**DIPLOMA IN TOURISM MANAGEMENT (Qualification Reference 116)**

**Review Comments:** The total compulsory and elective credits in the programme that amount to 376+3 = 379 credits is not consistent with the notional hours calculated at3820 hours (ms4.i). The institution to ensure that WIL is managed in accordance with appropriate policies.

**Response to the Category B Review Comments**

1. **Programme Design and Credits**

The Diploma in Tourism Management is a **392 credit** qualification at NQF Level 6. All modules that constitute this programme are compulsory. The institution has since amended the total compulsory credits as indicated in the table below. The table below indicates the specific amendments to the design of the learning programme that have been made. The amendments indicated clearly illustrate that the proposed curriculum changes do not differ from the original programme design by more than 50%.

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| --- | --- | --- | --- | --- |
| **FIRST YEAR** | | | | |
| **Title of all modules** | **Compulsory /**  **Elective** | **NQF level** | **Credits** | **Module status: Removed / Added / Modified / Unchanged** |
| Tourism Management 1 | Compulsory | 5 | 18 | Unchanged |
| Tourism Development 1 | Compulsory | 5 | 18 | Unchanged |
| Advanced Digital Literacy | Compulsory | 5 | 6 | Unchanged |
| French or German or Spanish I | Compulsory | 5 | 12 | Unchanged |
| Tourism Industry Law I | Compulsory | 5 | 6 | Modified |
| Event Management 1 | Compulsory | 5 | 6 | Unchanged |
| Academic Literacy and Communication Studies | Compulsory | 5 | 12 | Modified |
| Tourism Financial Management 1 | Compulsory | 5 | 12 | Modified |
| Tourism Marketing 1 | Compulsory | 5 | 18 | Unchanged |
| Tourism Practice 1 | Compulsory | 5 | 18 | Unchanged |
| Digital Literacy | Compulsory | 5 | 6 | Unchanged |
| **Total credits for 1st Year** | **132** | | | |
| **SECOND YEAR** | | | | |
| Tourism Marketing II | Compulsory | 6 | 18 | Unchanged |
| Tourism Financial Management II | Compulsory | 6 | 12 | Modified |
| Tourism Service Excellence I | Compulsory | 6 | 6 | Modified |
| Tourism Practice II | Compulsory | 6 | 24 | Unchanged |
| Tourism Management II | Compulsory | 6 | 12 | Unchanged |
| Hospitality Operations I | Compulsory | 6 | 6 | Unchanged |
| Tourism Development II | Compulsory | 6 | 24 | Unchanged |
| Tourism Media & Communication I | Compulsory | 5 | 12 | Unchanged |
| Event Management II | Compulsory | 6 | 6 | Unchanged |
| **Total Credits for 2nd Year** | **120** | | | |
| **THIRD YEAR** | | | | |
| Galileo | Compulsory | 6 | 16 | Unchanged |
| Tourism Marketing III | Compulsory | 7 | 12 | Modified |
| Project Administration I | Compulsory | 6 | 6 | Modified |
| Tourism Management III | Compulsory | 7 | 12 | Unchanged |
| Work Integrated Learning | Compulsory | 7 | 60 | Unchanged |
| Culture Studies I | Compulsory | 6 | 4 | Modified |
| Tourism Practice III | Compulsory | 7 | 12 | Unchanged |
| Hospitality Operations II | Compulsory | 5 | 6 | Unchanged |
| Tourism Development III | Compulsory | 7 | 12 | Unchanged |
| **Total Credits for 3rd Year** | **140** | | | |
| **Total Credits for the Qualification** | **392** | | | |

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| --- | --- | --- | --- |
| **Types of learning activities** | | **Hours** | **% Learning time** |
| Direct contact time (Lectures, face to face, limited interaction or technology-assisted, tutorials, syndicate groups) | | 1600 | 40% |
| WIL (Practical experiential learning, simulated learning, laboratory work , practical’s etc., excluding workplace-based learning) | | 300 | 8% |
| WIL (Workplace-based learning only) | | 600 | 15% |
| Independent self-study of standard texts and references and specially prepared materials (study guides, books, journal articles, case studies, multi-media) | | 1020 | 27% |
| Assessment | | 400 | 10% |
| Other (specify), group work | |  |  |
| **Total** | | 3920 | 100% |
|  | **If you selected "Other" as a type of learning activity please give a detailed explanation below:**  **Class presentations/coaching/ student centred learning** | | |

1. **PROCEDURES FOR ASSESSING WORK-INTEGRATED LEARNING**

Work Integrated Learning (60 credits) takes place in year 3 in the work place during which students perform technical, operational and basic managerial tasks in the tourism industry. Students are evaluated by employers on a monthly basis by means of completion of a standard form. Students submit monthly reports as well as three industry related projects evaluated by means of an assessment rubric.

* 1. **POLICY AIMS OF PROCEDURES**
     1. Unless the context indicates otherwise Work-Integrated Learning is a joint educational effort between CUT and others, including independent employers who contribute towards the attainment by the student(s) of the learning outcomes of a qualification.
     2. These procedures seek to regulate the assessment relations, including the functions and responsibilities connected thereto, between CUT and its partners in Work-Integrated Learning ventures.
     3. The procedures also aim to outline and maintain reasonable quality standard of assessment practices across a student’s learning experiences.
     4. Subject to approval of Senate, the faculty may vary the provisions under 2 here-under.
  2. **ASSESSMENT ELEMENTS IN A Work-Integrated Learning AGREEMENT**

**Potential partner capacity determination**

Unless otherwise determined by Senate, the Head of Department and the Workforce Development Centre, on behalf of the Faculty Board, shall use the following capacity assessment criteria of a Work-Integrated Learning partner before a student can be placed in terms of a Work-Integrated Learning agreement.

Suitability of partner as educational provider

1. Determine whether the potential partner has the infrastructure to support the learning outcomes for which the student(s) will be placed (under the partner’s supervision).
2. Determine whether the student learning aims are aligned to the core activities of the potential partner.
3. Determine whether the potential partner has an effective integration programme (to integrate the student into the operations of the partner) and whether the partner would support the joint development and roll-out of such an integration programme.
4. Determine whether the potential partner has an effective health and safety programme and if not, whether the potential partner would support the development and roll-out of such a programme.
5. Enquiry from the relevant Sector Education and Training Authority (SETA) about the potential partner’s commitment and contributions to education, training and skills development.

Assessing the mentoring capacity

1. Determine whether the potential partner has staff that satisfies the professional and otherwise requirements to supervise and/or mentor students.
2. Determine whether the potential student supervisor and/or mentor are Sector Education and Training Authority (SETA) accredited learning facilitators and if not, whether s/he would support and participate in a development programme to attain such accreditation.
3. Determine whether the potential supervisor and/or mentor are able and willing to participate in the assessment of students (when they are placed with the partner).
   1. **Institutional capacity to support potential partner**

As before, the Head of Department and the Workforce Development Centre must make a determination whether the institution can support the incapacities or the development of new capacities so that the placed student’s learning is effective.

* 1. **Work-Integrated Learning agreement**

A potential Work-Integrated Learning partner is an “approved partner” if there exists an enforceable Work-Integrated Learning agreement, including any agreed-to development initiatives and orientation responsibilities, between the partner and the appropriate Executive Manager. A copy of this agreement could also be lodged with the relevant SETA and the Assessment and Graduation Unit.

Unless otherwise determined by Senate, all assessments conducted:

1. By Work-Integrated Learning partners must be submitted to the Assessment and Graduation Unit via the relevant lecturer responsible for assessment, which shall forward copies to the HOD.
2. Assessors employed by the Work-Integrated Learning partner but not by CUT and who file assessment reports with the Assessment and Graduation Unit in terms of a Work-Integrated Learning agreement shall be appointed as external assessors in terms of the provisions of this Manual.
   1. **Student orientation to partner before placement**

Before a student is placed with an approved Work-Integrated Learning partner the HOD and the Workforce Development Centre must orientate the student to the requirements of the partner (with which s/he will be placed). Among others, the student must be aware and agree that:

* S/he must comply with all the partner’s regulatory standards, including discipline;
* In particular, s/he will effectively use the stipulate grievance procedures of the partners;
* Her/his personal and professional conduct will be a critical component of assessment to be submitted by the partner; and;
* S/he must assume a greater and active responsibility for her/his learning during the placement and maintain orderly records as evidence of learning. Credits as indicated in module breakdown.
  1. **Procedures for Work-integrated (with an emphasis on Workplace-based Learning)**

The Centre for Work-Integrated Learning and Skills Development is primarily responsible for:

1. Promoting WIL by negotiating suitable placement positions for students with companies and institutions in collaboration with faculties.
2. Institutional oversight and the drafting and maintenance of policy and procedures regarding WIL at the Central University of Technology, Free State.
3. Assistance with the development of methods for and the process of monitoring and assessing student progress (visits to students whilst visiting companies to negotiate opportunities for WIL during WIL.
4. The administration of WIL by setting up and maintaining databases of potential placement positions and students in such placement positions.

Academic departments are primarily responsible for:

1. Drafting suitable WIL guidelines and programmes (logbooks and study guides) as well as a code of conduct for students who do WIL.
2. The registration and identification of students who are to be placed for WIL.
3. Approval of employers for WIL in collaboration with the Centre for WIL and Skills Development.
4. The regular monitoring (personal visits to and/or reports and telephone calls) of students placed for WIL.
5. The assessment of WIL done by students.
6. Keeping record of reports and assessments.
7. Arranging briefing and debriefing sessions with students in collaboration with the Centre for WIL and Skills Development.
8. Meeting with relevant WIL coordinators to ensure cohesion and proper coordination of student placements and contact with employers.
9. Maintaining records of visits to employers and students for WIL purposes.

Students:

1. Students must ensure that they receive the prescribed WIL as required by their WIL programmes (logbook or study guide) in consultation with their relevant academic department. Problems experienced must be reported to the relevant Head of Department and/or WIL coordinator.
2. During WIL students are required to submit reports to their employers and the Central University of Technology, Free State as part of their assessment.
3. Students may approach companies to negotiate for opportunities for WIL after consultation with the relevant WIL coordinator, but these opportunities are subject to the approval of the relevant academic department and/or WIL coordinator.
4. Students must also register for WIL like any other subject. Failure to register will result in the student not receiving credit for the WIL completed.
5. Students must register for WIL within one month (before or after) commencement of WIL with an employer and provide details such as name of employer, contact person, address, telephone and fax number to the relevant academic department.