level 2).

## 4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. Tourism in South Africa	50
2. Sustainability of Tourism in South Africa	25
3. Conservation and Heritage	25
<b>TOTAL</b>	<b>100</b>

## 5 CALCULATION OF FINAL MARK

Internal assessment mark: Student’s mark/100 x 50 = a mark out of 50 (a)

Examination mark: Student’s mark/100 x 50 = a mark out of 50 (b)

**Final mark: (a) + (b) = a mark out of 100**

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, reporting, moderation and verification purposes.

## 6 PASS REQUIREMENTS

The student must obtain at least fifty (50) percent in ICASS and fifty (50) percent in the examination.

## 7 SUBJECT AND LEARNING OUTCOMES

On the completion of Sustainable Tourism in South Africa Level 2, the student should have covered the following topics:

- Topic 1: Tourism in South Africa  
Topic 2: Sustainability of Tourism in South Africa  
Topic 3: Conservation and Heritage

### Topic 1: Tourism in South Africa

**Subject Outcome 1:** Demonstrate knowledge and understanding about South Africa as a tourism destination.

#### Learning Outcomes:

The student should be able to:

- Indicate all South African provinces and major South African cities on a map, demonstrating a sound idea of where major tourism and holiday places in South Africa are situated.
- Indicate where South Africa and its neighbour countries are situated using an elementary map of Africa to show understanding of where we are situated on the African continent.
- List and indicate on a map the major South African climate regions, mountains, rivers and lakes.
- Draw the major transport network of South Africa on elementary maps. This is not a geography lesson; students should see airports as gateways to regions or to specific attractions and roads as part of the logical planning of a tour itinerary, etc.

*Range: National roads, major airports, harbours and mainline railway connections*

- Make a list and indicate on a map the major South African national game parks. In table form, describe for each nature reserve:
  - The major attraction(s)
  - Type of accommodation offered
  - Nearest gateway road and/or airport
  - How to make reservations for that particular destination (i.e. who to contact, what to do, etc.)
- Indicate the main suburbs and/or areas of certain major South African cities.

*Range: Pretoria, Johannesburg, Durban and Cape Town*

**Subject Outcome 2:** Use a range of maps effectively to facilitate tourism activities.

#### Learning Outcomes:

The student should be able to:

- Describe different types of map.  
*Range: Street finders, informal picture-type maps, road maps, physical maps and political maps*
- Demonstrate the use of a grid for reference on a street map.
- Use a street finder or a simple map of a tourist area and draw a pamphlet, giving clear directions to tourists on how to reach a particular attraction (e.g. a botanical park some blocks away from the hotel).
- Practice standard phrases like: "Follow the road"; "At the next intersection, turn right"; "Go straight for three blocks", etc.
- Identify the location of local places of interest on a map and practice using map keys or icons indicating restaurants, wine cellars, museums, taxi ranks, railway stations, cathedrals, information bureaus, etc.
- Identify a suitable area of accommodation when presented with a tourist profile to ensure that the client will overnight as close as possible to where he or she needs to be, taking infrastructure, transport needs and facilities into consideration.

- Select a type of map appropriate for a specific purpose (e.g. physical map of an area when planning a hike, road map when planning a route for a sightseeing holiday by car or street finder when trying to locate a guest house in a suburb).
- Plan a very elementary excursion route using maps, e.g. a half-day tour from the city hotel to a local attraction in the countryside.
- Plan a very elementary tour route using maps, e.g. a two-day sightseeing trip to a nature reserve and surroundings in the area.

**Subject Outcome 3:** Identify and describe tourist destinations, attractions and events.

**Learning Outcomes:**

The student should be able to:

- List in table format ten to fifteen local, provincial and national destinations, attractions and events.
- Collect and organise via research and consultation (e.g. with a local tour operator, travel consultant and/or tourism office), information to evaluate the importance of these destinations, attractions and events.
- Refer to a list of typical tourist types and match the destinations, attractions and events with tourist interest, using a table format.

**Subject Outcome 4:** Match destinations, attractions and events with a tourist profile.

**Learning Outcomes:**

The student should be able to:

- Refer to a given tourist profile and identify local destinations, attractions and events appropriate to the specific tourist.
- Identify provincial destinations, attractions and events appropriate to a given tourist profile.
- Identify national destinations, attractions and events appropriate to a given tourist profile.

## **Topic 2: Sustainability of Tourism in South Africa**

**Subject Outcome 1:** Demonstrate an understanding of the ethics and values associated with the idea of sustainable tourism.

**Learning Outcomes:**

The student should be able to:

- Identify and explain the impact of tourism on the environment and on the community.
- Identify and list the benefits of tourism.
- Identify and document (paragraph-style) the important issues connected with the protection of natural, cultural and social environments in the local area.

**Subject Outcome 2:** Identify and explain different roles, responsibilities and expectations of stakeholders.

**Learning Outcomes:**

The student should be able to:

- Explain the different roles, responsibilities and expectations of stakeholders (those most closely involved with tourists and tourism enterprises).

*Range: Private sector, government and community partnerships*

- *Possible benefits to communities or possible exploitation of communities*
- *Possible differences between tourists' expectations and communities' expectations*

**Subject Outcome 3:** Apply knowledge of appropriate conservation practices.

**Learning Outcomes:**

The student should be able to:

- Identify and list activities that can cause damage or unnecessary wear and tear to natural and cultural sites.
- Explain the correct procedures to report damage and excessive wear and tear to natural and cultural sites.
- Describe the importance of prompt action in this regard by pointing out how immediate action could possibly remedy the damage, and alternatively, how non-action could escalate the problem.

- Identify and list the contact details of the relevant authorities to whom to report conservation issues.
- Compile a simple, illustrated pamphlet to create awareness of appropriate conservation practices.

**Subject Outcome 4:** Demonstrate an understanding of fundamental environmental impacts of tourism.

**Learning Outcome:**

The student should be able to:

- Identify and document fundamental environmental impacts of tourism in terms of:
  - Increased demand for basic resources (food and water)
  - Increased pressure on services (waste disposal, sewerage, power supply)
  - Impacts on local communities (higher volume of people, disregard of own local environment to make money, e.g. using available wood to carve curios, wear and tear or overburdening of local infrastructure, etc.

**Subject Outcome 5:** Demonstrate an understanding of various approaches to tourism.

**Learning Outcomes:**

The student should be able to:

- Describe how community partnerships can be formed, especially regarding communities as co-owners of tourism.
- Discuss eco-tourism as a tourism approach specifically dependant on and sensitive to South African natural heritage.
- Describe the economic approach (with tourism as a mechanism for the creation and distribution of wealth) to ensure a win-win situation.

**Subject Outcome 6:** Identify types of resources integral to tourism.

**Learning Outcomes:**

The student should be able to:

- Describe what heritage resources are and explain their value to sustainable tourism.  
*Range: Archaeological, historical, cultural, wildlife and scenic sites*
- Describe the importance of infrastructure, finances, international image, human resources and social and political situations in the development of tourism enterprises.

**Subject Outcome 7:** Demonstrate a basic understanding of sustainability issues pertaining to their direct context.

**Learning Outcomes:**

The student should be able to:

- Identify guest and host interaction and relationships, using a township tour as an example.
- Describe building community capacity towards participation, using a hypothetical local community living near a big nature reserve as an example.
- Discuss tourism as an agent for change and list the possible effects of this.
- Describe communities as beneficiaries of and participants in tourism, pointing out the importance of nurturing a positive community attitude to tourism.
- Describe ways of reducing the impacts of tourism on local natural, cultural and social environments.

**Subject Outcome 8:** Reflect on own contribution to sustainability within a tourism enterprise or project.

**Learning Outcomes:**

The student should be able to:

- Develop a model of own place in an environmentally and culturally sustainable enterprise.
- List suggestions regarding improved self-performance in understanding sustainability to show consciousness of sustainability.

### **Topic 3: Conservation and Heritage**

**Subject Outcome 1:** Demonstrate respect for others, their possessions and the environment.

**Learning Outcome:**

The student should be able to:

- Describe respect for other people, their possessions and the environment in terms of:
  - Own, individual norms
  - Laws and regulations

**Subject Outcome 2:** Articulate different cultural interests and values with regard to the environment.

**Learning Outcomes:**

The student should be able to:

- Discuss wise and responsible use of natural resources, e.g. medicinal plant or animal collection and harvesting of animals and firewood.
- Describe sympathetic and empathetic interaction with people of different cultural backgrounds and values on environmental issues.
- Outline possible different ethical perspectives regarding environmental interests.

**Subject Outcome 3:** Explain which interactions will help to achieve a successful environment.

**Learning Outcome:**

The student should be able to:

- List preventative or conserving interactions between humans and the natural environment that will achieve a successful environment.

*Range: Littering, fires, water, fauna and flora*

**Subject Outcome 4:** Demonstrate an understanding of the dynamic process and agents shaping heritage.

**Learning Outcome:**

The student should be able to:

- Identify and list historical and current political, economic and biophysical factors, regarding heritage.
  - Describe their impact on one another.
  - Discuss how different individuals or organisations see heritage.

*Range: Individuals, museums, zoos, natural resources, non-governmental organisations or community-based organisations, the media, schools, funding agencies, etc.*

**Subject Outcome 5:** Recognise types of heritage.

**Learning Outcome:**

The student should be able to:

- Identify and document examples of natural, cultural, tangible and non-tangible types of heritage.

**Subject Outcome 6:** Use understanding of heritage to enhance performance.

**Learning Outcomes:**

The student should be able to:

- Research and describe different South African heritages.
- Identify options for using heritage in everyday work.

**Subject Outcome 7:** Recommend possible alternative elements for inclusion in a tourism experience.

**Learning Outcomes:**

The student should be able to:

- Identify issues of heritage for inclusion in a tourism experience to enrich the experience.
- Recommend new heritage signs on a tourism route.

## **8 RESOURCE NEEDS FOR THE TEACHING OF SUSTAINABLE TOURISM IN SOUTH AFRICA – LEVEL 2**

(Recommended per group of 15 – 20 students)

### **8.1 Physical resources**

The following teaching aids should be made available, if possible:

### 8.1.1

### Practicum room or simulator

- A practical room (e.g. a front office or a tourism information centre) which simulates a tourism office environment with the basic office furniture and equipment and the necessary electronic equipment, e.g. computer(s), printer, telephones, fax machines and photocopier
- Two-hole punch and stapler, ideally per work station
- Filing cabinet
- Brochure stand(s)
- Counter top, work station or reception counter as applicable
- Display boards
- Internet access and software training programmes, e.g. for making reservations
- At least one computer (with colour printer and connected to the Internet) equipped with a DVD-writer for presentations
- Storeroom facility for Portfolios of Evidence (PoEs), ideally directly connected to the simulator venue for easy access

### 8.1.2 Classroom

- Classroom or lecture venues for use by Tourism students, where a tourism “feel” can be created with maps, posters, wall decorations, industry magazines, etc.
- TV monitor and DVD or VCR player
- DSTV satellite dish and decoder with connection (for Travel Channel, National Geographic, etc.)
- Computer and data projector and screen
- Flash disk for lecturer to store information
- Presentation programme on computer to be used by lecturer to provide students with visual information on Learning Outcomes
- Digital video camera (with necessary connections and memory cards)
- Wall clocks (minimum five) to explain time zones or world times
- Larger-than-usual desks or tables as Tourism students work with documents, maps, atlases, reference books, etc.
- Reference books (e.g. Lonely Planet, Rough Guide and World Travel Guide)
- Dictionaries
- Wall maps (World; Africa physical and political; South Africa physical and political)
- Atlases and globe
- Overhead projector and pull down screen
- Flipchart
- White board and/or black board
- Storeroom facility for maps and other teaching aids, consumables, etc.  
The storeroom should ideally be situated adjacent to or near the Tourism classroom(s) for easy access.
- Notice board(s) outside in the corridor(s)

### 8.1.3 Media or resource centre

- Computers and printers for students to complete assignments or case studies and do additional research
- Research software e.g. Encarta
- Subject-related magazines (e.g. Getaway, Travel News Weekly and Outdoors), daily newspapers and subject-related reference books for research by lecturers and students
- Subject-related DVDs and videos
- Copies of applicable tourism legislation or acts

## **8.2 Human resources**

### 8.2.1 Lecturers

- Lecturers must have a tertiary qualification (or qualification on NQF Level 7) in Travel and/or Tourism or Hospitality, preferably with relevant industry experience.
- In cases where Tourism industry experience is non-existent, it is strongly recommended that the lecturer do some part-time work in the Tourism industry, e.g. during college holiday periods, to gain practical work experience.
- It will be an advantage if lecturers have already been declared competent as assessors and/or moderators.

- Lecturers must have had training in outcomes-based education.
- Partnerships should be established with the industry to augment facilitation in certain specialised areas where the appointed lecturer lacks the necessary expertise.
- The lecturer must be trained to manage the simulator or practicum room activities.

### **8.3 Other resources**

- Iveco bus – 20 seater for educational excursions and projects

### **8.4 Consumables**

- Learning material and textbooks
- Answer books, with examples, that students must complete for practical assignments
- Basic calculator for each student
- Lever arch file for each student to serve as Portfolio of Evidence (PoE)
- Subscription fees for Internet, subject-related magazines, newspapers, TV license, etc.
- Disks and CDs
- Ink cartridges (black and colour)
- Transparencies and pens
- Glossy paper
- Standard office stationary (pens, tippex, etc.)
- Plastic sleeves or files
- Dividers
- Relevant reservations registers and related tourism documents
- Logbooks