

QUALIFICATION SPECIFICATION							
SECTION A							
<b>QUALIFICATION DEVELOPER</b>		<b>QUALIFICATION DEVELOPMENT PANEL</b> <ul style="list-style-type: none"> <li>Limkokwing University of Creative Technology (Lead Developer)</li> <li>Gaborone University College of Law and Professional Studies.</li> </ul>					
<b>TITLE</b>		Certificate V in Tourism			<b>NCQF LEVEL</b>		5
<b>FIELD</b>	Services		<b>SUB-FIELD</b>		Tourism		
New qualification	✓	Review of existing qualification					
<b>SUB-FRAMEWORK</b>		General Education		TVET	✓	Higher Education	
<b>QUALIFICATION TYPE</b>		Certificate	✓	Diploma		Bachelor	
		Bachelor Honours		Master		Doctor	
<b>CREDIT VALUE</b>					120		
<b>1.0 RATIONALE AND PURPOSE OF THE QUALIFICATION</b>							
<b>1.1 Rationale</b>							
<p>The tourism sector is one of the economic sectors creating jobs, driving exports and generating prosperity across the world. The World Travel and Tourism Council (WTTTC) annual analysis on global economic impacts reveals that in 2017, the sector accounted for 10.4 % of global GDP and 313 million jobs (Ramaphane, 2019). According to World Travel and Tourism Council (2016) travel and tourism is an important economic activity in most countries around the world and has significant indirect and induced impacts.</p> <p>In connection to this the Government of Botswana has embarked on an economic diversification drive to move the country from being over dependent on minerals. Travel for tourism generates income from the visiting tourists who spend money on hotels, restaurants, sightseeing, museums as well as purchasing items in local stores. In 2017, the sector's total contribution to GDP in Botswana was BWP 21,495.5m accounting for 11.5 % GDP and a further forecast of 11.7 % in 2028. The sector is reported to have created 26,000 jobs and forecasted to create 42,000 jobs in 2028. In the same year the visitors that graced Botswana's attractive places generated BWP7, 119.6m accounting to 7.4 % of the country's total exports. The World Travel and Tourism Council projects that visitors export will increase by 5.7% in 2018 and grow by 4.6% from 2018-2028 (Ramaphane, 2019).</p> <p>Despite this rapid growth, the Botswana Tourism Master Plan (2000) points out that "one major constraint to the development of tourism in Botswana is the quality of tourism services." Service skills are seen to be limited in many areas including sales, ICT, marketing, and customer care. This is also emphasized by National Development Plan (NDP) (2017-2023:130) which notes that the review of NDP 10 revealed some challenges which were experienced during NDP 10 period, which included: limited competitiveness in global markets; absence of specialised infrastructure in areas such as tourism and agriculture; inadequate human</p>							

resource development; and lack of specialised skilled. The Human Resource Development Council (HRDC) (2016) list of “Top 20 skills in demand” includes tourism related occupations. Botswana private operators indicated that they would be able to improve their local employment levels if they had access to a well trained and equipped labour pool (Leechor, 2013). The changes in the industry need new skills to accommodate the new customer demands and preferences. This qualification will address the identified skill gaps as it will produce personnel that are competent in the travel tourism industry.

## **1.2 Purpose**

The purpose of this qualification is to produce graduates who have competencies to:

- Implement effective processes in the tourism industry.
- Support and enhance the visitor experience across a range of organizations in the tourism sector.
- Work independently and with team members
- Design profitable tour packages.
- Demonstrate effective communication skills in selling tourism products.
- Use organizational skills to carry out tourism plans.
- Exhibit exceptional customer service in tourism guest experience.
- Solve basic tourism problems.

## **2.0 ENTRY REQUIREMENTS (including access and inclusion)**

### **2.1 Entry Requirements**

#### **(a) Normal requirements**

- NCQF Level 4, Certificate IV or equivalent
- Certificate IV in Tourism NCQF Level 4

#### **(b) Special needs**

Applicants with special needs will catered for, and where necessary, they will be required to provide an official medical assessment report to determine the extent of the disability.

#### **(c) Mature entry**

Mature entry will be acceptable for the qualification. Applicants with a three-year experience in tourism supported by reference letters from the industry or supervisor will be considered for entry into the qualification.

#### **(d) Credit Transfer**

- In reference to CAT and RPL policies, credit transfer shall be recognized as an approach to enroll those who have certificates recognized by BQA for the purpose of placing them on an equivalent NCQF level
- Qualifications from other frameworks will be assessed in line with BQA requirements.
- The minimum entry is Certificate Level 3 or relevant experience in Tourism operations

<b>3.0 QUALIFICATION SPECIFICATION</b>	
<b>SECTION B</b>	
<b>GRADUATE PROFILE (LEARNING OUTCOMES)</b>	<b>ASSESSMENT CRITERIA</b>
<b>3.1</b> Demonstrate knowledge of tourism to meet customer's travelling needs	<b>3.1.1</b> Describe the main concepts of tourism <b>3.1.2</b> Identify travel modes that are used in the tourism industry <b>3.1.3</b> Describe travel agency products and services <b>3.1.4</b> Manage attractive and up to date publicity and sales materials <b>3.1.5</b> Identify products and services that best meet customers' needs <b>3.1.6</b> Suggest optimum travelling times and modes of transport that meet budgetary limitations <b>3.1.7</b> Draft viable travel and tourism alternatives within a customer's budget
<b>3.2</b> Employ effective communication skills in the industry context.	<b>3.2.1</b> Use effective oral and written communication <b>3.2.2</b> Employ communication skills persuasively to market the organization and its products and services <b>3.2.3</b> Promote tourism activities in the area through social media <b>3.2.4</b> Communicate regularly with customers to get feedback on their experience, products and services <b>3.2.5</b> Apply information and communication technologies for effective and efficient communication
<b>3.3</b> Demonstrate ability to provide tour information services in the tourism industry.	<b>3.3.1</b> Organize tours to local places of interest <b>3.3.2</b> Communicate with customers in a way that they can understand <b>3.3.3</b> Manage problems in accordance with organizational procedures <b>3.3.4</b> Arrange tours of regional and international places of interest for clients. <b>3.3.5</b> Provide tour guiding services.
<b>3.4</b> Create online reservations.	<b>3.4.1</b> Compute reservations for air ticketing for individual or group travel <b>3.4.2</b> Relate effectively verbally and in writing with customers <b>3.4.3</b> Use a computerized reservations system such as Amadeus <b>3.4.4</b> Sell airline tickets using Amadeus software <b>3.4.5</b> Prepare different types of travel and tour itineraries as per customers' request
<b>3.5</b> Apply basic accounting skills in the delivery of travel and tourism products and services	<b>3.5.1</b> Prepare travel and tourism quotations for clients <b>3.5.2</b> Interpret simple financial information <b>3.5.3</b> Prepare clear and accurate invoices <b>3.5.4</b> Process all forms of customer payments

	<b>3.5.5</b> Operate to reduction waste through waste prevention, inventory control and operational effectiveness
<b>3.6</b> Conduct oneself in a professional manner in the tourism industry.	<b>3.6.1</b> Provide service that surpasses the expected standards <b>3.6.2</b> Fulfill assigned tasks, be dependable and reliable when called to upon to deliver a service <b>3.6.3</b> Relate with customers in a courteous, friendly and polite manner <b>3.6.4</b> Perform assigned duties in line with set standards and regulations <b>3.6.5</b> Operate in manner that shows truthfulness, open-mindedness, straightforwardness, fairness, and sincerity in the workplace <b>3.6.6</b> Perform duties in a manner that reflects time management <b>3.6.7</b> Evaluate the organization's dress code and adhere to it <b>3.6.8</b> Apply confidentiality in dealing with unauthorized dissemination of information <b>3.6.9</b> Demonstrate sensitivity to clients' cultural and religious beliefs as well as their values
<b>3.7</b> Provide excellent customer service	<b>3.7.1</b> Identify travel and tourism customer needs and develop means to meet them <b>3.7.2</b> Promote cost effective travel and tourism packages <b>3.7.3</b> Manage time effectively and work within deadlines to enhance customer satisfaction <b>3.7.4</b> Provide customers with information requested for promptly <b>3.7.5</b> Demonstrate the ability to attend to all customers courteously, fairly, and respectfully. <b>3.7.6</b> Collect more travel and tourism information through reading of brochures, trade press and internet articles locally and internationally for benchmarking purposes
<b>3.8</b> Work as part of a team to achieve common organizational goals	<b>3.8.1</b> Perform duties according to the team's set goals and objectives <b>3.8.2</b> Show a high level of commitment to achieving the common goals and objectives <b>3.8.3</b> Support other team members when the need arises <b>3.8.4</b> Work independently <b>3.8.5</b> Work with people from different backgrounds <b>3.8.6</b> Account for mistakes and own the responsibility thereof <b>3.8.7</b> Contribute to conflict resolution when problems arise in the team <b>3.8.8</b> Employ positive team performance

<p><b>3.9</b> Implement workplace health, safety and security practices</p>	<p><b>3.9.1</b> Evaluate local and international conditions and events and advise clients on safety and travel issues</p> <p><b>3.9.2</b> Identify potential health hazards in travel and tourism and advise clients</p> <p><b>3.9.3</b> Monitor periodically health, safety and security risks in the tourism organization</p> <p><b>3.9.4</b> Recommend health, safety and security practices in the organization</p>
<p><b>3.10</b> Implement the plans to manage the nature of the tourism industry</p>	<p><b>3.10.1</b> Employ aggressive improvement strategies to stand out in the industry</p> <p><b>3.10.2</b> Create attractive advertisements to mitigate against perishability.</p> <p><b>3.10.3</b> Arrange with transport service providers for the accessibility of the attraction.</p> <p><b>3.10.4</b> Utilize yield management principles to curb the negative effects of seasonality</p> <p><b>3.10.5</b> Develop diverse tourism products and services to reduce edge against seasonality</p> <p><b>3.10.6</b> Create a brand for the tourism organization</p> <p><b>3.10.7</b> Provide quality service to the clients for retention purposes</p>

#### 4.0 QUALIFICATION STRUCTURE

##### SECTION C

<b>FUNDAMENTAL COMPONENT</b>	<b>Title</b>	<b>Level</b>	<b>Credits</b>
Subjects / Units / Modules /Courses	End User Computing	4	8
	Introduction to Communication skills	4	8
	Introduction to Applied Accounting Skills	4	8
<b>CORE COMPONENT</b>	Introduction to Tourism	5	12
Subjects / Units / Modules /Courses	Introduction to Tourism Marketing	5	12
	Transport Industry, Fares and Ticketing	5	12
	Tourism Destination 1	5	12
	Customer Service in Tourism	5	12
	Travel and Tourism Agency Operations	5	12
	Health, Safety and Security	5	12
	Community based Tourism	5	12
	Total Credits		120

#### 4.1 RULES OF COMBINATION AND CREDIT DISTRIBUTION

<b>Components</b>	<b>Level</b>	<b>Credits available</b>	<b>Total minimum credits</b>
<b>Fundamentals</b>	4	24	<b>24</b>
<b>Core</b>	5	96	<b>96</b>
<b>Total</b>			<b>120</b>

All fundamental and core modules are compulsory.

#### 5.0 ASSESSMENT AND MODERATION ARRANGEMENTS

##### 5.1 ASSESSMENT ARRANGEMENTS

Candidates will undergo formative and summative assessments which will be designed by assessors who are registered with BQA. Formative assessments could comprise components such as class exercises, presentations, tests, assignments, demonstrations and simulations among others, while summative assessment will comprise of a final examination.

All assessments will be designed with reference to the learning outcomes.

The marking key should also be provided by inclusion of marking criteria that are specific to the assignment and which give an indication how **a poor, acceptable and excellent** piece of work would be described in relation to each of the criteria.

The weighting should be as follows:

Assessment	Weighting
Formative	60%
Summative	40%

## **5.2 MODERATION**

There will be internal and external moderation undertaken by moderators registered with BQA. All processes and procedures will be in line with NCQF requirements. This will be conducted in accordance with the ETP's moderation policy and procedures.

Moderation of assessment takes place at the key stages of the assessment process, i.e. design of tasks and marking of assignments (including consideration of results). At least 10% of all assignments, tests, examination and projects are subjected to moderation.

### **5.2.1 Internal Moderation**

(1) Moderation:-Design of Assessments Moderation at assessment design stage. The key aspects considered at this stage are a review of:

- a. Alignment of assessments items with learning outcomes
- b. Over-arching approach to assessment
- c. Assessment criteria
- d. Marking schemes
- e. Model answers
- f. Consistency with NCQF level
- g. Suitability of tasks, questions, etc.

Moderation at the design stage is undertaken by the all lecturers teaching the various modules in the qualification.

(2) Moderation: - Marking of Assessments. Moderation at marked assessments stage: The key activities of moderation process at the marking stage include:

- a. Sampling of marked assessments
- b. Additional marking of borderlines and fails
- c. Double marking of dissertations, major projects/designs or presentations
- d. Adjudication by another marker where there are significant differences between the marks given by two or more assessors
- e. Evaluation of consistency where multiple staff members have contributed to the marking
- f. Consideration of special circumstances which may have affected the performance of a group of students.
- g. Overview of the approach to considering the special circumstances of individual students

### **5.2.2 External Moderation**

The key activities of the external moderation process include:

- a. Sampling of marked assessments, assignments, tests, projects and dissertations
- b. Compatibility of assessments with learning outcomes
- c. Scrutiny of borderline and fail cases
- d. Evaluation of consistency where multiple staff members have contributed to the marking
- e. Consideration of special circumstances which may have affected the performance of a group of students
- f. Overview of the approach to considering the special circumstances of individual students.

### **NOTE**

Sample size for small classes of at least 20 students, 30% sample will be used.

## **6.0 RECOGNITION OF PRIOR LEARNING (if applicable)**

- There will be provision for awarding the qualification through RPL and CAT which will be in line with relevant national and ETP RPL policies.



- Relevant industry experience and informal learning will be recognized as prior learning after being measured against specified prescribed learning outcomes.

## **7.0 PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**

This qualification is designed to facilitate vertical, horizontal and diagonal progression, both locally and internationally.

### **7.1 Horizontal Progression**

Learners may progress horizontally between qualifications if they meet the minimum requirements for admission to the target qualification. Other comparable qualification to this qualification include:

- Certificate in Hospitality Management
- Certificate in Tourism Management
- Certificate in Events Management

### **7.2 Vertical progression**

Graduates from this qualification may progress to the following:

- Diploma in Events Management
- Diploma in Hospitality Management
- Diploma in Tourism Management
- Diploma in Travel

### **7.3 Diagonal Progression**

Learners may progress diagonally between qualifications by presenting a completed qualification or credits towards a qualification in a similar or related study area in the Higher Education sub-framework, and must meet the minimum requirements for admission to the target qualification, which they will often do by virtue of the credits obtained towards an equivalent qualification.

### **7.4 Employment Pathways**

Graduates of the qualification may find employment in a range of public and private organisations for the following typical posts:

- Assistant Travel and Tourism Account Coordinator

- Travel and Tourism Assistant
- Travel and Tourism Marketing Assistant
- Travel and Tourism Operations Assistant
- Assistant Product Coordinator
- Travel and Tourism Promotions Officer
- Reservations and Sales Assistant
- Call Centre Assistant
- Assistant Adventure Tourism Coordinator
- Front Office Operator
- Tourism Entrepreneur

Graduates of the qualification may find employment in a range of public and private organisations such as tour companies, travel agencies, tourism bureaus, cruise lines, car rental companies, and hotels.

## **8.0 QUALIFICATION AWARD AND CERTIFICATION**

**8.1** To qualify for qualification award and certification, a learner must:

- Attain a minimum of 120 credits overall.
- Complete satisfactorily any additional and specified requirements of the qualification.
- Have official verification that he/she has covered and passed all the modules

**8.2** Upon satisfying all requirements learners will be awarded with a Certificate V in Tourism.

## **9.0 REGIONAL AND INTERNATIONAL COMPARABILITY**

**Table 1.1 Benchmarking**

<b>Criteria</b>	<b>Evolution Hospitality Institute (Australia)</b>	<b>Edinburgh College (UK)</b>	<b>University of South Africa (Unisa)</b>
<b>Programme name</b>	Certificate IV in Travel and Tourism	Certificate in Travel and Tourism (Level 5)	Higher Certificate in Tourism Management

<b>Credits</b>	Not stated	72	120
<b>Duration in Months</b>	12	12	12
<b>Number of Modules</b>	8	14	10
<b>Elective modules</b>	Yes	Yes	No
<b>Modules</b>	<ul style="list-style-type: none"> <li>• Source and use information on the tourism and travel industry</li> <li>• Enhance customer service experiences</li> <li>• Show social and cultural sensitivity</li> <li>• Manage conflict</li> <li>• Interpret financial information</li> <li>• Coach others in job skills</li> <li>• Implement and monitor work health and safety practices.</li> </ul> <p><b>Electives</b></p> <ul style="list-style-type: none"> <li>• Use a computerised reservations or operations system,</li> <li>• Sell tourism products and</li> </ul>	<ul style="list-style-type: none"> <li>• Tourist Destinations Selling Skills</li> <li>• Skills for Customer Care</li> <li>• Travel and Tourism enhancing Skills for employment</li> <li>• Airport Ground Operations</li> <li>• An Introduction Resort Representation</li> <li>• An Introduction Tour Guiding:</li> <li>• An Introduction Working as Air Cabin Crew</li> <li>• British Isles Tourist Destinations with a Scottish Context</li> <li>• Understanding Tourism in the Local Area</li> <li>• Information and Communication Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Travel Operations,</li> <li>• Practising Workplace English</li> <li>• Ethical Information and Communication Technologies for Development Solutions</li> <li>• Introductory Financial Accounting</li> <li>• Customer Service in Tourism</li> <li>• Management IA</li> <li>• Introduction to Marketing</li> <li>• Elementary Quantitative Methods Sustainability and Greed Primary Factors of Tourism</li> </ul>

	<ul style="list-style-type: none"> <li>services</li> <li>• Provide advice on Australian destinations,</li> <li>• Provide advice on international destinations</li> <li>• Prepare quotations</li> <li>Construct normal international airfares,</li> <li>• Construct promotional international airfares.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Numeracy</li> </ul>	
<b>Mode of study</b>	<ul style="list-style-type: none"> <li>• Full-time</li> <li>• Part-time</li> </ul>	<ul style="list-style-type: none"> <li>• Full-time</li> <li>• Part-time</li> <li>• Evening provision</li> </ul>	<ul style="list-style-type: none"> <li>• Fulltime</li> </ul>
<b>Entry requirement</b>	<ul style="list-style-type: none"> <li>• International learners should have attained the age of 18 years tertiary study; or</li> <li>• IELTS 5.5 with no band score below 5</li> <li>• Completed year 12 or equivalent.</li> <li>• Domestic learners must have completed year 10</li> </ul>	<ul style="list-style-type: none"> <li>• English at National 4 (SCQF level 4) or above</li> <li>• Travel and Tourism Units at SCQF level 4</li> <li>• A social subject at National 4 (SCQF level 4) or above</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 12 with a pass in English or NC (V) level 4 with a minimum of 40%</li> <li>• A pass in Mathematics or Mathematical literacy at Grade 12 or NC(V) level 4 with minimum of 50%</li> </ul>

	or equivalent in the Australian education system		
<b>Progression</b>	Provides progression to Diploma in Tourism and Travel (Level 6)	Provides progression opportunities to: <ul style="list-style-type: none"> <li>• An HNC/HND in Travel and Tourism or a related area</li> <li>• An SVQ or modern apprenticeship in the travel and tourism sector or a related area</li> <li>• Employment in the travel and tourism sector</li> </ul>	Provides endorsement for admission to National Diploma in Tourism Management

Based on key indicators as shown in table, there are general similarities and general comparability. This indicates that the qualification is general and highly comparable with others being offered in the market.

### **Similarities**

- The three qualifications are offered on full time basis.
- Graduates will progress to diploma level.
- Entry requirements consider high school, mature entry and working experience.
- Three qualifications have similar modules such as Customer services, Finance and Technology

### **Differences**

- The duration varies from 12 to 18 months.
- The number of modules to complete also ranges from 8 to 12.
- Two institutions offer electives while the other one does not.
- Two institutions only offer the qualification through part time mode while only one has evening classes.
- The credits vary; 72, 120 and one qualification credits are not stated.

- f. Some qualifications have some specific modules different from others such as: Air Cabin Crew, Destinations with Scottish context and British Isles Tourist among others.

**Contextualisation**

The qualification is generally in line with similar qualifications offered by other institutions. However the proposed qualification is unique in that it has the highest number of modules like Edinburgh College (UK) which will provide graduates with a wider range of skills and competences. The qualification also offers electives which enable learners to prepare areas of specialization.

**REVIEW PERIOD**

Every five (5) years.