NATIONAL CERTIFICATE (VOCATIONAL)

SUBJECT GUIDELINES

Tourism Operations
NQF Level 3

September 2007
TOURISM OPERATIONS – LEVEL 3

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INTRODUCTION

A. What is Tourism Operations?
Tourism Operations deals with a variety of aspects vital for the effective functioning of a frontline tourism position (Level 2). In a modern tourism office environment the student must know how to use the office equipment, maintain an information system and, especially when providing customer information and processing reservations, how to hold a professional telephone conversation.

At Level 3, the subject introduces the student to the principles of entrepreneurship and marketing, followed by the development of a business plan for establishing a small tourism business. This should empower the student to seek self-employment in the present economic climate in South Africa.

At Level 4, the student works with itineraries, tour packages, costing and the planning and conducting of a tour, all which will enable him or her to assist inbound tourists with practical advice, local travel plans and relevant bookings. At this level, the student starts dealing with various aspects of international travel, which should include knowledge about foreign currencies, basic forex conversions and the legal process of taking money out of the country.

B. Why is Tourism Operations important in the Tourism programme?
Tourism Operations touches on vital issues such as confidentiality, professional office conduct and the importance of providing correct information. Moreover, it shows the student how to combine entrepreneurial and marketing skills with tour operating knowledge, which can be applied to local tourists and inbound travellers. The focus is on the practicalities of starting a new tourism business venture and the use of marketing resources. There is a growing realisation that a larger slice of the South African population should become involved in and benefit from the Tourism industry. Therefore, this subject is very important to the Tourism programme because it enables students to combine their Tourism knowledge with entrepreneurial and marketing skills in order to plan a career or to create self-employment in the Tourism industry.

C. The link between the Tourism Operations Learning Outcomes and the Critical and Developmental Outcomes
In Tourism Operations, students should be able to:

- Use modern technology effectively and critically towards faster and more accurate tourism administration, always showing responsibility towards the environment and the health of others in the spirit of conservation.
- Develop entrepreneurial opportunities such as starting up tourism SMMEs by examining marketing principles and entrepreneurial skills and by developing business plans.
- Accurately perform foreign exchange transactions and conversions.
- Plan an itinerary to meet the needs of specific tourists.
- Organise and manage themselves and their activities responsibly and effectively to use sound business and marketing skills and to combine these with the basics of Science of Tourism in order to work successfully towards a tourism industry where service excellence is the main object.

D. Factors that contribute to achieving the Tourism Operations Learning Outcomes
The student must show a penchant for orderly, systematic work. He or she must have problem-solving skills and keen powers of observation. Good communication skills are essential. Students who have a business sense and an interest in modern technology will have an advantage.
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 all of the assessment requirements set out hereunder are adhered to.

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

2 SUBJECT LEVEL FOCUS

- Instill a personal marketing culture
- Discuss the principles, concepts and basics of tourism marketing
- Discuss integrated tourism marketing communications
- Demonstrate an understanding of an entrepreneurial profile
- Investigate the possibilities of running a small tourism business enterprise (SMME)
- Develop a business plan for a small tourism business

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (50 percent)

3.1.1 Theoretical Component

The theoretical component will form 60 percent of internal assessment.

Internal assessment of the theoretical component of Tourism Operations NQF Level 3 will take 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. Daily observation can be made when marking exercises of the previous day and class questions.

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

Any or all of the written tasks/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/Application Component

Practical components include applications and exercises. All practical components must be indicated in a PoE.

The practical component will form 40 percent of internal assessment.

Internal assessment of the practical component of Tourism Operations NQF Level 3 will take the form of assignments, practical exercises, case studies and practical examination in a simulated business environment.

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

- Some examples of practical assessments include, but are not limited to:
  - Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role play, independent activity, synthesis and evaluation)
  - Use of office equipment and travel aids
  - Exhibitions by learners
  - Visits undertaken by learners based on a structured assignment task
  - Research
  - Developing promotional literature, e.g. brochures
  - Task performance in a simulated/structured environment

- Definition of the term “Structured Environment”
“Structured environment” for the purposes of assessment refers to an actual or simulated workplace, or workshop environment. It is advised that a practicum room is available on each campus (where applicable) for practical assessment.

- **Evidence in practical/application assessments**
  All evidence pertaining to evaluation of practical work must be reflected in the students’ PoE. The tools and instruments constructed and used for the purpose of conducting such assessments must be clear from the evidence contained in the 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);
  - Time period of job shadow/practicum, with relevant dates;
  - Daily signature of supervisor and of student;
  - Evaluation/comment of supervisor, including
  - Recommendations for improvement.
  For the Logbook to be regarded as valid evidence it must be signed off 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 and the practical component of the internal continuous assessment.

3.1.4 Moderation of internal assessment mark
Internal assessment is subject to both the internal and external moderation procedures as contained 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 set, marked and moderated externally.

Details in respect of external assessment are contained in the Assessment Guidelines: Tourism Operations (Level 3).

4 WEIGHTED VALUES OF TOPICS

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>WEIGHTED VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tourism marketing</td>
<td>40</td>
</tr>
<tr>
<td>2. Tourism entrepreneurship</td>
<td>60</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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5 CALCULATION OF FINAL MARK

Internal assessment: \( \text{Student’s mark/100} \times 50 = \text{a mark out of 50} \) \( (a) \)

Examination mark: \( \text{Student’s mark/100} \times 50 = \text{a mark out of 50} \) \( (b) \)

Final mark: \( (a) + (b) = \text{a mark out of 100} \)

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

6 PASS REQUIREMENTS
The student is required to obtain at least fifty (50) percent in ICASS and fifty (50) percent in the examination.
7 SUBJECT AND LEARNING OUTCOMES

On completion of Tourism Operations Level 3, the student should have covered the following topics:

Topic 1: Tourism marketing
Topic 2: Tourism entrepreneurship

7.1 Topic 1: Tourism marketing

7.1.1 Subject Outcome 1: Identify and define what marketing is

Learning Outcomes
- Verbally explain marketing in the context of the Tourism industry
- Identify and list all the elements of marketing, relating them to the Tourism industry
- Put marketing into context with other functions in the Tourism office

7.1.2 Subject Outcome 2: Identify marketing principles and concepts

Learning Outcomes
- Verbally define marketing principles
- Define the components of a marketing concept in Tourism
- Demonstrate a commitment to marketing principles in a Tourism context

7.1.3 Subject Outcome 3: Identify the benefits of instilling a marketing culture in oneself

Learning Outcomes
- Formulate tourism examples for each of the following benefits:
  - People are influenced towards a marketing culture
  - Company competitiveness is ensured
  - Job satisfaction levels are ensured
  - Overall business process runs more smoothly
  - Customer needs are met

7.1.4 Subject Outcome 4: Persuade others of the benefits of a marketing culture

Learning Outcomes
- Identify and explain computer orientation against a Tourism background
- Identify and explain customer service orientation in a Tourism context
- Meet interdepartmental objectives (using a Tourism organisation example)

7.1.5 Subject Outcome 5: Explain integrated marketing communications in the context of the Tourism industry

Learning Outcomes
- Formulate a complete but concise definition of integrated marketing communications in Tourism
- Briefly explain the evolution of integrated marketing communications
- Describe the use of integrated marketing communications in Tourism
- List and explain steps in using integrated marketing communications in the Tourism Industry

7.1.6 Subject Outcome 6: Explain the objectives of integrated marketing communications in the Tourism industry

Learning Outcomes
- Define the objectives of integrated marketing communications in the Tourism industry
- Explain the objectives' role in the process of marketing communication
- Explain methods of communicating marketing communications objectives
- Explain the use and control of objectives (against a Tourism background)
7.1.7 **Subject Outcome 7:** Describe integrated marketing communication tools that can be used in the Tourism industry

**Learning Outcomes**
- Define integrated marketing communication tools in Tourism
- Draw up a list of integrated marketing communication’s tools
- Describe how and where these tools can be used in the Tourism industry

7.2 **Topic 2: Tourism entrepreneurship**

7.2.1 **Subject Outcome 1:** Describe and discuss entrepreneurship in Tourism

**Learning Outcomes**
- Describe and discuss “entrepreneur” and “intrapreneur” in terms of tourism employment opportunities
- Identify, describe and discuss different types of entrepreneurial opportunities within the tourism industry
- Discuss advantages and disadvantages of entrepreneurship and give tourism-related examples
- Explain the role of tourism entrepreneurship in social development and give tourism examples
  *Range: Job creation, local wealth creation, negation of the migrant labour, urbanization, empowerment*
- Identify and discuss reasons for business failure against the tourism industry background

7.2.2 **Subject Outcome 2:** Identify and describe the characteristics of a successful tourism entrepreneur

**Learning Outcomes**
- Identify the characteristics of a successful entrepreneur and discuss, with tourism examples
- Differentiate skills, aptitudes, personality and values of entrepreneurial behaviour with relevant tourism examples
- Analyse the importance of each characteristic in the context of a specific new tourism venture
- Explain the technical, business, managerial and personal strategies required for establishing a successful tourism venture and provide examples

7.2.3 **Subject Outcome 3:** Identify, assess and improve tourism entrepreneurial characteristics

**Learning Outcomes**
- Establish a base-line knowledge in respect of own personality, interests and aptitude
- Assess individual/personal entrepreneurial characteristics against the general entrepreneurial characteristics
- Determine own strengths and weaknesses as a potential tourism entrepreneur
- Discuss and develop strategies to address shortcomings and implement where possible
- Identify enabling programs for the new tourism entrepreneur
- Articulate short-term goals for self in entrepreneurial context and discuss
- Plan medium- and long-term goals and determine the sustainability of these goals

7.2.4 **Subject Outcome 4:** Explain and demonstrate effective teamwork strategies in a tourism entrepreneurial context

**Learning Outcomes**
- Explain the concepts of teamwork and how these should be implemented in a tourism enterprise
- Analyse the characteristics of group dynamics and give examples of each
- Identify group roles and stages in team development
- Discuss strategies for effective teamwork and the effects of group dynamics in the tourism workplace, with examples
7.2.5 Subject Outcome 5: Identify and research the potential for a specific tourism SMME as an own business

Learning Outcomes
- Match personal profile to type of work, product or service that has potential as a tourism SMME
- Identify training required to ensure success of tourism SMME and make a decision relating to when and where to access training
- Research the need for the identified tourism product or service and research possible competition in a selected area and make a decision about possible distribution channels
- Make and support a decision on a suitable location for a selected SMME
- Investigate municipal by-laws and other constraints on trade for a selected tourism SMME in a specific location
- Explain the importance of networking for an SMME, with examples

7.2.6 Subject Outcome 6: Identify the risk associated with a tourism-type SMME

Learning Outcomes
- Describe the financial risks encountered by SMMEs and give tourism-type examples
- Explain risks associated with being an employer for a tourism SMME
- Explain the need for a tourism SMME to market and to advertise, and give an indication of the associated risks
- Discuss risks associated with growth for three different tourism scenarios
- Investigate the insurance needs of a specific tourism enterprise
- Describe the risks associated with stock and other tourism business assets and give an indication of possible measures to reduce the risk

7.2.7 Subject Outcome 7: Explain the financial aspects involved in running a tourism SMME

Learning Outcomes
- Explain the concepts of start up and working capital with reference to a specific tourism SMME
- Explain the relationship between cash flow and profit for three tourism-related case studies
- Explain financial controls required to ensure that a tourism business is viable, with examples
- Explain the implications of poor financial management, with tourism-related examples
- Name the types of contract that a tourism SMME could enter into and interpret and explain contract wording in plain language
- Explain the tax responsibilities of a SMME and give an indication of when a business is liable for each form of tax

7.2.8 Subject Outcome 8: Make and support a decision on whether to establish an SMME in the tourism industry

Learning Outcomes
- Explain the concept of tourism entrepreneur with reference to risk
- Survey three selected tourism SMMEs to investigate the service levels required for success
- Make a decision to establish or not to establish a SMME supported by the findings of an investigation
- Survey three selected tourism SMME’s to investigate quality of product/service and potential productivity required for success
7.2.9 Subject Outcome 9: Describe the various types of business and the registrations required for a small business in South Africa, concentrating on the tourism industry

Learning Outcomes
- Describe the types of small tourism business that are legal in South Africa and give an indication of the advantages and disadvantages of each
- Explain the legal requirements of each kind of business entity and give an indication of the cost of registration in each case
- Research and compare the taxation implications of operating each type of entity and give an indication of the best type of business in specific circumstances
- Explain the principles of input and output VAT and calculate one example of the net/input VAT (using a case study)
- Discuss registration with the South African Revenue Service (SARS) and give an indication of the implications of non-compliance
- Using the case study, indicate in a table the current rate of the various taxes paid to SARS and calculate for one example
- Discuss the purpose of the skills levy and compile a list of the SETAs that would be applicable to a range of tourism businesses
- Describe an employer’s responsibility to register and pay for UIF and calculate the contributions for a tourism-related example
- Describe the purpose of benefits of COID (Compensation of Occupational Injuries and Diseases Act) and calculate the amounts due for a tourism-related business example
- Identify tourism industry registrations and research the addresses and contact numbers for local registration for own hypothetical type of tourism business

7.2.10 Subject Outcome 10: Discuss the need for market research when starting any new tourism business

Learning Outcomes
- Discuss the importance of market research in planning a new tourism business and give an indication of the dangers of not doing a proper viability research study
- Identify the typical target market and consumer profile for three tourism businesses
- Research the current competition for potential tourism enterprises in three locations and make recommendations as to a potential location

7.2.11 Subject Outcome 11: Demonstrate knowledge and understanding of the financial aspects of starting a small tourism business

Learning Outcomes
- Research and present possible sources of finance for a small tourism business and make a decision on the advantages and disadvantages of each
- Investigate possibilities for small business support in terms of financial, strategy and training needs
- Discuss the issue of providing suretyship for a business loan and express a substantial opinion as to the risk
- Discuss financial implications and alternatives for capital asset requirements in relation to purchasing or leasing premises and a vehicle(s), IT requirements and other business expenses

7.2.12 Subject Outcome 12: Compile a business plan based on a budget for an SMME

Learning Outcomes
- Describe the typical income and expense items for at least two different types of tourism SMMEs
- Explain the purpose of a business plan in relation to evidence of viability of the budget
- Explain the basic elements of a business plan for a loan application, with examples
- Compile and present a basic business plan for a tourism SMME of choice
8 RESOURCE NEEDS FOR THE TEACHING OF TOURISM OPERATIONS LEVEL 3
(recommended per group of 15 – 20 students)

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

- **Practicum room or simulator**
  - A practical room (e.g. a front office, or a tourism information centre, etc.) which is a simulated tourism office environment, equipped with the basic office furniture and equipment, as well as the necessary electronic equipment, e.g. computer(s), printer, telephones, fax machines, photocopier, etc.
  - Two-hole punch and stapler, ideally per workstation
  - Filing cabinet
  - Brochure stand(s)
  - Counter top/workstation/reception counter as applicable
  - Display boards
  - The latest developments in electronic equipment must be available
  - The computer(s) must be equipped with internet connection to enable website browsing for research purposes, as well as 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.

- **Classroom**
  - Classroom/lecture venues for use of Tourism students, where the tourism industry ‘feel’ can be created by means of maps, posters, wall decorations, industry magazines, etc.
  - TV monitor and DVD/VCR
  - DSTV satellite dish and decoder with connection (for Travel Channel, National Geographic etc.)
  - Computer and data projector and screen
  - Flash disk for facilitator to store information
  - Presentation programme on computer to be used by facilitator to provide students with visual information on learning outcomes
  - Digital video camera (with necessary connections and memory cards)
  - Wall clocks (minimum 5) on which to explain time zones/world times
  - Larger-than-usual desks/tables, since Tourism students work with documents, maps, atlases, reference books etc.
  - Reference books (e.g. Lonely Planet, Rough Guide, World Travel Guide etc.)
  - 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/near the Tourism class room(s) for easy access
  - Notice board(s) outside in the corridor(s)
• **Media/resource center** (recommended per group of 15 – 20 students)
  - A well-equipped media/resource centre
  - Availability of computers and printers for students to complete assignments/case studies and do additional research
  - Research software e.g. Encarta, etc.
  - Subject related magazines (e.g. Getaway, Travel News Weekly, Outdoors, etc.), daily newspapers and subject related reference books for research by facilitators and by students
  - Subject related DVDs/videos
  - Copies of applicable tourism legislation/Acts
  - Stock room to store

8.2 **Human resources**

• **Lecturers/facilitators**
  - Facilitators with a tertiary qualification (or qualification at 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 such a facilitator does some part-time work in the tourism industry, e.g. during college holiday periods, in order to gain practical work experience
  - It will be to the advantage of facilitators/lecturers if they have already been declared competent as assessors and/or moderators
  - Training in OBE
  - Partnerships should be established with the industry to augment facilitation in certain specialized areas where the appointed FET facilitator/lecturer lacks the necessary expertise
  - Outsourcing for modules such as First Aid
  - Specific facilitator(s)/lecturer(s) trained to manage the simulator/practicum room activities
  - Fundamentals facilitator: Regarding the IT component of Life Orientation it is strongly recommended that the particular facilitator should adapt the learning material to address the needs of computer use in the tourism industry.
  - Full time technology and research manager (with knowledge of computers, website browsing, research and reference books)

8.3 **Other resources**

• Access in the computer classrooms (for each Tourism student) to a computer and printer and the Internet
• Iveco bus – 20 seater for educational excursions and projects

8.4 **Consumables**

• Learning material/text books
• Answer books, with examples which students must complete for practical assignments
• Basic calculator for each student
• Lever arch file for each student to serve as PoE
• Lever arch file for Practical Assessment Portfolio
• Subscription fees for internet, subject related magazines, newspapers, TV license
• Disks
• CD’s
• Ink cartridges (black and colour)
• Transparencies and -pens
• Glossy paper
• Standard office stationary (pens, tippex, etc.)
• Plastic sleeves
• Dividers
• Relevant reservations registers and related tourism documents
• Log books