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Curriculum Development:

The structuring of vocational knowledge for degree purposes

A Master's Research report by

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February 2010

DECLARATION

I declare that the information presented in this research report is my own unaided work. The research report or information thereof has not been submitted before for any other course or degree. This research report is being submitted in partial fulfilment of the requirements for the degree of Master of Education at the University of the Witwatersrand.

Name…… Date……

Signature…….....

ABSTRACT

In the context of the hospitality sector developing a more academic identity in South Africa, this research study explores the relationship between theoretical and practical knowledge forms in the development of a degree in hospitality management. The study aimed to establish what value culinary knowledge would have within an academic degree in hospitality management and what the relation between theory and practical knowledge within a Culinary Studies module could be.

Semi-structured interviews were used to explore the views of hospitality sector representatives in Higher Education and the Hospitality Industry on the selection and organisation of culinary knowledge within a degree in hospitality management. The data was analysed both qualitatively and quantitatively, using Jeanne's Gamble's model of knowledge forms (Gamble, 2004) as the main analytical tool.

The findings revealed an undisputed need for vocational culinary knowledge within a degree in hospitality management qualification. In addition, there emerged a method for how the interdependence between theoretical and practical knowledge forms within the qualification can be described and quantified. This is a possible precedent for analysing other fields of knowledge within a degree in hospitality management.

Through this analysis of culinary knowledge, the research study provided a greater understanding of how an analysis of knowledge forms can inform the overall selection and organisation of knowledge across a qualification in hospitality management.

ACKNOWLEDGEMENTS

This study was made possible by the participation of fourteen professional people who were involved at some level with the hospitality sector and/or higher education. I appreciate all the participants' willingness to sacrifice their time and share their knowledge with me.

My appreciation also goes to management at the School of Tourism and Hospitality at the University of Johannesburg, for their efforts to support staff involved with post graduate studies.

My special appreciation goes to my supervisor, Carola Steinberg, for her guidance, support and patience when work commitments impacted on my progress.

DEDICATION

For Alwyn

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LIST OF ABBREVIATIONS

BComHM:	Bachelor Degree in Commerce: Hospitality Management
BTech:	Bachelors Degree in Technology
CS:	Culinary Studies
H.E.:	Higher Education
HEQC:	Higher Education Quality Council
HEQF:	Higher Education Qualifications Framework
HI:	Hospitality Industry
NDipHM:	National Diploma Hospitality Management
NMMU:	Nelson Mandela Metropolitan University
RAU:	Rand Afrikaans University
SA:	South Africa
SAQA:	South African Quality Assurance
STH:	School of Tourism and Hospitality
T.W.R:	Technikon Witwatersrand
U.J.:	University of Johannesburg
WIL:	Work Integrated Learning

CHAPTER 1: INTRODUCTION

Purpose of Study

The purpose of this study is best encapsulated by the following statement by international hospitality researcher Ladkin:

> There is currently much debate within the hospitality industry concerning the best way to train people for a career in hotel management. The debate centres on whether training in traditional craft skills is the most important aspect for a successful career or whether the emphasis needs to be on developing managerial skills. (Ladkin, 2000: 226)

Although not a new debate within international hospitality research, it is a relatively new debate within the hospitality sector[1]in South Africa. Thus the purpose of this study is to further explore and contribute to this debate through a critical analysis of the knowledge requirements of the South African hospitality sector in relation to qualification design.

Background

The hospitality industry in South Africa has the infrastructure of world class establishments in what has been described as the third fastest growing industry in the country. There is however the perception that:

> The current hospitality field lacks top professionals in the form of qualified managers and forward-thinking leaders. (Gardiner, 2009, 1)

This debate about the nature of the knowledge required for hospitality leadership has emerged in the context of the SA hospitality sector. In relation to qualification design this debate has become

[1] For the purpose of this study the term **hospitality sector** will refer to the field of hospitality that encompasses both the commercial industry as well as the educational providers that service the industry through qualification.

more prominent as a result of two primary developments. Firstly, the perceived shift in knowledge requirements of the South African hospitality **s**ector towards a need for more a *theoretical knowledge.* Secondly, the *opportunity* to develop a more theoretical qualification to address this knowledge shift, through the changes that occurred as a result of the mergers of certain higher educational institutions to form 'comprehensive universities' like the University of Johannesburg (UJ). However, both these developments cannot be seen in isolation of the existing under-graduate qualifications that sustain the current hospitality industry in South Africa.

Existing Qualifications in Hospitality

Before introducing the primary developments that provide a background to this research, the existing qualifications that currently sustain the hospitality industry at a higher education level need to be introduced. The highest undergraduate South African Quality Assurance (SAQA) accredited qualification in hospitality offered by a public-funded higher education institution in 2010 is the National Diploma in Hospitality Management (NDipHM). This three-year diploma qualification can precede an optional fourth year of study, namely a Bachelor in Technology in Hospitality Management (BTechHM). A BTechHM[2] qualification can articulate into a Masters in Technology Hospitality Management (MTechHM) and eventually to a Doctorate in Technology. For the purposes of this study I will only be focusing on the knowledge structures of the NDipHM. The justification for this limitation will be discussed in an analysis of hospitality qualifications in chapter 4.

The NDipHM was designed and is still perceived by most stakeholders in the hospitality sector as a primarily vocational qualification in that it provides equal amounts of practical and theoretical knowledge. The selected theoretical knowledge is largely dependent on the practical knowledge for its development and progression. The BTechHM however does not have a practical knowledge component but the theoretical knowledge production is still largely informed by the applied practical knowledge that is central in an operational work environment.

The University of Johannesburg currently offers the NDipHM and the BTechHM. Both qualifications have been located within the UJ since the merger process of 2004. The unique location of these qualifications within a 'comprehensive university' like UJ as opposed to a

[2] **BTechHM: This degree will not form part of this study as it does not exist on the current HEQF.**

university of technology, where all other NDipHM and BTechHM qualifications have been located, will be discussed in more detail later in this section under the heading 'The opportunity created by mergers'. The NDipHM and BTechHM within UJ respectively graduate approximately 70-80 and 15-20 students per annum.

These two HE qualifications are however not the only hospitality qualifications in SA relevant to this study. There is another undergraduate qualification in hospitality that is offered within the HE band but by a private provider. This is the Bachelor of Commerce Hospitality Management (BComHM). This SAQA accredited qualification is currently offered by a Dutch-based Higher Education provider, namely Stenden SA. The relevance of this qualification to the study is its links to the Dutch parent university's professional degree in hospitality management. This analysis will provide a perspective of global knowledge requirements and qualification design in relation to a South African context.

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Also relevant to this study is the BComHM as offered by Venda University until 2006. Although now discontinued, this study will include a broad overview of this programme, as a past 'academic' degree qualification in relation to the current knowledge requirements of the South African hospitality sector.

Global Shift in Knowledge Requirements

The South African hospitality sector, because of the nature of the tourism industry, is inextricably linked to global hospitality trends. Globally the hospitality sector has seen significant growth over the last fifty years mainly due to increased tourism.

> Tourism is one of the fastest-growing and most important economic sectors in the world. According to the World Tourism Organization, more than 700 million tourists chose to travel in 2002; in 2001, international tourism accounted for $463 billion worldwide. It seems logical, therefore, that travel and hospitality organizations worldwide should be looking to business schools to train new managers for their hotels, restaurants, resorts, and airlines. (Shinn, 2003: 43)

With the exponential growth of the sector has come a need for more highly skilled managers to manage more complex commercial operations. The knowledge requirements to sustain the sector have therefore also changed:

> The Hospitality Business is the fastest growing industry in the 21st century. As the world globalises and distances seem to become shorter, more and more people are in need of accommodation away from home. Demands for excellent service have become stronger as people are moving around the world. As a result of this, the industry is facing many challenges such as dynamics in marketing channels, shortages of skills, more demanding consumers, emerging markets in tourism, development of new hotel concepts and sustainable entrepreneurship. (Saxion University of Applied Science, Introduction)

The need for a more skilled level of management in the sector has resulted in a shift in qualification focus too. Previously, hospitality qualifications focused on preparing graduates for the industry by providing them largely with practical skills that were underpinned by some theoretical knowledge. Now, there is acknowledgement that middle to upper hospitality management graduates need more specific theoretical knowledge to remain globally competitive. However, there is also an acknowledgement that this theoretical knowledge cannot be developed without specific practical knowledge that is still seen as core to the uniqueness of the sector.

While the shift in knowledge requirements in relation to sector growth has seemingly been addressed internationally over the last twenty years, with the introduction of academic degree programmes in hospitality, the SA sector, because of its isolation during the apartheid era, lagged behind. With the end of economic and political isolation (after the apartheid era in SA), the SA hospitality sector became more integrated into the global hospitality sector once again. The end of the apartheid era also resulted in an unprecedented growth in SA tourism, resulting in growth within the hospitality sector which then led to an acute shortage of skilled middle to upper level managers. Not only could higher education (HE) institutions not sustain the number of managers required to keep the sector globally competitive, but the managers that were being graduated were perceived by globally affiliated hospitality companies not to have the same amount of theoretical knowledge as their global counterparts.

> South Africa has an infrastructure of world class establishments in what has been described as the third fastest growing industry in the country. But, sadly, I discovered that we lacked top professional and qualified managers and forward-thinking leaders in the hospitality field. (Gardiner as cited in 2008 Stenden SA, Forward:1)

This skills shortage focused the debate within the SA hospitality sector on qualification design as the key to the sector's current and future global competitiveness and sustainability. Although not formally researched, it has become apparent over recent years that the largely vocational NDipHM qualification could no longer sustain the hospitality sector's growing management knowledge requirements. Anecdotal evidence from management within the SA hospitality industry has indicated that the number of upper management positions within the hospitality industry (HI) that have been populated by degreed professionals from other academic fields had increased significantly in the last ten years. This same anecdotal evidence also revealed that hospitality-trained upper-level managers in the HI were currently encouraged to upgrade their qualifications outside of the field to remain marketable. This evidence supports the notion that the SA hospitality sector cannot sustain itself in terms of current qualifications offered and this suggests a need for in-depth hospitality qualification research.

Contributing to this debate about qualifications and required knowledge for the HI is the role that existing theoretical qualifications (not hospitality specific) could play in addressing the skills and knowledge required.

> In truth, hotels, restaurants and travel and tourism related companies face challenges unique to the industry that a general business degree may not sufficiently prepare graduates for. For starters, a typical business management degree program is heavy on analytical processes and light on personnel management. While that may be suitable for selling sprockets, it's less than ideal when customer interaction is the underlying focus of the company. (Rosen, 2010, 1)

As seen in the above quote by international academic writer Rosen, there is growing global evidence to suggest that not only is the international hospitality sector ahead in the qualification

design process but that the sector has already acknowledged that generic theoretical qualifications cannot contextualise the knowledge required by the sector sufficiently. Therefore the 'challenges unique to the industry' generate the demand for research into the specific knowledge requirements of the sector as well as research into a specific qualification that would provide access to this knowledge.

The opportunity created by mergers

Also crucial to the knowledge requirement and qualification debate is the development of new structures in the band of Higher Education in a post apartheid South Africa. The merging of certain traditional Universities with Technikons in South Africa in 2004 created a unique *opportunity* for the review of existing qualifications and the possible development of new qualifications to meet a changed economic, social and political landscape. The example most relevant to this study is the creation of the University of Johannesburg from the merger of the Rand Afrikaans University (RAU) and Technikon Witwatersrand (TWR). These mergers were explained by Auf der Heyde in a CHET document in 2004.

> As part of his interventions to restructure the higher education landscape in South Africa, the Minister of Education at the end of 2002 announced his plans in two instances to merge three universities with two technikon, respectively: the Port Elizabeth campus of Vista University, the University of Port Elizabeth and the Port Elizabeth Technikon were to be merged [to form what is now known as Nelson Mandela Metropolitan University (NMMU)], as well the Technikon Witwatersrand (TWR), the Rand Afrikaans University (RAU), and the two Vista University campuses at Soweto and on the East Rand (at Boksburg) [to form what is now known as The University of Johannesburg (UJ)], respectively. In terms of the Minister's announcement, these institutions should be merged to form two new "comprehensive" institutions." (Auf der Heyde as cited in 1 March 2004 CHET document)

As a result of the creation of new "comprehensive" institutions, the National Diploma Hospitality Management (NDipHM) that had previously been located in the vocationally focused TWR, was now located within a merged institution that offered a wider range of higher

education qualifications. These included existing professional and academic degrees. This re-location of the NDipHM into a merged institution like UJ was fundamental to the creation of a unique opportunity for qualification review, not only because the merger process created a need for qualification review, but also because it created a context for qualifications to be reviewed in relation to other qualifications now offered in the same institution. In the words of Trish Gibbon[3]:

> They will each face different organisational and curriculum challenges. Some will need to cut back on 'weak' academic programmes and ensure that the few that are retained provide a complementary arm to expanded and strengthened vocational, career-focused and professional programmes, while others with significant academic and research strengths will want to maintain and strengthen programmes on both sides of the 'divide' and guard against a drift that could weaken both academic and vocational programmes. (Gibbon as cited in 3-4 Feb 2004, CHET POLICY / CHANGE DIALOGUES

While the process of the mergers provided a platform for critical qualification review, it also provided curriculum designers with an opportunity to assess qualification type.

> The last major revision of the Hospitality Management curriculum was initiated in 1998. In 2010 a national survey will be conducted to inform the revision of this curriculum and to explore the possibility of developing a Management Development Programme appropriate to the tourism and hospitality industry. (Minutes of STH Board Meeting 2009-03 (My reference: A2009-03)

The location of the NDipHM within UJ created an opportunity not only for the critical review of the knowledge shifts that were occurring in the hospitality sector and how this impacted on the selection and organisation of the content and skills of a qualification in hospitality, but for the first time it would enable developers to interpret these shifts in relation to other qualification types that were offered at merged universities like UJ.

[3] Trish Gibbon is currently Director of Academic Planning and Policy Implementation at the University of Johannesburg.

Research Focus

This study contributes to the aspect of the selection and organization of vocational knowledge within a degree qualification in hospitality, and therefore contributes to the research and development of a qualification in hospitality that is based on more theoretical knowledge. It is hoped that the establishment of a model to inform the process of selection and organization of vocational knowledge within a degree structure will support the development of a degree qualification in hospitality. The study will use a case study of the module Culinary Studies to present the principles that inform the selection and organization of vocational knowledge within a degree qualification in hospitality for possible implementation at the University of Johannesburg.

Overall Research Question

How can an understanding of the relationship between theoretical and practical knowledge forms in the vocational knowledge module Culinary Studies be used in the development of a degree in hospitality[4] management?

Empirical Questions

- **What** is the **value** of vocational culinary knowledge within a degree in hospitality management?
- **What** does curriculum theory say about the balance between theory and practical vocational knowledge in a module like Culinary Studies within the degree in hospitality management?
- **What** does the hospitality sector say about the balance between theory and practical vocational knowledge in a module like Culinary Studies within the degree in hospitality management?

[4] **degree in hospitality management**: In this study a degree in hospitality refers to a new professional or academic degree and not the current post diploma Bachelor in Technology Degree (BTech) This differentiation will be discussed in more detail in the Literature Review Chapter

- **How** can the hospitality sector's input contribute to the design process of a degree in hospitality management?

Rationale

The primary purpose of this study is to contextualize the knowledge requirements of the SA hospitality sector in relation to the qualification design of a degree in hospitality management. As stated in the background section, even though the international hospitality sector has been grappling with this debate for the past twenty years, current research shows that qualification design has not always successfully met the knowledge requirements of the sector.

> The hospitality industry is unclear concerning the best training method for its employees; yet education providers rely on industry direction via degree advisory committees (Harkison, 2004:2)

Therefore this study aims to use the knowledge gained from the research of international hospitality management degree qualifications to inform the development process in South Africa. Although the fundamental issues regarding the selection and organisation of theory and practical knowledge forms are not specific to the South African hospitality sector, the contextualization of these issues could impact on the process and eventually the type of qualification that needs to be designed.

Because the hospitality sector in South Africa has traditionally been sustained by largely vocational qualifications, it can be deduced that the sector is fairly underdeveloped in terms of having a culture of academic rigour. This has created a knowledge gap in both the educational and commercial side of the sector, in that the skills required to interrogate knowledge requirements and interpret them for qualification development are not easily accessible. Therefore a desire of this research is to contribute to a growing academic rigour within the sector, and, to provide some conceptual building blocks for a sound qualification that meets and sustains the knowledge requirements of the sector going forward.

The motivation for this research is the opportunity for qualification review and development that the location of the NDipHM within UJ has created. In the context of my position as a lecturer at The School of Tourism and Hospitality (STH) at the UJ, this opportunity created by the merger

process has been the foundation for my involvement in the qualification design process. I lecture in the module CS and my interest is from the perspective of whether CS as an example of a practical and theoretical knowledge form should/can be accommodated in a degree in hospitality management

CHAPTER 2: CULINARY STUDIES

This chapter will provide a broad overview of how culinary knowledge has evolved over recent centuries. For the purpose of this study the discussion of this evolution will not include the earliest origin of culinary knowledge that of community culinary knowledge i.e. knowledge that was passed on verbally and through demonstration by community members through successive generations for example the matriarch of the family unit. The discussion will instead begin with the evolution of culinary knowledge firstly as a craft knowledge (see section on craft knowledge below) and trace it's progression from **informal knowledge**[5] to its current **formal knowledge**[6] structure within the NDipHM. These distinctions in knowledge production and control are important to this study because the origins inform the current theoretical and practical knowledge forms that make up its vocational identity within the NDipHM.

Also relevant to this chapter is the clarification that all discussions will be presented from a Eurocentric[7] perspective. The reason for this distinction is based on the European origin of the culinary knowledge that informs the content of the module Culinary Studies (CSNT/P) as it forms part of the NDipHM.

Culinary Craft Knowledge

Although the origins of earliest culinary knowledge can be traced back to 'community knowledge', it was the evolution of community culinary knowledge into culinary craft knowledge that has more significance to this study. Justification for this rests in the distinction between the two knowledge forms. While community culinary knowledge was produced and controlled within a specific location by designated community members for the purpose of nourishing the community, craft culinary knowledge, although similar in production and

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[5] **Informal knowledge:** That is acquired through personal experience, outside of the formal learning environments such as schools and training courses. http://www.businessdictionary.com/definition/informal-knowledge.html

[6] **Formal knowledge:** formal knowledge remains separated from everyday, common and non formal specialised knowledge (A Study of the Institutionalisation of Formal Knowledge, E Friedson: 1988)

[7] **Eurocentrism** refers to the idea that the people, places and events of Western Europe are superior and of a standard against which other cultures should be judged. (http://www.sankoreinstitute.org/uploads/Lewis)

purpose, had an additional facet, of the commercial aspect associated with food production. Gamble[8] refers to craft knowledge as:

> ... an emphasis on the relationship between worker, materials and tools and a depiction of the craft worker as being responsible for producing the *whole* item. The craft worker performs in succession all the operations necessary to produce a specific item, using a wide range of tools and mindful of the inherent qualities of the material used. (Gamble, 2004)

Significant to this definition of craft knowledge as differentiated from other knowledge forms is the distinction Gamble makes regarding the person performing the task. Unlike community knowledge. Gamble's reference to 'the relationship between the worker and his materials....' implies that the craft knowledge is used in production and that the person applying the craft knowledge is being rewarded in some way for the product. This is a shift from community knowledge which, as stated earlier, was for the purpose of nourishment and not commercial gain. This is relevant to the hospitality sector today in that all knowledge applied is for the purpose of commercial gain primarily; therefore craft knowledge is more significant to the study than community knowledge.

Furthermore Gamble's definition of craft knowledge introduces a further shift in the structure of knowledge from community to craft with her reference to 'mindful'. This could be interpreted as a need for theoretical knowledge to inform the practical skills needed to produce a complete product. While in community knowledge, skills were often mimicked to produce a completed product in the form of a meal, the shift to producing a product for monetary gain created a need for consistency, which in turn created a need for some theory to underpin the skill. For the purpose of this study, the notion of craft knowledge therefore introduces the relationship between theory and practice within culinary knowledge. This relationship is also key to understanding the current structure of culinary knowledge which now has a vocational knowledge structure (discussed in qualification design in chapter 3)

[8] **Gamble, Jeanne:** Currently a part-time senior lecturer in Higher and Adult Education Studies Development Unit at UCT.

Vocational Culinary Knowledge

Purpose and characteristics of a Certificate (Craft Qualification)

> This qualification is primarily vocational, or industry oriented. The knowledge emphasises general principles and application or technology transfer. The qualification provides students with a sound knowledge base in a particular field or discipline and the ability to apply their knowledge and skills to particular career or professional contexts, while equipping them to undertake more specialised and intensive learning. Programmes leading to this qualification tend to have a strong vocational, professional or career focus and holders of this qualification are normally prepared to enter a specific niche in the labour market. (Govt Gazette, Aug 2006)

The shift from culinary craft knowledge to vocational culinary knowledge was largely pre-empted by a shift in the balance between theory knowledge and practical knowledge. As commercial demands increased on the quality of the final product, so too did the demand for more theoretical knowledge that was needed to maintained quality and increase production to meet the increased demand. This shift from a largely practical knowledge form in a craft knowledge structure to equal amounts of practical and theoretical knowledge in a vocational knowledge structure was also characterised by a shift in the location of the knowledge. While craft knowledge was largely transferred and produced within specialised communities of practice, the increased theory required saw a shift from informal knowledge transfer to formal knowledge transfer and the creation of qualifications to maintain, manage and control knowledge transfer more effectively.

This study aims to research another possible shift in culinary knowledge structure As a result of culinary knowledges established historical links to general hospitality management qualifications the proposed development of a more academic degree qualification in hospitality management would need to focus on two key issues. Firstly the relevance of culinary knowledge within an academic qualification in hospitality management and if found to be relevant, to establish how best this culinary knowledge could be organised within such a qualification. The later finding

would ultimately speak to the relation between theory and practical knowledge within culinary knowledge and thereby confirm or refute a change in the current vocational knowledge structure.

Historical progression of Culinary Knowledge from a Craft to a Vocational Knowledge Structure

Earliest records of organized culinary craft knowledge can be traced back to most ancient civilizations. However, the earliest substantial written evidence comes from medieval records. During the medieval period, culinary craft knowledge was generally located and proliferated within the kitchens of aristocratic or wealthy homes. These kitchens were generally populated by the less advantaged and therefore less educated. Culinary craft knowledge was acquired through mimicry and repetition of practice.

Late 1700s

Within these 'communities of practice' the level of proficiency and complexity of skill slowly evolved as the craft knowledge became more sophisticated over time.

> Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. (Lave & Wenger, 1998)

For Wenger, learning is central to these communities and the motivation "to become a more central participant in a community of practice provides a powerful incentive for learning" and knowledge development. (http://www.learning-theories.com/communities-of-practice-lave-and-wenger.html) Communities of practice during the 1700's were largely credited with the significant knowledge developments that occurred in culinary craft knowledge.

The French Revolution (1789–1799) in the late eighteenth century changed the way knowledge was developed in culinary craft, because it changed the rules of access into these communities of practice. (Labensky, 1999:5). France was largely considered the centre of culinary knowledge development in Europe in the seventieth and eighteenth centuries. This was mainly due to the development of sets of complex skills within communities of culinary practice. According to Labensky in pre-revolutionary France, these communities of practice traditionally protected their developed knowledge, thereby restricting its transfer. But after the French Revolution the craftsman associated with the aristocratic

kitchens had to flee France or face beheading due to their close association with royalty or the aristocracy. (Labensky, 1999: 5)

Thus the French Revolution changed the way culinary knowledge was developed and transferred in two significant ways. The first change involved access to knowledge. Through the destruction of the established culinary communities of practice, knowledge became what Labensky termed "publically accessible as the skills and creativity of the well trained chefs who had worked in the aristocracy's private kitchens became available in the public domain" (Labensky, 1999: 5) The shift from restricted 'community of practice culinary craft knowledge' to 'public' culinary craft knowledge was highly significant for the field because it created a new set of rules that governed access to culinary craft knowledge.

The second change was the advent of democracy after the French Revolution. New publically controlled culinary communities of practice were no longer populated at the lowest levels only by the socially disadvantaged. The high level of craftsmanship encouraged prior to the French Revolution had improved the status of the field and therefore over time it started to attract a higher calibre of craftsperson, which further drove skills development in the new open communities of practice.

Late 1800s – early 1900s

The trend of craft development through skills development continued to evolve steadily over the next century, culminating in the next major shift in knowledge development in the latter half of the nineteenth century. This shift was largely attributed to a Frenchman called Auguste Escoffier (1846-1935) whose work towards formalizing the craft is still acknowledged today. Escoffier brought his military knowledge and experience to his community of practice by applying basic military organizational principles. This culminated in the implementation of an organizational structure called 'Chefs Brigade'.

> His (Escoffier) general philosophy was based on hygiene and work standards, which he found to be very poor in general. At the time, chefs were not highly regarded and it was Escoffier who made the profession more respectable by instilling a sense of pride in his subordinates. He also started the *brigade system* in his kitchens which is the practice of each section in the kitchen being run by a

> chef de partie (section head chef).
> http://www.recipes4us.co.uk/History/August%20Escoffier.htm)

Escoffier's 'Chefs Brigade' changed the way members of his community of practice engaged with culinary craft knowledge. The 'brigade' introduced for the first time knowledge from other disciplines and academic fields like basic science and management to the craft. It also made knowledge development pathways more explicit through a system of apprenticeship. The brigade system of apprenticeship, although still grounded in the practice of skills, organized craft knowledge from the basic to the more advanced. This introduced for the first time definite pathways of craft knowledge progression. Also inherent within the brigade system was an acknowledgement of basic literacy and communication skills attached to progression.

> Escoffier went on to write many articles and books on cooking, the most famous being *Le Guide Culinaire* and *Ma Cuisine* in 1920.
> (http://www.recipes4us.co.uk/History/August%20Escoffier.ht)

Escoffier's model of the Chefs Brigade is credited as the first development of craft knowledge towards a more vocational approach of knowledge development, because it created a link not only between different knowledge academic fields but it introduced a 'theory' of craft that was necessary for the knowledge progression.

> Supplementing limited practical experience with instruction in the general scientific principles underlying various crafts was deemed a resolution to the loss of all-round craft knowledge and skill. (McKerron, 1934, in Gamble, 2004)

The shift in form of culinary knowledge from purely craft to vocational knowledge was further made explicit with the initial pairing of culinary knowledge and the general hospitality sector. Although a body of culinary craft knowledge maintained an independent, craft-based identity, a second line of knowledge progression developed a more vocational identity within the hospitality sector. The development of this second line of knowledge progression is attributed largely to the collaboration of Escoffier and a hotelier named Ritz.

> The pairing of Escoffier and Ritz brought about significant changes in hotel industry development throughout the ensuing years, raising the standards of hospitality to considerable heights. Both went to the Savoy Hotel in London where Escoffier served as Head of Restaurant Services.
> (http://www.worldculinaryinstitute.com/A_escoffier.html)

Escoffier and Ritz are credited with the earliest pairing of culinary craft knowledge within the hospitality sector. There is little formal evidence to substantiate the exact reasoning for Escoffier's and Ritz's early collaborations, but it can be inferred that Ritz (an early specialist in accommodation management) saw the positive effect Escoffier's 'chefs brigade' had on culinary craft and possibly saw the potential of the system to develop skills in the area of accommodation too. Regardless of the exact reasons for this early pairing, the partnership created a further major shift in what counted as culinary knowledge and how it was transferred, because inherent in this shift was early recognition of universal skills beyond basic craft. It reinforced the point that the general organizational skills that were inherent within the 'brigade' were transferable to accommodation knowledge progression. This transferable knowledge that transcended culinary craft and was useful for other knowledge areas like accommodation was the first sign that general organizational knowledge within the hospitality sector would supersede the basic knowledge of the field. This shift highlighted a change in focus, for the vocational pathway, from craft competence to craft management.

World Wars

The development of culinary vocational knowledge within a larger hospitality identity continued informally through the early twentieth century. The shift towards general organizational principles that had started with Escoffier and Ritz's partnership became more evident with the advent of the two world wars. The wars created a knowledge gap within culinary knowledge especially on two distinct levels. Firstly the wars depleted the culinary knowledge community. Secondly the culinary knowledge that existed to meet the needs of pre-war travellers, businessmen and the recreational market were no longer adequate for food management in war conditions.

The knowledge requirements had shifted from food production skills with an emphasis on aesthetics to food production skills that ensured good nutrition. With the increased demand for

specialized food managers with culinary craft skills, the field was forced to outsource training to educational institutions. The outsourcing was cost effective not only because it could meet the growing demand more effectively but because it allowed trained staff to be used more efficiently by removing the burden of training from productivity.

The decentralization of knowledge development created a need for the first time for a qualification as a standardized tool for managing the field's knowledge requirements.

> ... It is from this time (early to mid twentieth century) onwards that we find a theory–practice ... curricular arrangement that has characterised trades training for well over a hundred years. Colleges, as technical institutions, were established around the time when increasing specialisation and the speeding up of work processes were limiting the apprentice's experience of different branches of craft under the tutelage of the artisan. (Gamble, 2004: 37)

It became more cost effective for educational institutions to provide training on a large scale than to follow the time-consuming, less cost-effective tradition of apprenticeships. The earlier pairing of accommodation management skills and vocational culinary knowledge became formalized in a hospitality qualification.

The shift in focus from craft competence to craft management within the framework of a formal qualification further formalized the identity of the early vocational qualification in hospitality management.

1960s – 1990s

The introduction in South Africa of the first vocationally orientated formal qualification in hotel management was the Diploma in Hotel Management offered at John Orr Technikon in 1969. This qualification was later incorporated into the TWR in the 1970s, from where it has evolved into the current National Diploma in Hospitality Management located within the University of Johannesburg.

The NDipHM continued to be the predominant formal qualification in South Africa for forty years mainly due to the longevity of apartheid. The practice of apartheid in South Africa shaped the qualification development in the hospitality sector in that it not only separated the South African culinary community of practice from the world community, but it collapsed over time the post-war tourist and business markets that the qualification depended on for knowledge development. While the global culinary community experienced unprecedented growth as a result of global tourism, South Africa remained isolated. This lead not only to a slowdown in knowledge development but inevitably the differentiation of qualification type in relation to those offered internationally.

This all changed rapidly with the end of apartheid in the early nineties, when South Africa experienced an unprecedented growth in international tourism. The existing diploma with its vocational knowledge structure proved its worth by successfully populating new international hotels. Top management, however, was still largely imported. While this model saw the field through it's transitional growth period, it was not sustainable, as large hotel groups looked locally to populate their upper levels of management. But because hospitality education had lagged behind its international counterparts during the apartheid years, there was a profound knowledge gap, with the vocational diploma and postgraduate technical degrees being found inadequate in relation to the need for higher thinking skills.

2000s

The hospitality industry was forced to look outside the field for these higher thinking skills, and turned to other degreed personnel in law and accounting. Although these qualifications provided some of the knowledge requirements necessary to keep the South African hospitality industry globally competitive, there was a definite sense that the industry's identity was being compromised by the more generic corporate approach. The net result was that South Africa's hospitality industry, like all its international partners, needed a more academic qualification to supply its upper management's knowledge requirements.

Conclusion

The origins of the current NDipHM and the way culinary knowledge is constructed within this diploma is core to informing the development of a more theoretical qualification like a degree in hospitality management. The reason for this is that only through interrogation of the selection and organisation of culinary knowledge within the existing diploma can informed decisions regarding the selection and organisation of culinary knowledge in the development of a degree be made.

Also core to this study would be the relevance of culinary knowledge within a degree qualification in relation to knowledge and skills required by the hospitality sector for the level of management the qualification is being designed for. Core to this debate would be the relevance of culinary knowledge in relation to the perceived identity of the sector. (this will be discussed in more detail in chapter 5, Findings).

CHAPTER 3: REVIEW OF RELATED LITERATURE

Introduction

Before the balance between theoretical and practical knowledge forms through selection and organisation in the design process of a degree qualification in hospitality management can be analysed, it is critical to firstly examine the exact structure of each knowledge form more fully. However before this relationship between the two knowledge forms can be explained, they need to be contextualised within the current qualification design debates.

Part 1 of this review will therefore consist of the qualification design debates. This debate will start with the larger international perspective through a discussion of Harkison's 2004 study that included an analysis of an international study of hospitality degree qualifications in New Zealand. The discussion will then be contextualised to SA through an introduction to the current legislation as prescribed by the Higher Education Qualifications Framework (HEQF). This discussion will include the implications of HEQF on qualification type design. This section on the debates of qualification design will conclude with an overview of two implemented hospitality degree qualifications in South Africa, namely the BComHM at Stenden SA as an current example of a hospitality degree qualification and the recently discontinued BComHM at Venda University. The justification for including these two degrees is to provide a contextualised view of hospitality qualification design as it does or did exist in SA to establish a platform of comparison for recommendations established through this study.

As stated in the introductory paragraph of this chapter; qualification design is not only informed by law and existing qualifications, it is also informed by existing curriculum theory. Because of the vocational identity of the existing diploma, the 2nd part of this review will be a theoretical overview of the theories that inform the balance between theoretical and practical knowledge forms through selection and organisation in the design process of a degree qualification in hospitality management. The primary theorists that will be included are Bernstein, Muller, Young and Wheelahan. Their work will be used to as a platform for engaging with the relationship, which will be used in part three.

Part three of this review of literature will introduce the work of Gamble and her model of knowledge forms that enables a pathway for theorizing vocational knowledge. Gamble's model thus provides the link between the existing academic theories presented in part 2 with the theory and practice as presented in the previous chapter.

In conclusion, part 4 will use Gamble's work to provide some insights into the selection and organisation of the content of a module like CS within a degree in hospitality management. An overview of this and the chapter 4 (theoretical frameworks) is presented below in figure 1:

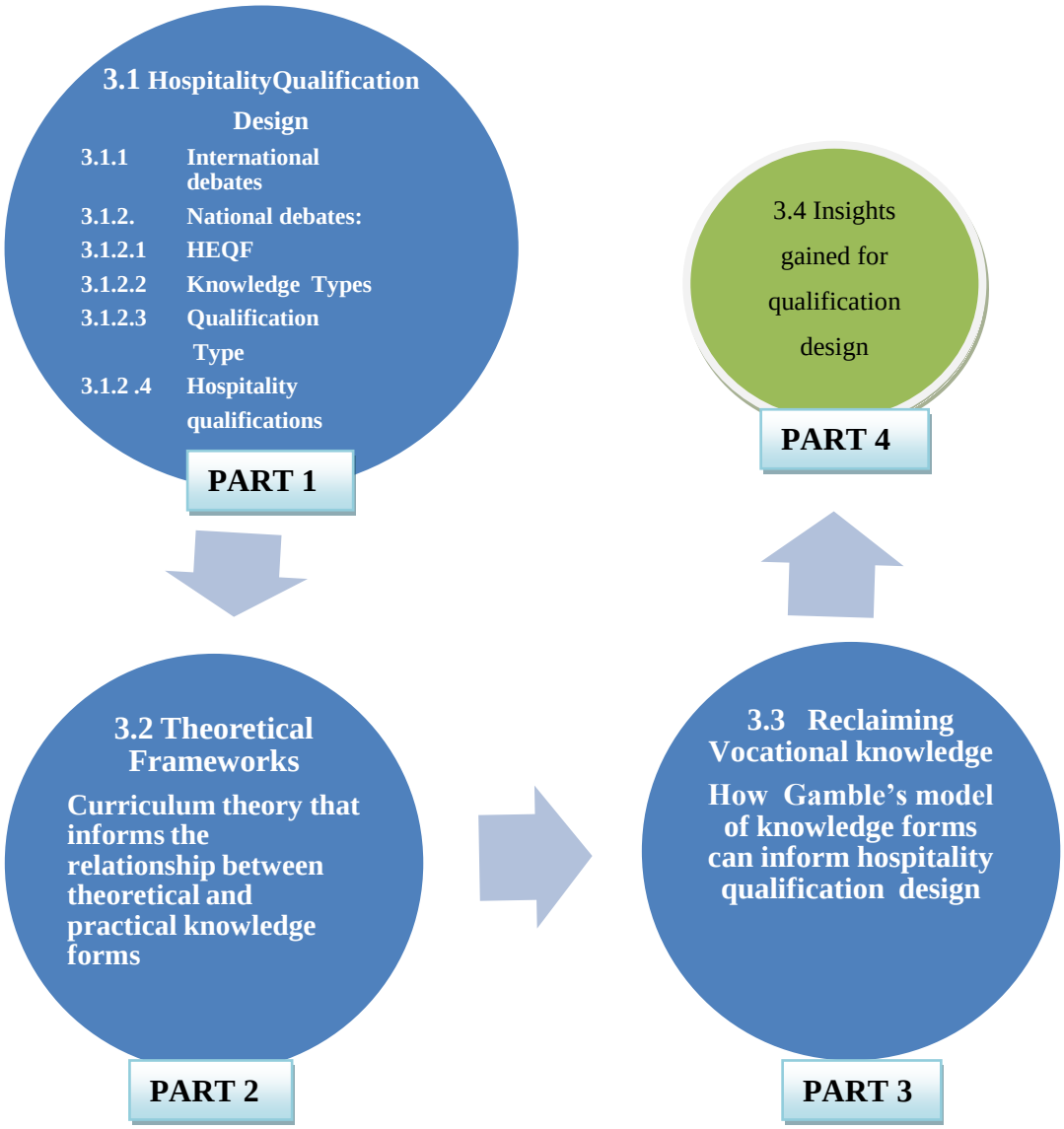


Figure 1: Structural summary of reviewed literature (Hewson, 2010)

Part 1

3.1 Hospitality Qualification Design

3.1.1 International Hospitality Debates: New Zealand

Hospitality degree qualifications have been in existence internationally for average ten or more years. Although published academic research interrogating these qualifications is not readily available, a research study conducted by Tracey-Lesley Harkison (2004) entitled "Who pushed who? The role of an academic degree in the hospitality industry within New Zealand", highlights many of the tensions that exist around these hospitality management degree qualifications. While Harkison's research paper is descriptive and does not provide adequate analysis or recommendations, its purpose within this chapter is to open up the debates relevant to the South African qualification design process.

> In the past thirty years, the quality and quantity in qualifications within the hospitality industry internationally has increased tenfold. In New Zealand there are currently six hospitality degree providers. (Harkison, 2004: 1)

Harkison's research raised the following areas of concern regarding the current degree qualification in hospitality management in New Zealand:

- Does/has this level of qualification changed the hospitality industry?
- What should and shouldn't be taught on a degree?
- Who is pushing who?
- Who should define hospitality standards: education providers or industry?
- Is there a need for a hospitality degree?
- Does a degree really influence the workforce?
- What advantage does the degree give students?
- What prompted the demand – providers, industry or students?
- Which faculty or school it has been placed under – Business? Tourism? Management?
- How to label this degree, because it is not a purely theoretical academic degree? Sometimes, the positioning of hospitality degrees may also suffer because they are classified with other 'soft science' degrees (Harkison, 2004: 3)

Although not all of these concerns speak directly to qualification design in an SA context they can be categorised into key groups that collectively point to areas that could need careful consideration in the South African qualification design process. The key groups of concerns that could inform SA qualification design are:

1. The effect of market-driven requirements
2. The balance of stakeholder relations
3. The success of the integration of vocational knowledge within a degree qualification

Market-Driven Requirements

New Zealand was not the first country to implement a degree qualification in hospitality management, but it provides a platform of reference on multiple levels for the South African context, in that the motivation for developing a hospitality degree qualification was largely market-driven.

> Sixteen years ago, Lincoln University began New Zealand's first hospitality degree convinced that the increasing number of tourists, hotels and restaurants justified the qualification because customers and clients increasingly expect professional service. (Harkison, 2004: 4)

Although the stakeholders in the South African hospitality industry are seemingly expressing a similar market-driven need for a degree qualification in hospitality management (see chapter 1 and chapter 5), there is no known academic research available in the literature to prove this yet. What can be deduced from the globalization of the South African hospitality post-apartheid sector is that the existing qualification, i.e. the NDipHM might not be meeting the knowledge requirements necessary for an increasingly segmented[9] hospitality industry.

[9] Industry Segmentation combines market segment information with other significant variables that define *where the firm should compete, i.e. competitive scope. There are four principle* ***factors*** *with which we identify industry segments. PRODUCT VARIETY, BUYER VARIETY, DISTRIBUTION CHANNEL, GEOGRAPHIC BUYER LOCATION.*

> ..the labour market has also been sending signals for increased levels of education as well as more specialised kind of training. The labour market demands are reflected in the absorption rates to employment ....The country (South Africa) also struggles to respond adequately to the skills shortage in the labour market. (Lolwana, 2010, 5)

It is clear from Lolwana's statement that the labour market is a primary informant of qualification design. It is also apparent from the statement that HE's ability to react to changing knowledge requirements is often 'not adequate' in response to skills shortages. This is another key area for SA qualification developers who not only need to consider developing 'new' qualifications to meet market needs but implicit in this design needs to be the ability to adjust content effectively to keep the qualification current. This is highlighted in Harkison's study where existing degree qualifications were not viewed as being responsive enough to the changing labour market.

> … hospitality management education has not changed with the times. Programmes must pay greater attention to quality teaching and quality, real-world research or … many programmes will perish … our paradigm concerning the content and delivery of hospitality education must change for programmes to survive. (Blum, as cited by Harkison, 2004: 22)

This relationship between market-driven knowledge requirements and qualification development is one of the critical areas of this study, in that it is the principles that govern this relationship that will ultimately impact on the success of the qualification in meeting the needs of both primary stakeholders[10].

Stakeholder Relationships

While Harkison's study acknowledged the importance of market-driven knowledge requirements the study also highlighted the importance of managing these requirements in relation to the qualification design process.

[10]' Stakeholders' refer to (for the purpose of this study), the hospitality industry and hospitality education and not, as in Harkison's study, to hospitality students

> This argument (between the hospitality industry and hospitality education regarding ownership of the qualification design process) has been on-going overseas for the past three decades ... ever since they were first offered in British Universities and colleges, about 30 years ago, hospitality management degree courses have been under almost constant criticism from hospitality management practitioners … (Jenkins as cited in Harkison Jenkins, 2000: 13).

According to Harkison, if the relationship between stakeholders is not clearly established before the qualification development process, the qualification is unlikely to satisfy stakeholder's expectations.

> The hospitality industry is in conflict vis-à-vis building relationships between itself, the degree providers, and the students. All seem to have different expectations of the degree and are sending out mixed messages. My research suggests that industry and providers are engaged in a continuing conflict to determine what should and shouldn't be taught on a degree. Who is pushing who? Who should define hospitality standards
> education providers or industry? What is sure is that the future will remain unsettled if industry and providers don't co-operate. For too long they have been in conflict - and conflict has a cost. (Harkison, 2004: 2-3)

Harkison's study provides further evidence of the effect of this undefined relationship between the hospitality industry and hospitality educational institutions in qualification design process in the following statements by Lockwood and Jayawardena:

> ..the hospitality industry has very definite views on what it expects as the output from hotel and tourism schools. The continuing debates in the trade press suggest that education and industry still cannot agree completely on what students should be taught and, to complicate the issue further, this may be at considerable odds with what the students want to learn. (Lockwood as cited in Harkison, 2004: 4)

> ... hospitality management education, like all professional education, should lead the industry rather than follow it. Hospitality educators who prepare students for senior positions must anticipate the future needs of the industry and provide the research and leadership that will chart the path. Yet most programmes today are too ill equipped structurally and culturally to be sensitive and adaptive to environment change. (Jayawardena as cited in Harkison, 2004: 3)

Both Lockwood and Jayawardena are expressing a view that supports cognisance of stakeholder relations in the qualification design process. Lockwood's view encapsulates the rigid view the hospitality industry has regarding it's role in the process while Jayawardena view supports the role of hospitality education as the custodian of what counts as hospitality knowledge. Both views are relevant to the SA context. On the other hand is Lockwood's view which summarizes a successful relationship pertaining to the design of the vocational diploma, which in some aspects is still relevant within the design of a degree, while Jayawardene's view is more relevant to the future of degree qualification design. In order to explain this further, the design process of the existing vocational diploma needs to be presented.

In a South Africa context, hospitality qualifications like the National Diploma in Hospitality Management (NDipHM) were and still are designed within HE institutions with the cooperation of industry liaison committees. Because of this clearly defined relationship between stakeholders, the NDipHM as a vocational qualification generally reflects the knowledge requirements of the industry while adhering to the knowledge structures of the qualification. Its success in meeting and adapting to changes in knowledge requirements over the past 40 years are testament to this well-defined relationship between stakeholders during the design process. However, as stated in chapter 1, the knowledge requirements within the SA hospitality sector have shifted to a need for more ***theoretical knowledge***, prompting research to support the design of a degree in hospitality as an additional hospitality qualification and not as a replacement for the existing NDipHM.

It can be implied from Harkison's study that stakeholder relations might need to change because the qualification design process for a vocational qualification like the NDipHM is not the same as the design process of a more theoretical qualification like a degree. Harkison highlighted this difference when she discussed the type of knowledge that developers required for the design of a

degree qualification as opposed to the understanding of skills required by industry that diploma developers required. At an institutional level, the existing NDipHM and preceding diploma qualification design is and was done by 'educators' primarily with industry knowledge, who were skilled in the process of interpreting knowledge requirements of the hospitality industry and translating them into a qualification. The development of a degree, however introduces the need for developers to have specific disciplinary knowledge as foundation for qualification development (see part 2: theoretical frameworks).

In Harkison's study it is implied that the perceived failure of the qualification was the responsibility of the original degree qualification developers in New Zealand either lacked basic disciplinary knowledge due to their vocational pathway or were disciplinary experts with no understanding of the identity (see chapter 6) of the hospitality sector. The failure of the qualification to meet all stakeholders' expectations is seen as evidence of poor execution of basic design principles. This was highlighted by Harkison in this comment by Ladkin

> The industry appears not to be able or willing to differentiate between levels of vocational education, and simply takes vocational education per se and develops that. This raises a number of questions for education providers whether courses are failing to meet students' expectations, or whether we are not training in a way which is recognised by industry" (Ladkin, 2000: 231)

Harkison's study therefore highlights the need in SA hospitality sector to consider using developers (or a team of developers) who have both core disciplinary knowledge and industry experience, if the degree qualification is to be considered theoretically and practically sound in its knowledge selection and organisation by all stakeholders in the sector.

Knowledge Relations

Harkison's study also identified the importance of the selection and organization of knowledge within the degree, as core to the design process of a hospitality qualification. While the boundaries between theory and practice are well defined and understood by developers and industry within a vocational diploma qualification, the boundaries between the two knowledge forms are not yet explicit in the case of a degree. Harkison's study revealed that the lack of

explicit boundaries and understanding of these boundaries within the development of the degree had led to academic drift between diplomas and degrees in hospitality. This indirectly weakened the identity of both qualifications, which in turn led not only to qualification confusion in the field but also to dissatisfaction with the degree qualifications in general:

> The industry appears not to be able or willing to differentiate between levels of vocational education, and simply takes vocational education per se and develops that. This raises a number of questions for education providers whether courses are failing to meet students' expectations, or whether we are not training in a way which is recognised by industry. (Ladkin, 2001: 1)

It can be inferred from Harkison's study that this drift has led to a lack academic credibility from both academic institutions and the hospitality industry:

> To some educators, such diversity suggests that hotel and restaurant management educational programs are the university's illegitimate stepchildren rather than family members. (Marshall, 1997: 20)

This statement implies that the balance between theory and practice needs to be addressed through academic research before the qualification development process takes place. This study aims to inform this balance which in turn will inform the selection and organization of vocational knowledge in the proposed hospitality degree.

Harkison's study specifically identified culinary knowledge as a type of vocational knowledge that was problematic within the degree qualification, because it was a knowledge requirement of industry that conflicted directly with the structure of knowledge within an academic degree.

> Graduates should be prepared to work in kitchens and restaurants to acquire practical skills. They should recognise that with that kind of grounding they will be in an excellent position to reach a senior level. (Rimmington, 1999: 187)

This study aims to inform all these relations in the form of qualification development principles specific to hospitality but with the potential to inform general degree qualifications development

in new academic fields like hospitality. As shown by Harkison's study, existing vocational models are no longer relevant to new 'academic' qualifications. Therefore, new ways of approaching programme development are required to ensure the mistakes made in New Zealand are not repeated in South Africa. This is particularly so because of ". . . the global economic changes that are taking place and the importance of young people acquiring new types of knowledge that cut across traditional boundaries between academic fields and between theory and its application" (Young, 2004: 17).

3.2 National Hospitality Qualification Debates

As with the international example of the current debates informing a hospitality degree qualifications in New Zealand that Harkison highlighted, South African qualification developers not only need to consider the debates that inform existing international degrees but the debates that exist within South African educational legislation that impact on the qualification design process. Unique to the SA qualification design is the role of the Higher Education Qualification Framework (HEQF). The HEQF impacts on the qualification design process in two distinct ways. This part of the literature review will present a discussion on firstly how the structure of the HEQF differentiates qualification type through purpose and 'knowledge type' and secondly how this differentiation could inform the development of a new 'more academic qualification' in hospitality management. Figure 2 illustrates the structure of the debates within the following section.



Figure 2: National Hospitality Qualification Debates (Hewson, 2010)

3.1.2.1 The Qualification Structure provided by the HEQF

QUALIFICATIONS, LEVELS AND MINIMUM CREDITS

NQF level	*Minimum credits per qualification (and at exit level)*	*Qualification type*
10	360 (360)	Doctoral Degree
9	180 (120)	Master's Degree
8	120 (120) 120 (120)	Honours Degree Postgraduate Diploma
7	360/480+ (120) 120 (120)	Bachelor's Degree Advanced Diploma
6	360 (240) 120 (120)	Diploma Advanced Certificate
5	120 (120)	Higher Certificate

Table 1: NQF (HEQF) Levels and Qualification Type (Government Gazette, 5 October 2007)

The HEQF differentiates between qualifications in two ways, firstly through knowledge type and secondly through knowledge progression. This is significant to this study because the existing NDipHM is located at level 6 while the proposed new degree qualification in hospitality management would be located at level 7.

Figure 3 is an interpretation of the current HEQF's differentiation between vocational (national diplomas), professional and academic qualifications. Figure 3 clearly locates vocational qualifications like the NDipHM within universities of technology and professional and academic degrees in traditional universities. There is no accommodation in this diagram for comprehensive universities like UJ and therefore there is no accommodation for national diplomas and BTech degrees within universities other than Universities of Technology (UoT).

Also significant is the absence of the BTechHM (previously level 7) as a post diploma qualification, because although still offered at UJ the lack of future progression to a higher qualification could inform the development of a degree in hospitality management.

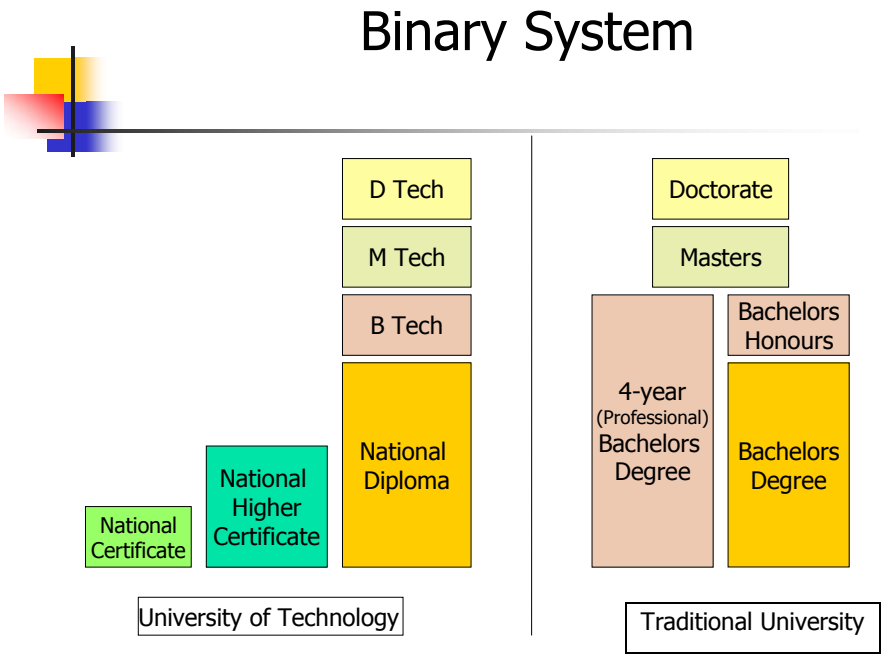


Figure3: Diagrammatic representation of the progression of qualifications within the HEQF (Higher Education Qualifications Framework – Curriculum Committee Report, 2008)

This interpretation is critical to the qualification development debate in hospitality, because, as stated in chapter 1, because UJ as a comprehensive university has the capacity within the HEQF to develop and offer a degree in hospitality. This could have significance for the sector's knowledge development, as beyond the now discontinued degree in hospitality previously offered at Venda University, UJ would be the first and possibly only government funded university to offer a degree qualification in hospitality. This degree qualification however would remain bound by current legislation pertaining to the development of new qualifications.

The Government Gazette defines a new qualification as:

> A new programme or qualification is one which has not existed before or has been Significantly changed, such as when its purpose, outcomes, field of study, mode or site of delivery has been changed to a considerable extent. New higher education qualifications submitted for registration on the NQF must conform to the requirements of this policy from the date of implementation, 1 January 2009. (Government Gazette, 5 October 2007)

Although a degree in hospitality management is already SAQA approved (see Appendix H qualification ID 63710 & 17502) it will be shown in the section 3.1.2.4 (hospitality qualifications) that neither of these existing qualifications would be adequate for the currently expressed knowledge requirements. This study therefore aims to inform the development of a new qualification based on the following criteria sited above: significant change in purpose, outcome, mode and site of delivery.

Also significant is the absence of the BTechHM (previously level 7) as a post diploma qualification, because although still offered at UJ the lack of future progression to a higher qualification could inform the development of a degree in hospitality management.

3.2.1 Qualification Type

Although a degree qualification in hospitality management could be indicated by the above government gazette reference, it could also acknowledge that such development cannot occur in isolation of existing hospitality qualifications. For the purpose of this study four qualification types will be introduced namely craft, vocational, professional and academic. Justification for

this choice is grounded in the notion that the knowledges perceived to be relevant to the new qualification currently exist within all four of the qualifications named.



Figure 4: Diagrammatic representation of qualifications types and their associated dominant knowledge form.

Although all these qualifications could inform a new qualification in hospitality management only three exist within the framework of the HEQF namely the diploma, bachelor's degree and a professional bachelor's degree. A qualification in pure craft (a certificate) although part of the NQF has a possible top exit level of 4 and therefore does not form part of the HEQF which starts at level 5. However, because a knowledge of craft is currently required within a NDipHM it will be included in discussions but kept separate..

The current HEQF uses purpose and characteristic of qualification as one over arching factor to differentiate between undergraduate qualification types. Table 3 highlights a clear distinction between a vocational diploma that ‘emphasises general principles and application’ in contrast to a Bachelors degree that requires ‘the knowledge base, theory and methodology of disciplines’.

Qualification Type	Diploma NQF Exit Level: 6	Bachelor's Degree NQF Exit Level: 7	Professional Bachelor's Degrees NQF Exit Level: 8
Purpose and characteristics	This qualification is primarily professional, vocational or industry specific. The knowledge emphasises general principles and application. **The purpose of the Diploma is to develop graduates who can demonstrate focused knowledge and skills in a particular field.** Typically they will have gained experience in applying such knowledge and skills in a workplace context. A depth and specialisation of knowledge, together with practical skills and experience in the workplace, enable successful students to enter a number of career paths and to apply their learning to particular employment contexts from the outset. Vocational diploma programmes typically include a simulated work experience or work integrated learning (WIL) component.	**This qualification has as the primary purpose of providing a well-rounded, broad education that equips graduates with the knowledge base, theory and methodology of disciplines, and enables them to demonstrate initiative and responsibility in an academic or professional context**. Principles and theory are emphasised as a basis for entry into the labour market, professional training, postgraduate studies, or professional practice in a wide range of careers. Bachelor's degrees may be structured with an exit at levels 7 or 8 on the National Qualifications Framework.	Bachelor's Degrees exiting at level 8 are often referred to as "professional" Bachelor's Degrees, and have both a higher volume of learning and a greater cognitive demand than those exiting at level 7. Some require a practicum or work based component. A professional Bachelor's Degree demands high intellectual independence and development of research capacity in the methodology and techniques of that discipline. A professional Bachelor's Degree generally leads to further professional development or study for a Master's Degree. Some professional Bachelor's Degree programme are designed in consultation with a professional body and recognised by a professional body as a requirement for a licence to practice that profession. **Such a qualification requires a thorough grounding in the knowledge, theory, principles and skills of the profession or career concerned and the ability to apply these to professional or career contexts.**

Table 2: Qualification type defined by purpose (Government Gazette, 5 October 2007)

While a Bachelor's Degree and a Professional Bachelor's Degrees both have disciplinary knowledge as their core foundational knowledge, a professional degree is more focused on the 'principles and skills of the profession or career concerned and the ability to apply these to professional or career contexts' than a Bachelor's degree would.

This is relevant to the development of a 'more academic' qualification in hospitality management because current research indicates a strong leaning towards a professional qualification rather than a pure academic qualification because a professional qualification could accommodate both the required practical and theoretical knowledge requirements. Wheelahan[11] demonstrates in table 3 'the.. continuity (in purpose) between vocational and professional qualifications, and (how) both are distinguished from academic qualifications.

Qualification Type	**Diploma**	**Academic Degree**	**Professional Degree**
Purpose	the purpose of vocational and professional qualifications is to induct students into a field of practice and the theoretical knowledge that underpins practice as the basis for integrating and synthesising each.	the purpose of academic qualifications is to induct students into a body of knowledge organised through the academic disciplines,	the purpose of vocational and professional qualifications is to induct students into a field of practice and the theoretical knowledge that underpins practice as the basis for integrating and synthesising each.

Table 3: Qualification type differentiated by purpose (Wheelahan, 2007)

However there remains a significant difference between a vocational diploma and a professional degree. This being that even though both qualifications create a pathway into a specific career,

[11] **Wheelahan: Associate Professor Leesa Wheelahan** L.H. Martin Institute for Higher Education Leadership and Management at the University of Melbourne.

the differentiation between disciplinary knowledge as the foundation knowledge for a professional degree in contrast to general knowledge and skills needed for a diploma are a clear indication that the two qualifications have different knowledge structures. 'They also differ in the way they relate to theoretical knowledge. (Bernstein as cited in Wheelahan, 2007, 3)
In order to further analyse this differentiation the work of Gamble will be now be introduced to explain how knowledge type informs qualification design.

3.1.2.2 Knowledge Types

Gamble's research into vocational knowledge revealed that vocational qualifications uniquely combined practical knowledge 'knowledge of how one '*does*', conveyed by demonstration, modelling and repetition (Gamble, 2004: 172) with theoretical knowledge 'knowledge of how one *explains* things' (Sohn-Rethel as sited in Gamble, 2004: 172). The relationship between these two distinct knowledge forms is essentially what differentiates vocational qualifications from other HE qualifications like a professional degree. Gamble says of vocational qualifications:

> The vocational curriculum must face in two directions. It must prepare for employability as well as further study. It must contain both general theory (formal principled knowledge – to prepare students for progression in higher order reasoning) and the particular (practice). It therefore cannot offer theory without practice. (Gamble, 2009: 99)

This, says Gamble (2009: 93), is a complex relationship. Although vocational qualifications contain craft knowledge (as demonstrated in chapter 2) they are nevertheless differentiated from pure craft qualifications in that they include forms of knowledge that support performance. While the knowledge that supports practice in craft is seen as tacit knowledge, the knowledge that supports practice within a vocational qualification is seen as seen as theoretical knowledge. Within vocational qualifications theoretical and practical knowledges are interdependent, whereas in craft-based qualifications the practice is not dependent on the related theory for its construction and progression. An example of this can be seen in the early development of culinary craft knowledge, where practice was developed and improved through 'mimicry and repetition', with no explicit links to the related theoretical knowledge. This clearly differentiates the development of craft knowledge from vocational knowledge and thereby the structuring of knowledge in either qualification type. Gamble reinforces this distinction in the following statement:

> knowledge (in the vocational domain) is viewed as 'embedded in' or 'supporting' performance, rather than a distinctive component of curriculum. (Gamble, 2006: 87)

Just as vocational qualifications are differentiated from craft qualifications on the basis of their distinct relation to practical knowledge, so too are degree qualifications (academic and professional) differentiated from vocational qualifications – i.e. their distinct relation to practical knowledge. Traditionally, academic degrees are seen as having no reliance on practical knowledge for the construction of knowledge for qualification purposes. However, professional degrees are acknowledged as being reliant on practical knowledge for knowledge construction and this is where drift (lack of distinction in relation to practice) sometimes occurs between vocational and professional qualifications.

Gamble differentiates a professional qualification from a vocational qualification as follows:

> Professional Curriculum must contain both types of knowledge (abstract knowledge that is not dependent on context for its construction and practical that can be dependent on context for its construction). Vocational curriculum does need both conceptual (abstract) knowledge and practical, but the abstract knowledge is usually context-dependent as is the practical knowledge. (Gamble, 2009: 89)

So in Gamble's view what differentiates a professional qualification from a vocational qualification is not its relationship to practice but the link the theoretical (abstract) knowledge has to foundational, context-independent disciplinary knowledge:

> The relationship between the two knowledge types is complex and is informed by the disciplinary knowledge that underpins the field. (Gamble, 2009: 88)

Figure 5 illustrates my interpretation of the different relationships the four qualifications discussed have with regard to theoretical and practical knowledge. The illustration places academic degrees and craft qualifications at opposite ends of the knowledge–practice continuum, in that craft qualifications are entirely dependent on practical knowledge in their development, while academic degrees show no such dependence. Also noteworthy is the equal dependence vocational and professional qualifications have on knowledge development, but this is not evident is the context relation . Figure 4 illustrates the sequencing of knowledge: in professional qualifications the practice supports the development of theory, while in vocational qualifications the theory supports the practice.

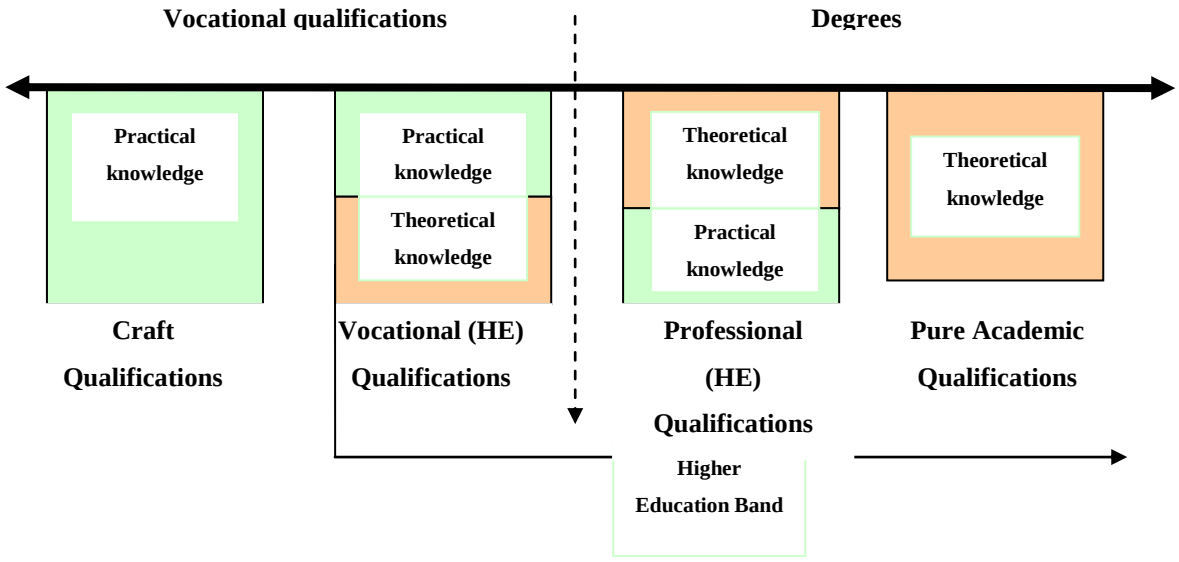


Figure 5: Relationship between theory and practice in qualifications (Hewson, 2010)

These distinctions are critical to the conceptualization of a more theory-based qualification in hospitality, because the relationship to practical knowledge in the NDipHM reinforces its location within a vocational qualification. Any changes in this relationship would need to seriously consider Gamble's notion of contextualization and not be lured into simply swopping the relationship so the theory informs the practical. There are many nuanced factors that would need to be considered before development or evolution of the existing vocational qualification could be considered. In the words of Gamble:

> The relationship between theory and practice cannot be specified directly because each refers to a different kind of knowledge. If the relationship is too direct there is a danger that one kind of knowledge becomes the other. The two kinds of knowledge are wholly different and their combination depends on the manner in which a particular study field draws on formal conceptual or disciplinary knowledge. (Gamble, 2009: 93)

This view opens up the complexity of the knowledge relations between theory and practice and warns of the dangers of disregarding this complexity in curriculum design. These concepts will be expanded on further in the next section on theoretical concepts.

3.1.2.4 Degree Qualifications in Hospitality Management in South Africa

Critical to the research of the design process of a more academic qualification in hospitality management is an acknowledgement of similar qualifications already in existence in South Africa. For this reason I have chosen to include an overview of one degree qualification namely the Bachelor of Commerce degree in Hospitality Management that has SAQA accreditation (see Appendix H). The inclusion of this overview is to highlight the possible failures and successes of the design process through an analysis of the current implementation. For this purpose I have selected Stenden SA as a current provider of the qualification and Venda University as a past provider of the qualification.

Venda University

This SAQA accredited qualification (Appendix H: qualification ID 63710) was originally designed for Venda University in early post apartheid SA. The design and implementation process of the original qualification was part of a funded project aimed at the upliftment of previously disadvantaged rural communities (hence the site of implementation) by creating access to a more 'academic' qualification that would improve progression in the growing SA hospitality sector. The actual design process was based on an existing curriculum that was offered at Georgia State University in the United States of America. Certain content was contextualized to the South African situation but the main selection and organisation of the content remained intact.

Venda University offered the BCommHM until 2007, when the decision was taken to discontinue programme in favour of a more tourism related degree. As a lecturer at the UJ I was directly involved in providing a CS module to third year students. (Venda University did not have laboratory facilities to teach practical skills so an agreement was reached with UJ to provide culinary theory and practical skills).

My observations (through this contact) of why the qualification was discontinued were the following:

- the sequencing of content was disjointed (practical skills were only taught in 3rd year because the lack of facilities at Venda University meant outsourcing the practical and this was only logistically possible in third year.
- students were generally academically weak but still received an 'academic' degree qualification
- the hospitality sector and their lack of confidence in the qualification ultimately led to the discontinuation of the qualification. This was evident in the low number of students that chose to do the qualification and the low number of students that found employment suitable for their qualification type.

Although there were many more socio-political factors that impacted on the termination of the qualification, the two factors that are most relevant to this study are the lack of contextualization and credibility of the qualification to the SA hospitality sector. Both these factors will be discussed more fully in chapter 7.

Stenden SA

Stenden SA (a private Higher Educational Institution and satellite campus of the EISS University in Holland) was developed in 2001 to be a provider of a degree in hospitality management in SA. It was the intention that Stenden SA would to offer an equivalent professional degree in hospitality management as was currently offered by EISS University in Holland. Part of EISS University's marketing strategy was to provide their students with an opportunity to study at their various international campuses. However the introduction of SAQA as a qualifications quality assurance body post 1994, meant the professional European degree could not easily be implemented within a SA HE institution. This led to an agreement being between Stenden SA and Venda University that enabled Stenden SA to also offer the SAQA accredited BCommHM.

Two developments have subsequently occurred post this original agreement. Firstly Venda University is no longer a provider of the BCommHM making Stenden SA is the only HE provider of a three-year Bachelor of Commerce degree in Hospitality Management in South Africa (Appendix J: SAQA Accredited Qualifications in Hospitality). Secondly Stenden SA became accredited by SAQA and also registered their own BCommHM qualification (Appendix H, Qualification ID 17502)

> Stenden South Africa is registered with the Department of Education as a private higher education institution under the Higher Education Act, 1977, and according to

> registration Certificate No. 2002/HE10/001, offer the Bachelor of Commerce in Hospitality Management (BCom degree in Hospitality). This is a three year degree programme to the value of 480 credits. The programme is registered with SAQA with the qualification ID number 17502. (http://www.eiss.co.za)

Although this registration was still not a professional four year degree (as was originally intended) it created a platform within a BComm framework to for Stenden to make changes within the selection and organization of knowledge in order to align the qualification more to its professional degree that is currently offered at EISS University in Holland. This is relevant to this study because not only does this qualification provide a case study of a degree programme that is currently relevant to the South African hospitality sector, but it also highlights through comparison the possible weaknesses in the Venda University qualification. The Stenden SA qualification also offers a potential blue print of a possible professional degree qualification in hospitality management that could be used to inform the design process at UJ.

Stenden SA has used the following articulation process to align their European professional degree qualification to their accredited SA BCommHM.

> Students may decide to add a year to their studies and obtain a double degree. The South African BCom; and the Dutch BBA (Bachelor's of Business Administration).The Dutch BBA is an accredited professional degree in The Netherlands that is recognised worldwide. (http://www.eiss.co.za/)

Also relevant to this study is what and how Stenden SA's BCommHM accommodates the practical knowledge that is inherent in a professional degree but not an academic degree like a BComm. The available literature[12] on Stenden SA shows the following knowledge progression in CS (F&B Module) first to third year. (Appendix J)

> **Curriculum structure**
>
> The three-year curriculum of Stenden SA is a BCom structure.

[12] **Stenden SA**: as a private provider of a hospitality qualification could not make available curriculum documents, therefore all evidence presented originated from their website or through verbal clarification.

It consists of a foundation phase of 1 year, and a post-foundation phase of 2 years. All years of the programme are divided into 2 semesters of two modules each. The programme operated by our Education can be depicted as follows:

Year 1 Year 2 Year 3

Food & Beverage Performing daily operations

Strategic Hospitality Management

Rooms Division & Facilities Controlling

Evaluating Hospitality Operations Management

Guest Experience Planning

Industrial Placement Resources

International Business Communication. (http://www.eiss.co.za)

The above curriculum offered as part of a BComHM Degree by Stenden SA shows the incorporation of multiple disciplines related to management. These include subjects such as economics, accounting, business management, human resource management, research, communication, operations management and law (Appendix J). The aim of the programme, according to the Stenden brochure is:

> for Stenden South Africa students to get a broader understanding of business concepts and allows for greater flexibility because our students have the skills and expertise needed to fill managerial roles within diverse hospitality and other related industries. The institution does not only focus on practical hospitality skills but prepares learners for a leadership position in the industry. Stenden South Africa recognizes that the challenges a manager faces do not come neatly labelled as 'economic', 'financial' or 'marketing'. For this reason, programme modules are interdisciplinary. This means that most subjects are offered in each module period, according to a module theme. Students are thus exposed to the interconnectedness of knowledge and are in a good position to make contextual applications when required.
>
> One of Stenden SA's goals is to facilitate learning for capability rather than the sake of acquiring knowledge. This means that Stenden SA has adopted Problem Based Learning as its primary educational approach. This technique places students in 'real life' scenarios and challenges them in preparation for the outside world. This student centred learning strategy guarantees small classes and personalised attention that facilitates critical thinking and interpersonal communication skills. (http://www.eiss.co.za)

The above claims will be interrogated further in chapters 6 and 7,with the intention that this case study would inform the principles of selection and organization at UJ.

Part 2: Theoretical Frameworks

3.2 Curriculum theory that informs the relationship between theoretical and practical knowledge forms

'Changes in the demand for workplace skills were being expressed in the increasing differentiation of skills and knowledge needed in different workplaces, together with a growing awareness of the importance of generic or common skills' (Young[13], 2006, 108) This section focuses on the theoretical frameworks that inform the 'differentiation of skills and knowledge' in curriculum design to meet the current perceived knowledge requirements of the SA hospitality sector (workplace). In particular, the debates that inform the selection and organisation of vocational knowledge within a hospitality management degree qualification will be examined.

In order to examine the factors that inform the selection and organisation of vocational knowledge within a hospitality management degree qualification an understanding using a single theoretical framework that includes both vocational and academic knowledge types needs to be established. For this purpose Bernstein's[14] conceptual curriculum language will be used to establish a platform to describe curriculum theory that is relevant to the core debates of this study.

The primary theoretical concepts of Bernstein's that will be used to analyse qualification design are: firstly the **classification of knowledge** as a foundation principle of the **recontextualization of knowledge** and secondly use of **knowledge structures within the horizontal and vertical discourses**.

Although Bernstein's theoretical concepts provide a valuable conceptual language, they are not evaluative. Therefore within each of the primary concepts, the work of Muller, Young and

[13] **Young** Young **Professor Michael Young** Professor of Education in the Institute of Education at University of London in the department of the London Knowledge Lab

[14] **Bernstein: 1 November 1924 - 24 September 2000) was a British sociologist and linguist, known for his work in the sociology of education.**

Wheelahan will be used to illustrate the application of Bernstein's conceptual theory within a broader context of curriculum development.

Sociology and Knowledge

Underpinning all Bernstein's theoretical concepts is the fundamental notion that curricula are first and foremost reflective of "How a society selects, classifies, distributes, transmits and evaluates the educational knowledge it considers to be public" (Bernstein, 1986:46). This is relevant to the structuring of knowledge for the purpose of qualification design because it highlights the complex issue of power in curriculum. Bernstein puts forward the view that all curricula are the product of what a specific society views at a specific time to be important for its continued survival.

The current perceived shift in the knowledge requirements of the South African hospitality sector needs to be seen primarily in this context because, as shown in chapters one and two, the political, economic and social changes in the post 1994 South African hospitality sector have had a direct impact on the type of knowledge that is now required by specific levels of management in the Industry. When using Bernstein's theoretical concepts, it is important to note that all curriculum design must be viewed in relation to its context of political, economic and social changes in society. Curriculum is never static and a qualification will only exist while it can support the specific knowledge requirements of the labour market it supplies.

3.2.1 Curriculum Theories

3.2.1.1 Classification

The first concept of Bernstein's that is relevant to understanding the theory that underpins qualification design is his notion of the **classification** of knowledge as a means of distinguishing between types of knowledge in relation to types of qualification. Within the context of this study classification also creates a platform from which the differences between academic and vocational knowledge can be analysed in curriculum design.

> Classification refers to the 'what' of knowledge, and in pedagogic terms, the way in which knowledge is presented in curriculum (Barnett as sited in Wheelahan 2007)

Bernstein's defines **classification** as referring "to the degree of boundary maintenance between contents when classification is **strong,** the contents are well insulated with strong boundaries" (Bernstein, 1986:49). This means that each subject has its own focus and there is no overlap between subjects. Strongly classified contents between modules are usually associated with academic subjects that have strong disciplinary origins, as in the case of mathematics. Conversely, when the boundaries between modules are weak and there is reduced insulation, the classification is considered weak. This means that the boundaries between subjects are fuzzy i.e. that topics could fit into either one or the other module. Weak classification usually occurs in modules that contain little or no disciplinary knowledge, as do most vocationally orientated subjects.

Also critical to Bernstein's concept of the classification of all formal knowledge is the notion that classification informs qualification type. Bernstein uses classification of knowledge type to distinguish between two distinct curricula types, namely the **integrated** and **collection** types. An i**ntegrated** code is in Bernstein's words is "a curriculum where the various contents do not go their own separate ways, but where the contents stand in an open relation to each other" (Bernstein, 1986:47). Such qualifications would be characterized by contents that have weak boundaries, which are open to cross linking with other contents. Subjects that are integrated within the qualification would be a vocational module like CS because it has an open relationship with disciplines i.e. it borrows what it needs from the applied aspects of disciplines like science and maths. CS could be seen to rely on the inputs of multiple applied disciplines in order to achieve its outcomes.

By contrast **collection codes** are, in Bernstein's words, curricula where the "contents stand in a closed relation to each other…the contents are clearly bounded and insulated from each other" (Bernstein, pg 49, 1986). In collection code qualifications, the subject areas do not have any relationship with other subjects, e.g. mathematics is clearly distinct from science or history. Although maths is pivotal to numerous other subjects, the actual subject of maths has strong boundaries and is not dependant on any other subject for its outcomes. Strongly classified subjects are generally perceived as subjects with higher social status.

For example Wheelahan's 2006 comparative study of nursing and hospitality degrees offered at Victoria University criticised the hospitality degree for presenting: "Knowledge (in the introductory

hospitality management subject in the degree) that is not strongly classified according to traditional disciplinary structures" (Wheelahan, 2006: 16).

Through his theory of classification Bernstein provides a framework that enables us to differentiate qualifications by their degree of classification. This is relevant to the knowledge debates in this study as follows. The new knowledge requirements tend towards subjects areas like accountancy and law which have a stronger classification and would be more representative of a collection code qualification. But in a hospitality qualification, these subjects would lose their strong boundaries, as only aspects of them would be selected and applied to hospitality requirements.. The vocational needs of hospitality would generate a pressure to integrate what was seen to be useful in accounting and law, thus creating a qualification which is representative of an integrated code.

While this study aims to determine the extent of these academic knowledge requirements in relation to the existing vocational knowledge requirements, at this point of the arguement, that accommodating both strongly classified and weakly classified knowledge in a single qualification could be problematic. By integrating both strongly and weakly classified knowledge into a single qualification, the resultant qualification is at risk of being defined not by the amount of strongly classified content but by the weakly classified vocational knowledge. This was highlighted earlier in the chapter in the New Zealand case study, where although the qualification was called a degree in hospitality, the qualification was not perceived as a 'real degree' because of its vocational structure. Bernstein's concept of classification provides a challenge for curriculum designers because it shows up the difficulties of attempting a mix of the collection and integrated codes.

For example, Wheelehan critiqued the more vocationally orientated subject called "Food and Beverage Management" as follows:

> The content reads like a list of topics that have been organised around work-place issues or problems, processes and tasks, and the theoretical foundations of the subject are not evident from the descriptor. It does not indicate any explicit links with the *discipline* of management as a discipline that *informs* the hospitality field. (Wheelahan, 2006: 17)

Wheelahan's study highlighted a mismatch between the type of qualification and the general classification of its knowledge domains. While the name 'degree' indicated a strongly boundaried form of knowledge classification, the qualification structure revealed a drift towards the integrated code that is the hallmark of and a more vocational qualification. This mismatch could be linked to some of Harkison's findings, particularly the dissatisfaction of all stakeholders in the selection and organization of content. Figure 6 illustrates the differentiation between these knowledge structures

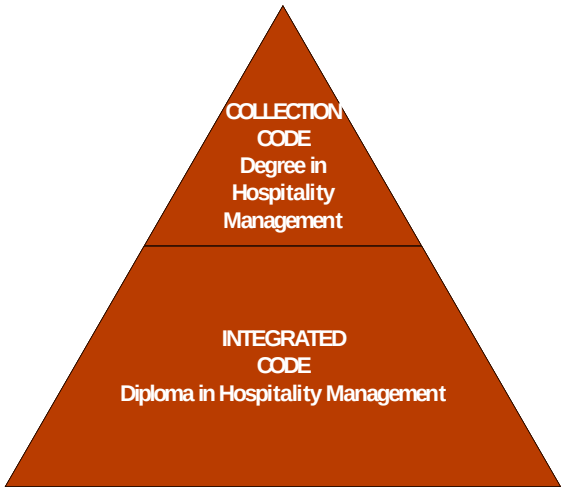


Figure 6: Differentiation between knowledge structures (Hewson, 2010)

3.2.1.2 The Recontextualization of Knowledge

Just as Bernstein's theory of knowledge classification can be used as a language to differentiate between academic and professional qualifications from vocational qualifications, so to can his notion of knowledge recontextualization. The recontextualization of knowledge uses the classification of knowledge as a basic principle of distinction in that only knowledge that exists within the collection code can be recontextualized.

This means that qualifications can be analysed in terms of how they relate to theoretical knowledge:

Qualification Type	Diploma	Academic Degree	Professional Degree
Relation to theoretical knowledge	Not specified	Bernstein (2000: 52) referred to the academic disciplines as singulars because they consist of singular knowledge structures which are distinguished from other academic disciplines. Academic disciplines are strongly *classified* bodies of knowledge because they have strongly insulated boundaries between them. Each has specialised languages and rules that stipulate what is included as knowledge and how knowledge is to be created, with specialised texts, rules of entry, and authoritative speakers.	Bernstein (2000: 52) referred to the space in tertiary education institutions in which students are prepared for particular fields of practice as 'regions'. Bernstein (2000: 52) explains that the regions sit at the interface between singular knowledge structures (organised as academic disciplines) and the field of practice. Some regions consist of singulars that have been recontextualised into larger units. Consequently, we see new fields of knowledge emerging such as management studies. This is an example of the way in which some regions may draw from a range of academic disciplines and begin to emerge as disciplines or fields in their own right although with a more applied focus, while others may have more singular relationships with particular academic disciplines.

Table 4:The distinction between academic & vocational/professional qualifications (adapted, Wheelahan, 2007)

Wheelahan in table 4 uses Bernstein's principle of recontextualization to differentiate between professional and pure academic qualifications. Bernstein's conceptual theory of **knowledge recontextualization** is defined by Barnett as referring to the appropriation and transformation of knowledge for various purposes' (Barnett, 2006: 144).

While knowledge within academic qualifications 'remains singular' and does not undergo recontextualization, the disciplinary knowledge required within professional qualifications undergoes at least two recontextualizations to align it with the required knowledge of the specific profession it serves. The way in which disciplinary knowledge is recontextualized within a professional degree is summarized in figure 6

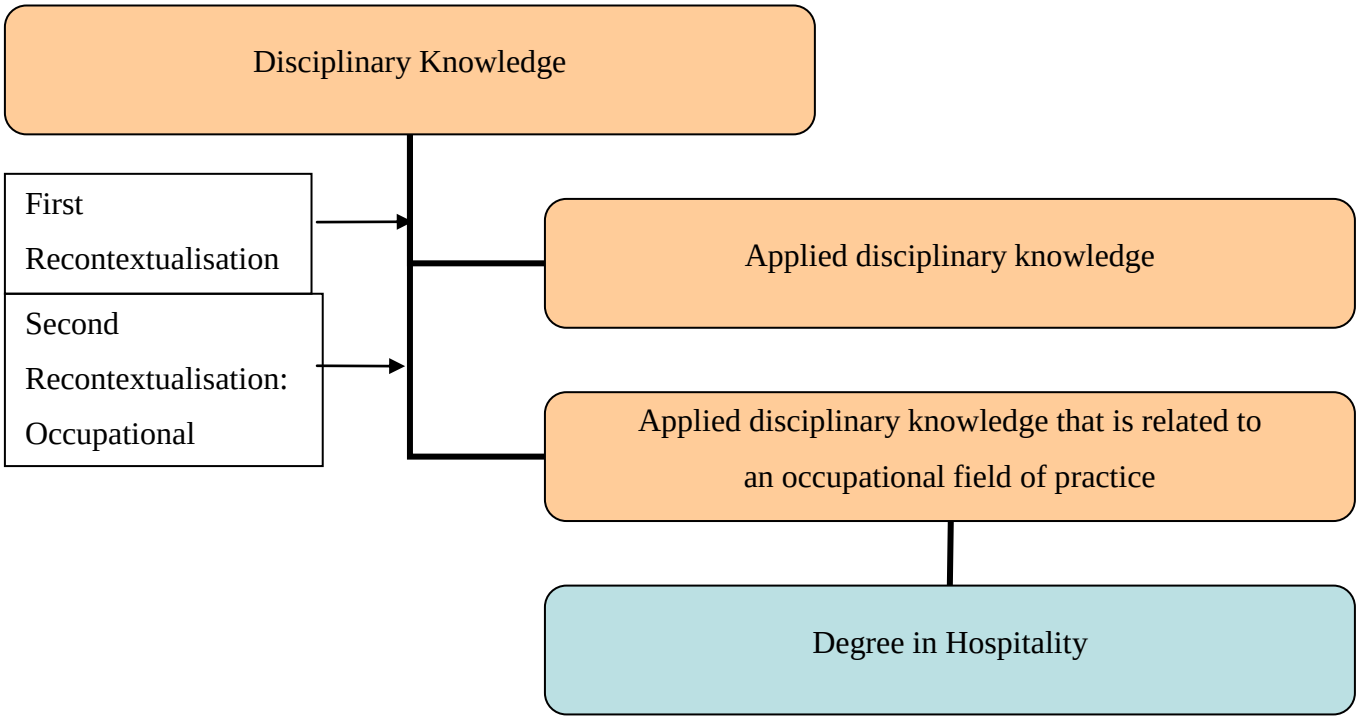


Figure 7: Recontextualization of Knowledge for Professional Degree Qualification (Application of Bernstein's theory of recontextualization, Hewson,2010)

From a Bernsteinian perspective, "knowledge (required for professional qualifications) is recontextualised from the academic disciplines and reassembled as applied disciplinary knowledge and then translated again for curriculum" (Bernstein as cited in Wheelahan, 2, 2007). This concept is critical to the design of a more 'academic' qualification in hospitality management because while the recontextualization of disciplinary knowledge is entrenched

within qualification design for professions such as engineering and medicine, hospitality by contrast does not have well established links to pure disciplinary knowledge. So while in professions like engineering and medicine there is an 'iterative relationship between the development of the 'pure' and 'applied' academic disciplinary knowledge as each develops through insights provided by the other' (Wheelahan, 2007: 3), this relationship does not yet exist for hospitality.

Even though hospitality as a field of knowledge in South Africa has yet to established its disciplinary knowledge base, it is conceivable that through further research such knowledge base could be established and that once established, this disciplinary knowledge could be recontextualized to meet the sector's more 'academic' knowledge requirements. This link to relevant disciplinary knowledge would ensure that after recontextualization the resultant qualification should be equitable in status and knowledge to other professional qualifications.

However, while Bernstein's notion of recontextualization of disciplinary knowledge is able to inform the academic and professional degree qualification design process, and hospitality could potentially follow the design pathway of professional degrees, there is another key differentiating element between existing professional degrees and hospitality. This is the accommodation of practical knowledge. While practical knowledge is fundamental to all professional degrees its origins are still disciplinary.

Hospitality by contrast has its practical knowledge origins grounded in what Bernstein referred to as 'community knowledge' (chapter 2). Unlike the practical knowledge of other professions practical culinary knowledge is still largely community-based knowledge. Even though some culinary knowledge has been formalized within vocational qualifications its links to pure disciplinary knowledge are not considered relevant to its use within the field. Therefore the debate would be how relevant practical culinary knowledge could be within a degree qualification in hospitality management and, if proven to be relevant, how it could be accommodated within a degree based on Bernstein's concept of recontextualization.

It could be argued that the inclusion of practical culinary knowledge would weaken qualification identity (as demonstrated in the New Zealand case study) through its lack of links to disciplinary knowledge. But it could equally be argued that, if excluded, the identity of hospitality would be weakened because CS encompasses core practical knowledge considered necessary by the field.

A further debate raised by the use of Bernstein's concept of recontextualization as a principle of hospitality degree qualification design would be Young's notion of the 'occupational recontextualization' of knowledge. Young's interpretation of Bernstein's implies the role of the hospitality sector in the qualification design process. There are two debates which arise from this relation between sector and the qualification design process. Firstly, historically in the design process for the existing NDipHM, the hospitality sector has informed HE what its knowledge requirements are. Using Young's interpretation of Bernstein's occupational recontextualization HI would still inform HE of its knowledge requirements but these would then need to be re-interpreted in the context of specified disciplinary knowledge as pre-determined by the knowledge structures of a professional degree. This would realign the balance of input within the design process from HI to HE.

So the occupational recontextualization of disciplinary knowledge needs to be acknowledged because the selected knowledge "has to be related to an occupational field of practice *within* the curriculum, so that the theoretical basis of practice can be explored" (Wheelahan, 2007: p3) Nevertheless, if this 'occupational field of practice' in the hospitality industry is not well defined then external relationships with industry are likely to be underdeveloped and the final selection and organization of knowledge process becomes flawed.

This study therefore rests on the premise that the formation of diverse relationships with representatives from the broader occupational field of hospitality sector are be critical to informing the accommodation of practical knowledge within a more 'academic' degree qualification:

> institutions will have to engage in the simultaneous processes of developing programmes and a platform of external relationships with business, industry and community partners to inform curriculum development, to open up possibilities for co-operative and in-service learning, and to keep abreast of the particular skills requirements of the labour market. (Gibbons, 2004: p5)

The concept of knowledge recontextualization enables us to see the collection and integrated codes that inform the structuring of knowledge within higher education qualifications, as well as the possible tensions arising from the evolving labour market's ever evolving knowledge requirements.

Changes in the division of labour are creating a different concept of skill. The inbuilt obsolescence of whole varieties of skills reduces the significance of context-tied operations and increases the

significance of general principles from which a range of diverse operations may be derived. (Bernstein, 1986:67)

> ... the movement towards integrated codes as stemming from a technological source. (Bernstein, 1986:67)

The work of Young, Wheelehan and Muller will now be introduced to illustrate the general principles outlined by Bernstein in relation to the knowledge requirements and the integration of vocational knowledge as a perceived requirement of the current labour market.

Young highlights two core issues related to the Bernstein's notion of the integrated and collection codes in his 2006 paper: *Conceptualising vocational knowledge: Some theoretical considerations.* He uses the failure of 'curriculum reform' as evidence that an understanding of Bernstein's educational codes cannot be disregarded when attempts to integrate knowledge in curriculum are made:

> The history of curriculum reform since the 1960s is strewn with failed attempts to 'integrate' knowledge across fields and across the school knowledge/everyday knowledge divide. (Young, 2004: 54)

Young used Durkheim's distinction between the form of sacred and profane knowledge 'orders' to highlight the fundamental differences between academic and vocational knowledge. Young interprets Durkheim's definition of profane knowledge as knowledge that "refers to people's response to the everyday world- it is practical, immediate and particular" (Young, 2006: 116) and similar to the knowledge forms of vocational knowledge. In contrast Young presents Durkheim's notion of sacred knowledge as "a collective product of a society and not related directly to any real-world problem." (Young, 2006: 116) thus more like academic knowledge. This distinction between the two knowledge forms was critical for Young because it highlighted a distinct boundary between the two knowledge forms.

It can be implied from Young's argument that qualification design is informed by knowledge form and therefore vocational qualifications are supported by the use of profane knowledge, while academic qualifications are based on 'sacred' knowledge. It is also therefore possible to

imply that the "collapsing" of the two knowledge forms (i.e. the sacred and the profane) into a single qualification could be difficult because while the aim of sacred knowledge is to "make connections" and nurture "the ability to predict, project beyond the present and conceive of alternatives" (Durkheim as cited in Young, 2006: 116)

If Durkheim's analysis (according to Young) is accepted, then there is a strong argument for the separation of knowledge form within qualification design. However as with a "new field of knowledge" (Wheelehan, 2006:1) there is evidence that "the sacred and profane are no longer homogenous categories each pervades the other...." (Young, 2006: 117). Within a proposed degree qualification like hospitality management, the assumption is because of its largely profane knowledge form origins, that a degree would have to embrace both knowledge forms in order to meet the knowledge requirements of the sector, The debate arising from Young's analysis would be if a qualification that embraced both knowledge forms would be able to support both knowledge forms and further if this inclusion would not create qualification identity confusion as in Harkison's study.

In response to the Durkheim's distinction of knowledge form in qualification, Young offers Muller's[15] view that "the sacred and the profane are never as distinct as Durkheim portrays them" (Muller as cited in Young, 2006: 118). This opens up the debate that because within a "new field" both knowledge forms have to be accommodated, therefore other theoretical concepts are required to inform the structure of these two knowledge forms. Bernstein's idea of the vertical and horizontal knowledge structures will now be introduced as a set of principles which can inform the structuring of both knowledge forms within qualification design.

[15] **Muller Professor Johan Muller** Deputy Dean: Research and Director of the Graduate School in Humanities Interests: curriculum studies; sociology of knowledge; education policy. UCT

3.2.1.3 Vertical and Horizontal Knowledge Structures

The third theoretical concept that can usefully inform the discussion of vocational knowledge in relation to academic knowledge is Bernstein's concept of horizontal and vertical discourses. Muller distinguishes between Bernstein's horizontal and vertical discourses in the following manner:

> horizontal discourse is a form of sense making that is segmental and has no recontextualising principle – that is, it has no principled way to extend the knowledge structure vertically . . .
>
> All forms of vertical discourse have recontextualising principles, and have thus what Bernstein calls knowledge structures. (Muller, 2006: 70)

Young explains further that:

> Horizontal discourses . . . are local, segmental and context bound. In contrast, vertical discourses are general, explicit and coherent. They are expressed in either hierarchically organized bodies of knowledge such as the natural sciences or in bodies of knowledge that are segmentally organized into specialized languages as in the case of the humanities and the social sciences. (Young, 2006: p118)

From Muller's and Young's interpretation of Bernstein concept it can be inferred that the differentiation in knowledge construction between the two discourses means they are seldom located in a single qualification. Rather, each discourse clearly represents a possible knowledge distinction between vocational and academic qualifications.

> The adoption of an homogenising discourse, which suggests that different knowledge types can be unproblematically integrated, (Muller, 2004: 76)

This rigid distinction between knowledge development and qualification does not however address the requirement of both knowledge structures within a degree like hospitality management so the ideas of Muller will now be introduced. Muller expands the notion of only two distinct knowledge structures to include the notion of horizontal knowledge development within a vertical discourse:

> Knowledge structures vary (within a vertical discourse) as to whether their verticality is hierarchical or horizontal. At the hierarchical pole, the *locus classicus* is the triangle of physics; at the horizontal pole, we find knowledge structures that proliferate sideways into multiple languages ... (Muller, 2006: 70)

The practice component of the qualification is in itself pure horizontal knowledge construction but because the aspect of job-related knowledge that is associated with the qualification does not rely on any specific 'pedagogic intervention' nor follow any explicit rules pertaining to sequencing and pacing. But the practice knowledge within a degree in hospitality management could also be located within what Muller considers a horizontal knowledge structure within a vertical discourse because within a degree the practice would be supported by theory which would show some evidence of progression towards abstraction but this theory knowledge construction would remain horizontal i.e. "proliferate sideways" and also use "multiple languages" (taken from multiple disciplines) to achieve knowledge development.

Figure 8 shows the distinction in knowledge structure between the two existing qualifications in hospitality and the proposed degree in hospitality management. It shows the "sideways proliferation" of knowledge segments within the vocational diploma (NDipHM) and both horizontal and vertical knowledge construction in the degree.

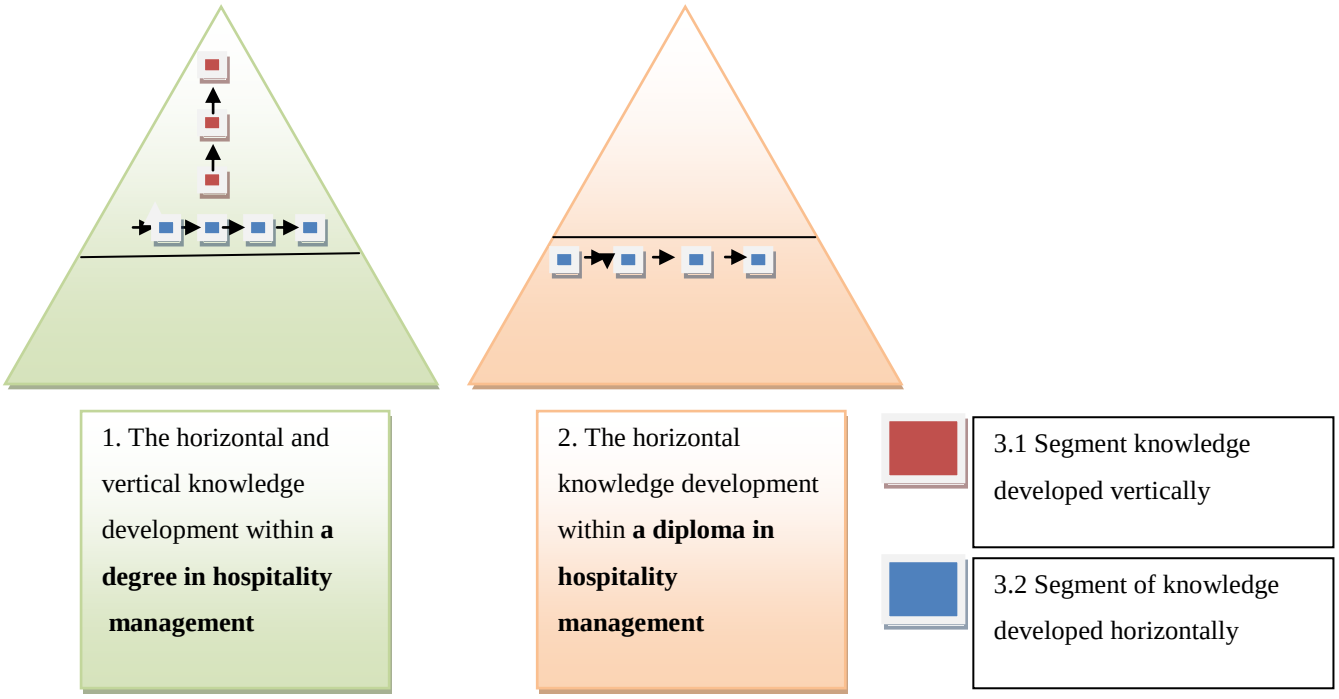


Figure 8: Diagrammatic representation of Muller's view of Bernstein's vertical and horizontal knowledge structures within HE hospitality qualifications (Hewson, 2010)

From Muller's analysis it possible to infer that the current within a horizontal knowledge structure in the NDipHM cannot generate vertical knowledge because the horizontal knowledge of the diploma does not embody no principles of recontextualization .But vertical and horizontal knowledge can co-exist within a single qualification

> one criterion of vertical knowledge is whether it embodies a *principle* of recontextualization, it is important to distinguish between vertical knowledge and common sense, practical or profane knowledge. (Young, 2004: 117)

This has implications for the qualification design process of a degree in hospitality management; because it implies that knowledge that exists within the horizontal discourse cannot simply be rearranged and included within a qualification representative of vertical discourse. Similarly academic content cannot simply be added to redefine an existing qualification. Bernstein shows us that although both horizontal and vertical knowledge structures may be evident within a general degree qualification, knowledge representative of a horizontal discourse needs to remain separate for qualification coherence.

This informs qualification design for a degree in hospitality management in that it supports the notion that an existing diploma cannot successfully be re-curriculated into a degree. From Bernstein's perspective horizontal or tacit knowledge (diploma) cannot be made explicit because of its tacitness – its immediacy in relation to everyday or working life – that gives it its power. Similarly, it is not possible to *apply* vertical knowledge directly to specific everyday workplace problems where knowledge is needed that is sufficiently flexible to deal with immediate practical problems.

A summary of Bernstein's concepts of vertical and horizontal discourses as argument against changing the discourse through the recurriculation of an existing qualification

1. Qualifications in the horizontal discourse embody no explicit principles for transferring meanings across (occupational) 'segments' except by analogy. This transference would be a prerequisite for a qualification within a vertical discourse.

2. It can be implied from Bernstein theory that qualifications in horizontal discourses cannot generate vertical knowledge because they embody no principles of recontextualization.

Through this he implies, the rules for making explicit the grounds for explanation. There are rules that govern the production and acquisition of vertical knowledge.

3. Bernstein's theory also implies that knowledge within qualifications of the horizontal discourses, cannot be made explicit because of its tacitness, its relationship to everyday life.

4. Bernstein's theory similarly implies that knowledge constructed within the vertical discourse cannot be applied to the everyday because of lack of flexibility to deal with everyday practical problems. (Adapted from Young: 2006, 34)

PART 3

3.3 Reclaiming Vocational knowledge

3.3.1 Vocational Knowledge and Qualification

Implicit to this understanding of the construction of vertical and horizontal knowledge is the assumption that practical knowledge together with related theory that draws on multiple disciplines can have an "internal coherence" within a single qualification. In addition more blocks of knowledge can be added to either both the vertical extension of complexity, and or the horizontal expansion. This progression would usually occur in varying degrees over the duration of the degree qualification.

For an academic degree the of knowledge construction would primarily be "theoretical, abstract and conceptual" that was discipline-based. It need to be developed sequentially, building "theoretical complexity" over the duration of the qualification.

A professional degree would however require a combination of both theoretical and practical types of knowledge. This would usually require students to master the fundamental theoretical concepts of "the cognate disciplines upon which their knowledge field draws", before or while "directing theoretical understanding to its application in practical contexts".

A qualification in hospitality management could be seen as falling into the later qualification type of a professional degree because it already has an acknowledged component of practical or profane knowledge. The addition of more theoretical or vertically constructed knowledge would follow the design of many other "new field" curricula. In the words of Gibbons:

> It is almost impossible to conceive of curricula today that do not have some general education components, that do not impart some theoretical and conceptual learning, and that do not touch on the applications of knowledge. It is the relative balance of these components within particular programmes that determines the nature of programmes and the way they are classified. The appropriate balance will be a function of the knowledge field itself, its particular stage of development, and its orientation – whether inwards to the academic fields which

> comprise it, or outwards to the context of practice and application (Gibbons as cited in CHET 2004).

Gibbon's supports the notion that the knowledge structures determine the qualification type and not the reverse. This supports the methodology of this study in that the aim of this study is to analyse the knowledge structures that arise from the required knowledge and not to as has been historic practice to take required knowledge and fit it into a pre-determined qualification structure.

As an extension of Gibbon's notion, Young introduces the view that a qualification with strengthened theoretical knowledge (that meets the knowledge requirements of the sector) could still best be considered vocational as opposed to a professional qualification:

> The focus needs to be on increasing the required proportion of general education, and strengthening the theoretical component of the vocational specialist courses in all vocational programmes. The integrative vision of a 'comprehensive university' can only be realized on the basis of strong vocational programmes with high intellectual content (Young, as cited in CHET, 2004: 7)

This is of particular relevance to the UJ scenario, because it offers an alternative to developing a new more academic qualification, it supports instead the re-curriculating of the current NDipHM.

Gamble's Model of Knowledge Forms

Bernstein's notions of classification, knowledge recontextualization and vertical and horizontal discourses provided a platform from which the vocational knowledge in relation to more academic knowledge could be clearly distinguished. However, these concepts in isolation were not able to inform this study on how, when there is a need for a market-driven qualification, an integration of these two knowledge types can take place. In her doctoral study Gamble provides a possible theoretical framework to accommodate such a qualification.

Gamble stated in her PhD (2004) that "In research terms the vocational curriculum is rarely treated in the same way as general education, where researchers have drawn on the work of Basil Bernstein to analyse the knowledge ..." (Gamble, 2004: 2). By applying Bernstein's theoretical

frameworks to the vocational curriculum Gamble created a single platform of analysis for both forms of curriculum. This is a valuable tool within this study because the knowledge relations (Bernstein) within each curriculum are made more explicit, providing a clearer pathway towards the integration of vocational knowledge within general curricula.

Gamble saw knowledge in particular as a central link between what was already researched in general curricula and what still needed further research in vocational curricula.

Gamble's "line of enquiry led her to the work of a number of scholars who had explored the division of knowledge between head and hand. In *The Chaos of Disciplines*, Abbott argues that knowledge structures break along this divide and then reconfigure themselves in more or less homologous forms" (Muller, 2004: p64).

Using the analogy of cabinet-making, Gamble concluded "that the qualified artisan was someone who had grasped the principle of the whole, the relationship between the parts and the whole, the principle of arrangement, whereas the apprentice who had only learnt skills could not operate in terms of this larger principle" (Muller, 2004: p65). It was the induced principle, however, that held the thing together, and that was where the unity of head and hand resided.

CS as a curriculum contains many elements of what Gamble refers to as 'craft'. It is referred to as a craft because it does not consist of discipline-based subjects. Gamble concluded that Bernstein would assert that the strength of the classification was weak. And this would exclude it from the more collective codes of degree qualification.

According to Gamble's study craft knowledge has a structure by virtue of the particular principle of arrangement that is embodied in every invention, design and making of what Pye (1978: 15) calls a device, intended to get some result that was not there before. Craft knowledge thus refers to knowledge that requires interpretation at the level of generalized 'class' or 'type', even though the abstract nature of the principle that generates the 'class' or 'type' can only be visualized in embodied form. It is this feature of craft knowledge that constitutes its capacity to generate specialized meanings which, although context-bound in terms of referring to the relationship between work organization, tools and materials that characterizes any specific craft or trade, are independent of context in the sense that all craft knowledge realizes an order of relation between

the features of the object being made that is given by a particular embodied principle of arrangement (Gamble, 2004).

The above interpretation of craft knowledge by Gamble provides the evidence that allows this study to research the inclusion of culinary knowledge in a collective code and its positioning alongside the kind of knowledge that is structured through principles arrived at through deductive or inductive reasoning. Although the latter form of principle can be explicated and codified and the former cannot, the two knowledge forms were found to be homologous in terms of the way in which their structures correspond (both are structured by a relationship between principle and procedure). The model developed by Gamble depicts a systematic taxonomy of knowledge forms, which, although functioning at a fairly high level of abstraction, allows the analysis of both knowledge forms within a single framework. In the words of Muller:

> Teaching very often pulls them apart, (principled and procedural knowledge) and subjects are taught to general procedure or to general principle. In either case, however, the master or scientist holds the evaluative criteria against which the learner's grasp is assessed. (Muller, 2006, 70)

Using knowledge as the primary .point of commonality between the two curricula, Gamble was able through her research to distinguish between two distinct forms of knowledge that were evident in both. These were context-independent knowledge and context-dependent knowledge.

> Context independent knowledge: meanings refer to that which exists only in the abstract. Context-dependent knowledge: meanings refer to meanings that derive from concrete events or experiences that have happened in a specific place. (Gamble, 2006: 89)

These two different forms of knowledge are the "first level of distinction between knowledge that exists within either a vocational or a general curriculum". (Gamble, 2004: p89) Vocational curricula are based on more context-dependent knowledge, because the knowledge, in Gamble's view, is "tied to the real world by its development through human action" (Gamble, 2004: p90). Academic curricula by contrast rely more on context-independent knowledge, using "general or universal knowledge that is arrived at through a process of logical deduction, that reach

conclusions that go far beyond what can be observed or touched or experienced" (Gamble, 2004: 89). Based on this differentiation it is clear that integrating vocational context-dependent knowledge into a general context-independent curriculum would be difficult, as each form relies on different principles for its development.

Following Abbott, she went on to argue that although general and particular forms of knowledge are often held to be very different, they have homologous structures. Even in formal knowledge, the principle can often only be arrived at through procedure. Both forms of knowledge, in other words, contained *principled and procedural* kinds of knowledge. Gamble introduced a second level of distinction in these knowledge forms, namely principled and procedural knowledge:

> The terms 'principled and 'procedural' are used to describe the two kinds of investigation. Together they refer to a relationship from 'part' to 'whole' (principled) and from 'whole' to 'part' (procedural). (Gamble, 2004: 89)

Both context-independent and context-dependent knowledge forms can be described as a combination of principled and procedural knowledge, thus creating a singular framework by which all knowledge can be understood. This is relevant to this study on two levels: firstly because it creates a uniform framework by which all knowledge requirements can be analysed in terms of their form; and, secondly, the relation between the knowledge forms becomes more explicit and this relation can thus be used in later research to inform qualification development. Given Gamble's understanding of craft it is possible to describe CS as "a restricted craft form which is context independent knowledge rather than merely a skill" (Gamble, 2004: 191).

This study aims to use Gamble's model of knowledge forms first to distinguish the knowledge forms embedded in the knowledge requirements of the hospitality industry, andt then to use the relations between these knowledge forms to inform the development of the type of qualification needed.

PART 4

3.4 Insights gained for qualification design NDipHM: Module Culinary Studies

The historical progression of culinary knowledge ended with the location of culinary knowledge within the NDipHM. Culinary knowledge within this diploma is located within a module called CS.

3.4.1 The Module Culinary Studies

Chapter 2 and Part 1 of Chapter 3 have has shown the development and current status of vocational culinary knowledge within the diploma. Although the literature currently available does not make prognostications about the future relationship between vocational culinary knowledge and a more theoretical hospitality qualification, it does present clear a historical pattern of relationship in which culinary knowledge is the origin and the foundation of hospitality. Therefore it can be inferred that, there is strong case for considering the inclusion of culinary knowledge in future hospitality qualifications, irrespective of type.

CS within the NDipHM is made up of four modules. These modules are located in the first and second year of study. The four are further differentiated into two modules of CS theory and two modules of CS practical. The practical and theory modules share content, but pedagogy and assessment are based on theory and practice respectively. They receive also separate credits and have separate pre-conditions: a student cannot proceed into the second-year modules of theory or practical unless the first-year modules have been passed. The modules are designated as major modules within the NDipHM and need to be passed each year to ensure promotion to the next year. Within the NDipHM qualification, therefore, it is clear that CS is considered core content.

The contents of the modules of both the theoretical and practical are characterized by multidisciplinary knowledge:

> CS (as an example of vocational culinary knowledge at a HE level) is a relatively young and unfamiliar field of study (within HE) which engages the application of

> life and natural sciences, business and technology in a food specific environment. (Jooste, 2007: p1)

Structurally the knowledge is considered:

> diverse in its content spanning multiple sub disciplines, it contains skills that make largely it vocational in knowledge structure, and it contains theory that that underpins the skills development. (Jooste, 2007)

While the theoretical component places a high premium on knowledge acquisition, the practical component "values the way knowledge is applied in practice" (Jooste, 2007). As demonstrated in the historical development of culinary knowledge, the applied practice of culinary knowledge has dominated the identity of culinary knowledge past and present. The operational use of culinary skills has always been highly valued by the field, while the use of relevant theory was required only to enhance competence. This relationship has led to the perpetuation of the view that diversifying the culinary knowledge in the NDipHM in this way has led to

> ... a divided curriculum (within culinary knowledge) … into separate topics that lead to limited technical skill, with little academic respect. (Jooste, 2007: p3)

This perceived knowledge structure within the module of CS will now be analysed further from a qualifications and conceptual theoretical perspective in order to better inform the selection and organization of culinary knowledge for use in a more theoretical qualification.

CHAPTER 4: RESEARCH DESIGN

4.1 Introduction

This chapter provides information about how the research was conducted. The methodology used a qualitative approach, namely interviews with purposefully selected respondents. The interviews were used to explore the views of stakeholders in the Hospitality Industry and in Higher Education on the development of a degree in Hospitality at the University of Johannesburg. The qualitative method was appropriate to inform this research in that it "… can refer to research about person's lives, lived experiences, behaviours, emotions, and feelings as well as about organizational functioning, social movements, cultural phenomena and interaction between nations" (Strauss & Corbin, 1998, p 10). I chose a dominant qualitative methodology because it allowed for engagement with the data through the exploration of the experiences as lived or felt by respondents.

> Haworth asserts that naturalistic researchers believe that gaining knowledge from sources that have 'intimate familiarity' with an issue is far better than the objective distancing approach that characterizes quantitative approaches. (Sherman & Webb, 1988, 32)

Academic research in the hospitality sector is fairly underdeveloped due to hospitality's vocational origins. Similarly, educational research specific to Hospitality qualifications are even less documented due to the transdisciplinary nature of such studies. However, because educational research involving qualification development is frequently qualitative in its methodology it seemed relevant to this study to also use such a methodology.

This research focuses on the views of 14 respondents all of whom have some level of experience within the Hospitality Industry. These respondents were further grouped according to their specific area of experience, i.e. Hospitality Industry, Higher Education or Hospitality Education.

A qualitative approach in the form of semi-structured interviews was used for data collection in this study. This methodology was relevant for the data collection because it enabled me to elicit

spontaneous responses that led to open ended data. I then used both a qualitative and quantitative method to analyse the data.

For the qualitative analysis, I grouped quotes according to the themes that emerged in the coding of the data. For the quantitative analysis I collected statistics regarding how often a particular knowledge form was referred to.

4.2 Research Methodology

Participant Sample

A total of fourteen stakeholders representing Hospitality Education, Higher Education and the Hospitality Industry were invited to be interviewed for this study. The respondents were grouped as follows:

Respondent	Field Represented	Position Held	Place of Employment
1	Hospitality Education (pilot)	Lecturer	UJ: Dept STH*
2	Hospitality Education	Management	UJ: Dept STH
3	Hospitality Education	ex Management	UJ: Dept STH
4	Hospitality Education	Programme Manager	Venda University
5	Hospitality Education	Programme Manager	Stenden SA
6	Higher Education	Academic Development	UJ
7	Higher Education	Vocational Researcher	SANTED
8/9	Higher Education	Vocational Researcher	Wits University
10	Hospitality Industry	Management	Southern Suns
11	Hospitality Industry	Management	Protea Group
12	Hospitality Industry	Management	City Lodge
13	Hospitality Industry	Management	Southern Suns
14	Hospitality Industry	Management	Emperor's Palace
15	Hospitality Industry	Management	Govan Group

Table 5: Grouping of respondents

*** STH: School of Tourism and Hospitality**

*** Respondents 8 and 9 are one person. A technical problem while using Atlas Ti at the primary documents coding stage resulted in one interview being split across two PD's.**

All the proposed participants were identified and invited to participate in the study as soon as approval was obtained from the ethics committee. The Ethics committee approved the following research procedure.

4.2.1 Semi Structured Interviews

One type of data collection technique was used in this study, namely semi-structured interviews. The semi-structured interview schedule questions were first piloted with two lecturers at the School of Tourism and Hospitality to examine the structure and the efficiency of collecting information from the primary respondents. One of the piloted interviews was then used in the primary group of respondents, making up a total group of fourteen interviews.

The questions used in the interview schedules were a mixture of structured and unstructured question types. The structured questions included comparisons, ranking, judging and attitudes while the unstructured questions were open-ended. Conceptual questions were generally asked first, these were then followed by more technical questions.

The average semi-structured interviews lasted between 45-60 minutes; however two interviews, those of respondents 4 and 5 were significantly longer, about 90 minutes. The reason for this could have been attributed to the fact that both these interviews involved 'other' institutions of Higher Education i.e. Venda University and Stenden SA. Venda University which had offered a degree in Hospitality and Stenden SA that currently offers a degree in Hospitality Management. While the curriculum for the degree at Venda University was made available as electronically saved documents, the curriculum for the degree qualification offered at Stenden SA[16] was not made available. However both respondents were willing to discuss their specific qualifications therefore increasing the interview time.

All interviews were audio-recorded and transcribed to provide the concrete and precise data that was used for analysis. The interview schedule was used as a guide during the interview process, however additional questions were sometimes asked when it was necessary to elicit clear information from the respondents, for instance when the question is only partially answered

Two interview schedules (see Appendix F & G) were used as a guide during these interviews with these respondents. The interview schedule in Appendix F was used as for all interviews except for the interview with respondent 8/9. The interview schedule in Appendix G was adapted

[16] Stenden SA's curriculum documents were not made available during the interview due to an 'intellectual property clause' that controlled the accessibility of such documents. Respondent 5 did however provide valuable insight into the structure of Stenden SA's curriculum verbally.

from the main interview schedule in Appendix F to accommodate respondent 8/9 because this respondent had no direct experience of the hospitality industry per sey but was experienced in the general structure of knowledge that would inform the development of a qualification in hospitality.

Due to the organisational logistics (it took approximately 2 weeks to organise a single interview with respondents from HI), the bulk of the HE group of representatives had already been interviewed before the first HI interviews commenced. The HE interviews were generally easy to organise (as little as 1 week to organise) because many of the respondents were located on the UJ campus or in close proximity.

Before the HI respondents could be invited to participate in the interview process, departmental protocol dictated that the director of the School of Tourism and Hospitality (STH) had to authorize or negotiate the communication. This was of particular importance from the STH's perspective regarding Industry respondents because their relationship with the STH is of paramount financial importance in terms of future funding of the school. In some instances this took the form of an introduction or in others the interview was negotiated by a delegated third party. This is significant to the study because it speaks to the culture of the Hospitality Industry and its strong identification with hierarchical structures. The Industry remains formal in its basic structure and accessibility is governed by an explicit set of rules. This institutional and corporate protocol often slowed down the process of the organisation of interviews, but the rigour ensured that all interviews took place at the designated time and place. Even with these constraints all invited respondents, once identified and approached, agreed to participate in the study.

All participants were asked to read and sign consent forms granting permission to be asked questions, audio- taped and the use of data collected through interviews. (See Appendices A, B, & C)

4.2.2 Selection Criteria

The original criteria for the selection of respondents was people who have an understanding of:

1) the current debates in Hospitality Education both globally and nationally
2) the current formal knowledge requirements of the South African Hospitality Industry
3) the qualification development on a national and University of Johannesburg level.

It was envisaged initially in the design of this study, that all respondents would fulfil all the criteria. However, in reality only eleven of the respondents had experience across all three criteria.

Respondents 6, 7 and 8/9 representing Higher Education had only a marginal knowledge of the hospitality sector and only respondent 7 had experience of The University of Johannesburg. The reason for selecting these respondents was their knowledge of the field of vocational education in general which could inform the development of a degree in Hospitality.

It was also difficult to find suitable respondents from the HI that had an adequate understanding of hospitality education and hospitality qualification design. The nature of the criteria limited the selection of respondents from the HI to the largest hotel groups, because only the largest groups could financially support human resources departments. However, of the five largest hotel groups selected, only three could supply a respondent with adequate knowledge in all three criteria e.g. respondents 10, 11, and 12

The remaining three respondents 13, 14, 15 from HI were considered to have adequate knowledge of criterion one and two and only minimal knowledge of criterion 3. The lack of adequate knowledge in criterion three spoke directly to vocational qualification identity of the current HI which is still largely populated by individuals with only diploma qualifications. The vocational focus of the diploma has not created a knowledge base that supports a knowledge base for a more academic qualification. This together with the lack of articulation pathways from vocational to academic qualification has left the HI disadvantaged in the area of transdisciplinary knowledge (education and hospitality).

The interviews were conducted in venues suitable for the respondents. Some were conducted on site at the STH, while others were conducted at the offices of the respondents. Two respondents were not Gauteng based. R11 was interviewed in Cape Town while R5, although based in Alicedale, was interviewed at STH while attending a committee meeting for South African Hotel Schools (HEPSA).

All respondents appeared eager to share their knowledge during the interviews. The HI respondents were specifically interested in the formal aspect of the study. Most indicated a

belief in the formal academic research process and its ability to bring about positive change within the qualification development process.

4.2.3 Research procedure

The procedure followed in data collection was as follows:

- Clearance for research was secured from the Ethics Committee in the Wits School of Education.
- The aims of the study were explained to potential respondents (see Appendix A)
- Respondents were asked to read and sign consent forms granting permission to be asked questions, audio taped and the use of data collected through interviews. (See Appendices D & E)
- Each respondent was interviewed individually at a negotiated time.
- I personally interviewed the respondents.
- The full duration of each interview was audio recorded. (see Appendix D)
- Data was transcribed verbatim by a skilled typist
- The audio tapes will be locked away until the research report is completed, assessed and successful. Thereafter the tapes will be available for a period of 5 years for verification.

4.3 Data Analysis

In this research I used a coding system for data analysis. The data was organized into codes on the basis of themes, concepts and patterns. As emphasized by Marshall & Rossman (1999) during the organisation of data into codes, emergent understandings were tested and alternative explanations sought. This method of data analysis is different to that used in quantitative research. A quantitative researcher usually develops several ways of thinking about linking abstract ideas to measurement procedures that produce precise quantitative information about empirical reality. The quantitative investigator conceptualizes variables and refines concepts as part of the process of measuring variables. This is usually done before data collection or analysis. In contrast, a qualitative researcher "forms new concepts or refines concepts that are grounded in the data" (Neuman, 2000, p. 163). In this research project, data analysis was done in a systematic and grounded ongoing way in order to enable the researcher to explore themes as they emerge.

The conceptual framework that guided my study, the views of the respondents and the research questions were also used to identify the patterns and themes that arose in the data analysis. This approach to recording recurring events is described by Matocha (1992) as an analyst-constructed category. Coding in this study entails the analysis of qualitative data that begins with the identification of key themes and patterns (Coffey & Atkinson, 1996). According to Bogdan & Biklen (1992), a coding system can be used to highlight regularities and patterns as well as topics relevant to a study. The data accumulated through interviews and questionnaires led to the emergence of themes.

As stated earlier, a qualitative method of research is followed in the data analysis in this study. McMillan and Schumacher (2006) describe a qualitative data analysis as "primarily an inductive process of organising data into categories and identifying patterns … among the categories (p.364). In this research I analysed data by organising them into categories and putting the emerging themes and concepts in each category.

I applied an ethnographic approach to analyze the collected data as my research relied on direct quotation of interviews in the explanation of the results. Two main procedures were conducted; text transcription and coding. The text transcription which entailed the transcription of the audio tapes that contained interviews was the first step in the analysis. The coding process was conducted when an electronic copy of all the interviews was produced.

Initial coding was informed by a cross reference of the common emergent themes from the literature review, questions on the interview schedule and the research questions of the study. This created categories of representative themes that informed the coding process.

The actual coding process was then done with the help of computer assisted qualitative data analysis software (CAQDAS) namely ATLAS ti. I chose ATLAS ti because in the words of the developer's internet homepage

> 'The purpose of ATLAS.ti is to help researchers uncover and systematically provides tools that let the user locate, code, and annotate findings in primary data material, to weigh and evaluate their importance, and to visualize complex relations between them.' (http://en.wikipedia.org/wiki/Atlas.ti)

Each transcription from the interviews was imported as a word document to create a primary document (PD) within a Hermeneutic Unit (HU) using ATLAS ti software. Each transcription had its own PD[17] within the HU. The pre determined categories were then used to code each response made by the respondents. This creation of codes within a category applied a rule of very low level of abstraction. This meant that the emergent codes were worded in such a way that they specifically only represented (as much as possible) the situation or process that was being coded. This approach resulted in each code having a low level of generalizability (i.e., it cannot be applied to many cases). The advantage of this approach in my coding meant that each code was directly representative of a given finding, making it unnecessary to re-explore the HU's quotations in search of specific findings.

Although this approach resulted in a high number of codes, I was able to use ATLAS.ti to organize these codes alphabetically for easy data management. By examining the code family network and manually rearranging codes, the four main categories and their themes started to emerge (independent of the original categories) This was one of the most challenging stages because "coding procedure requires several passes through the transcript as categories of topics evolved into content" of the interviews (Stewart & Shamdasani, 1990, p. 105). Although, through this process I was able to start to make sense of what the data was saying. The description of these findings was written in ATLAS.ti's memo tool. These memos also helped in the discovery of more themes and aided generally in the analysis of the data.

> Through its structure ATLAS ti as a CAQDAS helped me to visualize findings by theme. The use of 'VISE': Visualization, Integration, Serendipity and Exploration:
> Having all aspects of the data and analysis on screen at once and being able to visually map out relationships between different parts of the data and theoretical ideas, and to form links between them and jump back and forth, all seem to encourage that creative process of sparking ideas and pattern recognition. (http://www.socressonline.org.uk/3/3/4.html)

[17] **Primary document management: My initial set up of ATLAS ti did not allow me to merge two PD's namely 8 and 9 after they were imported into the HU. This resulted in the transcription being separated into two PDs and not merged as one as had been intended.**

In the analysis of transcripts, the responses of the respondents were categorized into codes that were grounded in data yet informed by the objectives of the study. The codes that appeared most frequently included:

identity: change
identity: gender
identity: historic pathways
identity: history
identity: industry
identity: knowledge structures
identity: professional bodies
identity: qualification
identity: quality of student
identity: segmentation of skills
identity: service excellence
identity: status

organisation: access
organisation: articulation
organisation: knowledge: structures
organisation: NQF
organisation: pacing
organisation: ratio
organisation: sequencing
organisation: status
organisation: transmission
organisation: work integrated learning (WIL)
organisation: political

qualification: global
qualification: identity
qualification: institutional organisation
qualification: professional

qualification: quality
qualification: status

relationship HE/HI

selection
selection: commerce
selection: communication
selection: culinary studies
selection: ethics
selection: human resources
selection: law
selection: management
selection: marketing
selection: philosophy
selection: research
selection: soft skills

4.4 Categories and Themes

From this coding system, three major categories emerged from the analysis of the data. These categories were determined primarily from the frequency of reference to certain codes by respondents. The categories were as follows:

1. The evolution of the **identity** of the hospitality industry in relation to its current knowledge requirements.
2. The **selection** of knowledge by the respondents in relation to specific academic fields and the study focus, the module Culinary Studies.
3. The **organization** of Culinary Studies within a **qualification**

Figure 10 demonstrates an overview of the relationship between the three categories. It illustrates the progression from the point at which the identity of the hospitality sector is investigated, which in turn informs the selection and organization of content that ultimately determines the qualification that will support this identity. All of these stages would be informed by Higher Education policy.

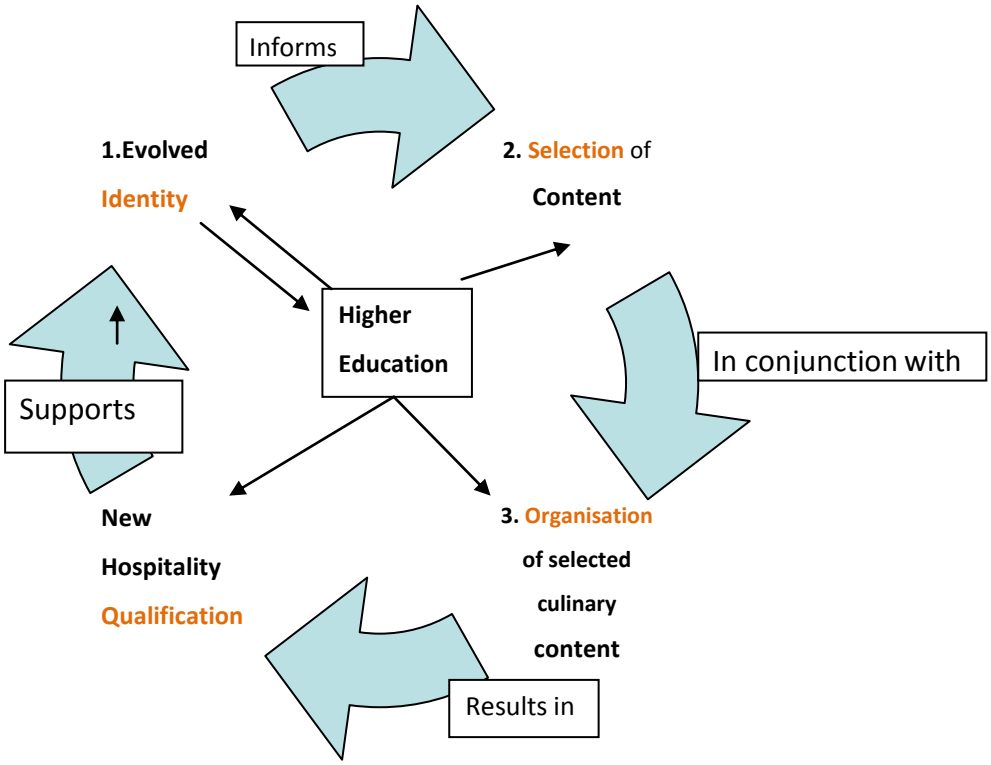


Figure 9: Relationships between the Hospitality Industry, Higher Education and Qualification Development (Hewson:2010)

Although the original research design envisaged this generalized coding system would be sufficient to inform the selection and organisation of knowledge within a more academic hospitality qualification, it was at the time of coding that I revisited the theoretical work of Gamble as is presented in the literature review. It became apparent from this re-engagement with Gamble's work that there was the possibility that Gamble's model of general and particular forms of knowledge could be used as a tool, through which the collected data could be structured. As a result of this link I was then able to test the validity of this method by organising some of the primary knowledge requirements of the respondents according to their knowledge structure as represented in Gamble's model.

From this trial it became apparent that Gamble's model was not only an efficient way of organising respondent's knowledge requirements, thereby informing the selection of knowledge for a qualification, but that it could also critically inform the organisation of knowledge within a more academic qualification. It also became apparent that in order to represent the data

effectively for this purpose it would be necessary to use a quantitative analysis.Therefore it can be concluded that the use of Gamble's model and the conceptual framework of knowledge forms that was developed through its re contextualization to hospitality qualification design was inspired by the literature but that the full extent of its relationship to the development of a qualification in hospitality only became explicit during the data analysis phase.

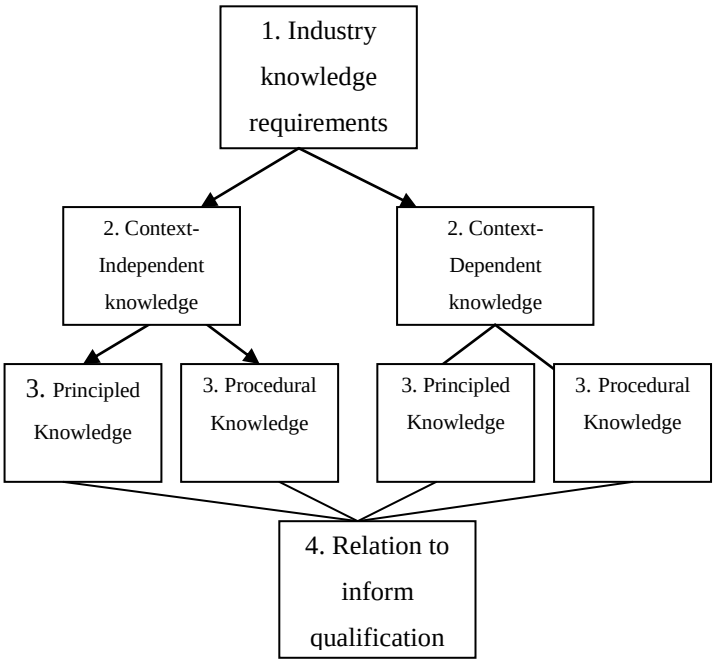


Figure 10 Adaption of Gamble's conceptual model of general and particular forms of knowledge

4.5 Validity of the data

This research was primarily grounded in a social study and therefore does not speak directly to issues of validity. The following considerations however need to be presented. Firstly, the possibility that the respondents in the study presented views that were time specific. An example of this pertains specifically to the perceived gaps in knowledge within current qualifications in hospitality. These gaps are specific to economic, political, and social factors change in South Africa and therefore subject to change as these factors evolve. This is particularly relevant to UJ policy on qualification development because if educational policy changes, so too will the opportunity or need for a more academic qualification in hospitality. Secondly, the lack of available clarity on current educational policy (e.g. the future of the

BTech degree in hospitality). This has led to an interpretation that could become redundant depending on future policy decisions.

In order to enhance validity of the data in this study, I compared findings of the literature review and with the findings from the data by repeatedly reading the interview transcripts, noting the recurring themes. Maxwell, points out that in qualitative research, the researcher has potential influence on the collection, analysis and interpretation of data. To eliminate my possible bias, "a threat to the validity of qualitative conclusions" (Maxwell, 1996, p. 90), I guarded against my own expectations, misconceptions and the need to find answers that support my preconceived notions about the study.

Summary

The chapter has described the methodology employed for the purpose of the investigation and the challenges faced. The participants were briefly described. In the chapter I analysed the methods of data collections and the limitations in obtaining information was raised. The next chapter presents the findings which resulted from the methodology employed.

CHAPTER 5: THE FINDINGS

5.1 Introduction

This chapter uses a combination of qualitative and quantitative analysis to presents the research findings. It will present this analysis through the three most frequently coded categories identified in chapter 4, namely; identify, selection and organisation Table 3 presents the identified categories and their related themes in relation to the number of the questions presented in the semi-structured interview. The categories are sequentially presented to align them with the curriculum development process.

Each category's themes were determined by the frequency of reference by respondents to a particular theme within a category. The themes for category 1 (Identity) were arranged in sequence of time, developing from a historical to a modern perspective. The themes for categories 2 and 3 (Selection and Organization) were arranged in order of frequency of response.

The selection criteria for each of the themes for each category will be expanded on independently later in this chapter.

Research Question number	1, 2, 3, 5	6,8,9,10,11,12, 13, 14, 16,	4 & 7
Categories	**1. Identity**	**2. Selection**	**3. Organization**
Themes	1.1 Service Excellence 1.2 Existing Procedural Knowledge 1.3 Globalization 1.4 Principled Knowledge 1.5 New Qualification 1.6 Context-Dependent Knowledge	2.1 Soft skills 2.2 Academic fields & module Culinary Studies 2.3 Forms of Knowledge Model: 2.3.1 Management 2.3.2 Commerce 2.3.3 Industrial Psychology 2.3.4 Marketing 2.3.5 Communication 2.3.6 Law 2.3.7 Culinary Studies	3.1 Sequencing 3.2 Work Integrated Learning (WIL)

Table 6: Categories and Related Themes

5.2 CATEGORY: 1. IDENTITY (related to questions 1, 2, 3 & 5)

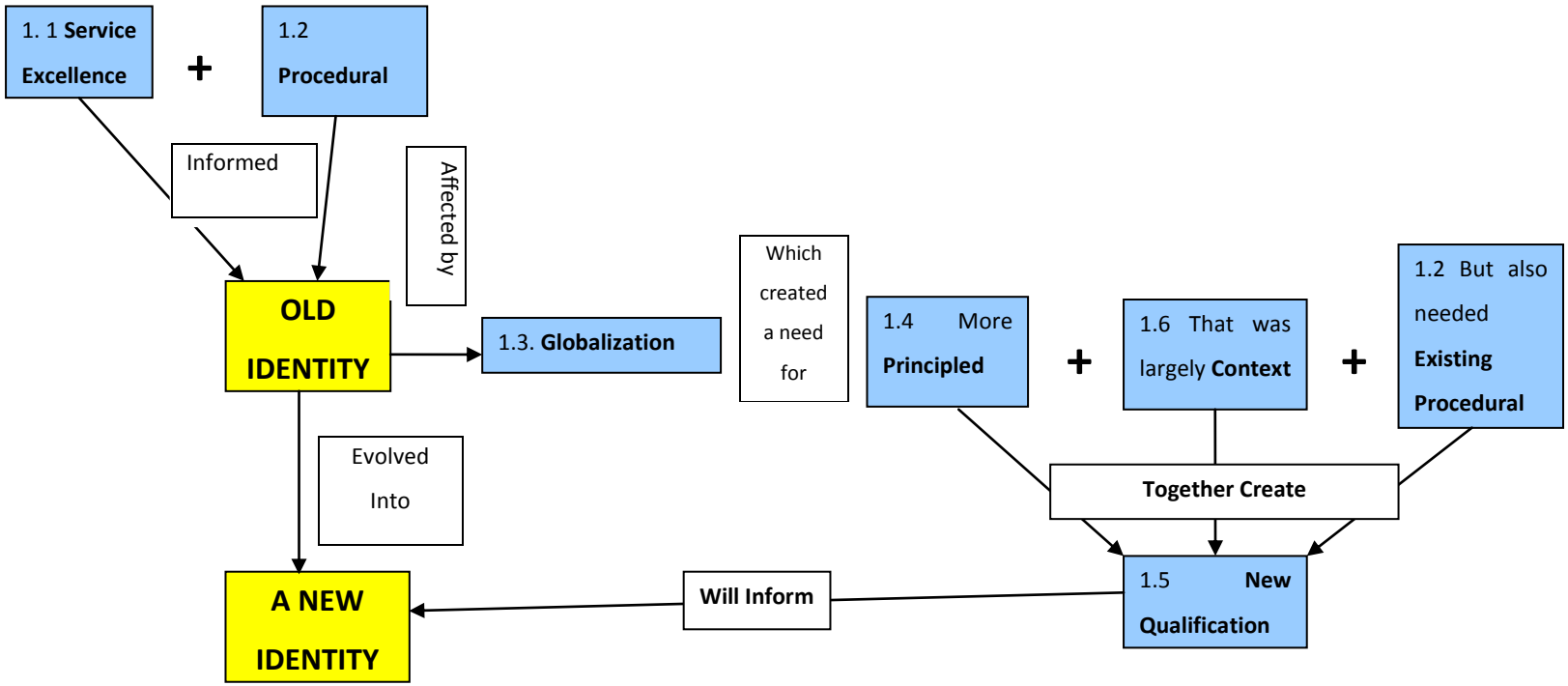
Introduction

The identity of the hospitality sector was a primary category that emerged from the frequency of theme responses of respondents. (The two respondents 7 and 8/9 did not provide any relevant responses to this topic and this is consistent with their professional distance from the field.)

Most common to all other respondent's responses was that "the industry has changed a lot over the years" (R13:2). The respondents' views on the nature of this change and the new identity that evolved from this process will be the focus of the data analysis that follows.

The themes that emerged within the category were selected on the frequency of occurrence across the remaining eleven respondents who provided data in this category and have been organized sequentially from a historical to modern perspective. The diagram in Figure 4.4 illustrates the progression and links between the themes.

Figure 11: Identity and Related Themes (Hewson:2010)



Theme 1.1 Service Excellence

'Service'[18] was the core element of the hospitality field's identity that resonated with a number of respondents. Although 'service' is a generic knowledge shared by other academic fields within the service sector, 'service knowledge' within the hospitality sector is fundamental to all other knowledges required in the field. While 'service knowledge' in other industries supports a product, in the hospitality sector 'service knowledge' is the product. To highlight the importance of service knowledge to the field, respondent 1 located the theme historically by saying:

> Therefore, I think from a historic point of view we have a disadvantage in that our industry grew out of a nature of providing people with accommodation, with food, with a requirement for their health and safety which was never formulated. It came from a natural skill which people took forward and to a large degree people still see it as that. We make beds, we wash dishes, we clean toilets and we serve people. (R1:3)

Although the historical development of service knowledge within the field was an important aspect highlighted by respondents generally, it was also respondent's views on the structure of this service knowledge that added insight to this research. R1 introduced the structure of 'service knowledge' when commenting on the perception that the knowledge required to 'serve people' was purely procedural knowledge. ".....the presumption of this role lacks a deeper understanding that you are doing it as an industry, as a discipline" (R1:3).

R 1 further highlights that although 'service' is often perceived as dependent on procedural knowledge it is also commonly perceived to not require any principled knowledge. R1 comments:

> The management word causes confusion, the management word makes a person believe that the management process is only applicable to people in management.

[18] Service: **:** the occupation or function of serving in active *service*
: the act of serving: as *a* **:** a helpful act <did him a *service*> *b* **:** useful labour that does not produce a tangible commodity —usually used in plural <charge for professional *services*>

> There is no credit given to the fact that even a serving person in a service profile, needs a sense of management. (R1:9)

In this statement R1 introduces the notion that 'service' is dependent to some degree on a knowledge of management and since management concepts will be shown later in this chapter to be dependent on principled knowledge, it can therefore be assumed that service knowledge through management knowledge is also dependent on some degree of principled knowledge. R1 is making a clear case to differentiate 'service knowledge' from pure craft knowledge and therefore locates this aspect of hospitality within the domain of vocational knowledge forms.

Like R1, R3 also refers to 'service' as a defining element of the field's past and present identity but makes an additional contextual observation by locating 'service' within a historical South Africa context. R3 states:

> In the past and how far back you want to take that, it could be last year or 10 years ago, it [hospitality sector] didn't enjoy a really good status or reputation primarily as we know, it was linked to service which in our country has connotations of apartheid where people are serving others and people don't see that as a waiter you should be giving good service in fact. (R3:4)

R3 makes a contextual social link between service in South Africa and its political history, observing that part of this historical identity is still informing the sector's service identity today. R3 highlights the critical distinction between the types of service knowledge required within an apartheid ideology as opposed to the type of service knowledge required within a democratic ideology. R3 points out the change in political ideology in South Africa have not completely changed the view of service knowledge socially. Although service knowledge within the sector has been acknowledged as fundamental knowledge that informs all other knowledges within the sector, the shift from viewing service knowledge as intrinsically politicised to extrinsically motivated knowledge has not yet fully occurred.

In conclusion it can therefore be deduced from R1 and R3's comment's that there is a complex disjuncture between the acknowledged importance of service excellence knowledge and

investment in ‘actual coal face service delivery’ and if this disjuncture is not addressed then the first world standards required for service excellence in SA will not be realised.

Theme: 1.2. Procedural Knowledge

“… extremely difficult industry to work in” (R11:22-23).

As mentioned earlier by R1, ‘a service identity’ is often intrinsically linked to pure procedural knowledge by virtue of the physical nature of tasks. R11 highlights the physical aspect of providing service excellence in the following response about general working conditions in the hospitality industry:

> … they have made a choice about the industry and it is not an easy industry, it is an extremely difficult industry to work in. It’s the fact that they have decided that this is the industry; they have come into it knowing the long hours, and that they will not have a Christmas in their working lifetime. (R11:22-23)

This view is supported by R5, who equates the physicality associated with providing good service, and the perception of no principled knowledge being required with low financial remuneration:

> … but at the end of the day it is a position where you are putting in a whole lot of crazy hours and you don’t get a whole lot of money. (R5:25)

Although this equation is not unique to the hospitality industry, the low entry requirements set by the HI and the physicality of the work result in high turnover levels in staff, which in turn keeps salaries low.

“… there is this huge turnover in the industry” (R11:90)

R11 also makes the connection between the “extremely difficult industry to work in” and the industry’s inability to retain trained staff:

> We used to take in service traineeship and have a block release and do you know why we stopped it? Only 88% of those that completed the programme stayed in the Industry … a lot of people who came in, at the end of their in-service traineeship … would say "I don't want to do this". So there is this huge turnover in the industry (R11:90)

R11 and R5 both cite the high degree of physicality and resultant low remuneration as the primary causes of poor staff retention. R10 expands on the resulting disjuncture between the type of staff the hospitality industry thinks it needs to retain, versus the reality that the 'physical toughness' and generally poor pay continue to impact on the industry through the resultant loss of intellectual capital:

> … something that must be corrected in the hotel environment is that we inform the candidates that: 'we are appointing you as a career and not for a job'. A lot of people look at the industry as a job and not as a career (R10:2)

> So they are training these people and the skills are very thorough, they can be taken and used in other industries as well. So very often we train them, and the students come out, and they start to work in the hospitality industry, and they discover it is not as glamorous or romantic as they thought and so they are off into another field as there was no reality of job choice. (R10:36)

The comments of R10 highlight not only the impact of the physicality and poor remuneration at graduate level within the sector but also a lack of understanding amongst students wishing to enter a hospitality qualification. Together with the general marketability of the service excellence skills acquired within a hospitality qualification the retention of graduate's poses a threat to the sustainability of the sector if not addressed.

R13 concludes, however, that like the changing identity of the sector, working conditions are perceived as improving:

> So I think the hospitality industry has changed a lot over the years. It has improved conditions, it has improved physical conditions such as staff restaurants,

> then the working hours have improved, five-day week, it has improved pay to a degree, but whether it is totally competitive with other more attractive segments is debatable. **(**R13:2)

There is the presumption by R13 improved working conditions, might help to retain trained staff; however, there is still acknowledgement that pay may not be competitive with other service sectors, so it is not yet a given that the industry can sustain the skills it needs. Also relevant to this debate is the notion that staff trained within HI are often poached by other service industry providers. This could speak to the differentiation highlighted by R1 in the beginning of this section that differentiated the importance of service knowledge within the various service sectors.

It can be deduced from this 'poaching' trend that the HI, by making service knowledge its primary focus, is meeting not only its own but also other service industries knowledge requirements. Or it could be implied that other service industries simply find it more cost effective to train a service knowledgeable staff about a product rather than to try and give service knowledge to a product knowledgeable person. Whichever hypothesis is true, the HI needs to acknowledge the value of their service knowledge more and thereby use it as more of a competitive edge to increase working standards, which could in turn increase the value of the service, effectively leading to better remuneration.

Theme:1.3. Globalization

"… this industry has changed" (R14:7)

As mentioned in the introduction, respondents unanimously agreed that the hospitality industry's identity had changed or was changing. Below are some of their views on what contributed to this change and what the perceived outcome for the industry has been and will be.

"… relatively new as a field of study" (R3:2)

R3's view is that change was inevitable in the light of the hospitality sector being relatively new and therefore with growth can come a natural identity shift:

> We know that hospitality is relatively new as a field of study etc and relatively new I don't think it's only about 10 or 15 years, it is more than that, at least 40 to 50 years. It has grown. (R3:2)

"… you need to know the customer"

R1 locates their view on 'identity change' within the aspect of service excellence. R1 makes a critical observation about the shift in focus of the industry away from generic service towards service that is people-focused: "We are setting up systems and principles around people" (R1:38)

Also significant in this comment is an acknowledgement of principled knowledge. There is a shift in the perception that people management is only about procedural skills: it is now seen to be grounded in principled theory.

"It's become very individual-focused " (R14:7)

R14 shares R1's view on 'people focus' but also notes that "the customer has also changed" and this will impact on how they should be serviced:

> Industry has changed, we have just discussed now, and the ethics of this industry has changed, where it was all about the customer has changed: it's now all about the 'I', the individual, it's become very 'I'. *It's become very individual-focused* (R14:7)

This stance is also supported by R10, who makes the observation that while providing just good service was enough in the past, today this would no longer be enough:

> Now the reality of that is the hospitality industry in the last 20 years has changed considerably and it is no longer a '*hail sailor well met*', which it used to be in the old days (R10:11)

R14 cautions, however, that focusing on the individual may have evolved yet further, in that:

> we see an individual as money, we see an individual as business, we lost out on the connection part of human to human. (R14:7)

There could be a case made from this statement that a move towards 'more principled' knowledge will eventually strip the industry of its historical identity, that identity which is linked to servicing humanity and which differentiated it profoundly from other service industries.

On this exact point R1 concludes "you need to know the customer" (R1:13).

> You cannot get to know who you are dealing with on a customer interface without going operational in our industry. And that also, in my opinion, differentiates us from other industries. (R1:13)

Guest needs have changed

"… people are kind of looking for that more personal touch" (12:45)

R1, R10, R12 and R13 all emphasized that 'knowing the customer' was now core to the identity of the industry. R13 also noted that "the customer had changed". Sharing this view and providing evidence were R10 and R12:

> The old days of having the modem behind the bed is long gone because everybody travels with laptops. So the design of the rooms are completely different; we don't even put baths in rooms anymore because people do not have the time to bath, they want really good showers. (R10:66)

> … with B & Bs and that sort of thing coming up, that ***people are kind of looking for that more personal touch,*** so I think that has to be, somewhere along the line, engendered and maybe it's not a hard and fast kind of thing (R12:45)

In summary, R13 concludes that in order to remain sustainable, the industry needs to actively acknowledge and react to this change or run the risk of weakening its identity:

> so one of the things the whole hospitality industry must grasp is that the roles and the way that the hospitality industry was run 25 years ago, a lot of it is not relevant. (R13:16)

The 'Segmentation' of Industry (R13:17)

In order to service the diverse individual needs of the modern guest, respondent 13 is clear that the segmentation of the industry needs to be understood as core to developing a successful identity.

> A classic example of that is segmentation. Before, most chefs worked in five-star hotels, four-star, not three- or two-star, and today we realize that the industry is almost like a jumbo jet, it has economy, it has business and it has first class and that is just talking about the hotel segment, and you probably have that in contract catering, you have that in the various franchises like fast food, sit down fast food, family restaurants. Now the skill levels vary from one to another, but you still need the core thread to take you through (R13:17)

The 'core thread' that R13 refers to is service excellence. But as a result of the shift in emphasis to meet specific guest needs, the industry has been required to segment itself to meet these needs more efficiently. As a result of industry segmentation it follows that skills sets too would become segmented. R2 refers to this when he contrasts the different pedagogic strategies in procedural culinary knowledge with those required to acquire certain management skills.

> These are the kind of folks that we have had for a long, long time, in F and B [Food and Beverages] and in the kitchen, especially the Chefs. You have got the general: this is how you do it, yes and you will do it fifty times until you get it right. That style of management doesn't apply in other parts of the industry because it isn't applicable, but you need to appreciate it for what is there. (R2:92)

R2 is making a case for management being grounded in principled knowledge, while another aspect of the industry, namely culinary skills, will remain grounded in procedural knowledge. This quote is explicitly promoting the segmentation of skill sets to support various segments of

the industry. It can therefore be inferred that qualifications that support these skill sets will also be segmented.

R3 also refers to the segmentation of the industry but brings in the corporate aspect of 'levels' beyond General Manager.

> we have layers in the industry: there are people who will climb to the level of a GM and there are those who will climb beyond that. (R3:37)

The notion that the industry has 'a level' beyond GM is also relevant to changes in the modern identity of the sector, because it acknowledges a need for a set of skills that aligns the industry with a more global corporate model.

Theme 1.4.: Principled Knowledge

A Different Set of Skills (R10:7)

Historically, relevant skills for the industry were developed through a combination of formal and informal pathways. R10 refers to these historic pathways as no longer being able to meet the skill sets now required by a highly segmented industry.

> I think that in our industry there has been a lot of just coming up the ranks, people come in and start off as a receptionist or they start off as somebody on the floor and they work their way up through the management level. Very often without gaining the skills to be able to manage along the way because it is a *different set of skills* that they need for that, as opposed to being able to do the job or having the competencies for that job (R10:7)

The critical point for R10 was the lack of principled management knowledge that could not be acquired through purely vocational knowledge pathways. This is relevant in that it highlights the need for a more principled knowledge skills set and reinforces what R3 said earlier.

R11 locates this principled knowledge within academic fields of knowledge associated with the "business world" (R11:1). R12 shares a similar view about the location of knowledge, but makes a distinction between the ways in which the hospitality industry 'earns money' as opposed to their generic business counterparts. This statement makes the case for context-dependent knowledge selection.

> I think on one level, yes, we are a business like any other, and I don't think that that has been acknowledged enough in the past in terms of that generic input, but on the other hand, the way we make our money is slightly different. (R12:41)

There is a clear acknowledgement by these three respondents that more principled knowledge could address the 'business world' knowledge requirements that are seen as lacking. R1, R2 and R10 concur but they realistically question the industry's academic rigour to understand which principled knowledge is required:

> I think the hospitality industry do not know they are ready but they have to be ready (R1:104)

> … the majority of the people in this industry globally or nationally have got a two-year diploma or less. (R2:31)

> I don't think in the industry we realize they are even doing that [placing graduates from other academic fields in top managerial positions] and a degree would in actual fact take away that need currently we sit with a situation where really senior people do not have degrees. (R10:13)

R11 shares a similar view to other respondents regarding the lack of 'intellectual capacity' within the industry, but offers a solution by explicitly linking 'business acumen' to principled knowledge through an academic qualification.

> I think we sit quite low against the business world and I think our business acumen and intellectual capacity within the industry is not high, definitely not high. (R11:2)

> I really think it is about intellectual capacity – how we bring people in who have got the capacity to set a degree level and that really is what you want. So if you want to bring people in to raise your industry and get them to operate at that level we really have to start at bringing people in at that level. (R11:22)

R12 concludes with a warning that if the hospitality sector does not take ownership of its own knowledge requirements, its historically well-founded identity could be compromised.

> … and like I say, we are then at the mercy of others who have different opinions, different agendas as to how these businesses should be run. (R12: 25)

Theme 1.5: Qualification

"… long term for the industry one will need to encourage people to get degrees" (R10:37)

For R10 a new hospitality qualification grounded in more principled knowledge is a logical solution to the industry's skills shortage. R 10 states:

> But I think long term for the industry one will need to encourage people to get degrees. (R 10:37)

Although it is apparent from this respondent's response that there is a clear need for a qualification grounded in principled knowledge, other respondents (R5,6,8/9**)** were equally clear about the need for procedural knowledge. A further group (R1, R2, R3, R10, and R15) stressed the need for both knowledge forms to be contextualized.

Theme 1.6: Context-Dependent Knowledge

Respondents 1, 2, 3, 10 and 15 all expressed views on the need for context-dependent knowledge within a new qualification.

> we prefer not to take people who have no hospitality qualifications, they do not understand the industry, you have to understand all the aspects of the industry to be successful, to be able to make decisions that can lead other people. (R15:23)

> So that is very important, although we can … For instance, we have got a head, a financial director, etc, if they had the expertise of hospitality in their decision-making, then their growth within the company would be much better. Because although we have got a financial director and a hospitality director, they have to understand the total of the industry and then you link all the financial issues, all the law issues, all the training and development, all the human resources, all those managerial aspects to make it successful. (R15:23)

R1 referred to principled knowledge needing to be context-dependent in the following statement:

> I do not think we have enough analytically trained people that are going into hospitality with an underpinning knowledge of hospitality. (R1:15)

R1 is highlighting an association between principled knowledge and context-dependent knowledge within the upper levels of management. For R1, the relationship is not a question, but an essential.

R3 and R10 made the link between context-dependent knowledge and existing academic qualifications. They offer an alternative to a stand-alone qualification by importing context-dependent content into existing academic qualifications:

> R3: But I think the rigour of those MBAs[19] that are being offered at the moment, if you are the right kind of person, and so why should we now go and do an M.Com or a B.Com to drive the hospitality industry when we could maybe partner with the MBA. We could take the MBA which is still pretty strong and say: let's put in some electives on hospitality, because the business field or business subjects are still business subjects. (R3:21)

[19] an MBA is a post-graduate degree and so it cannot fulfill the need for initial training, so the question of which appropriate degree should precedes an MBA still remains

> R10: I think the hospitality subjects are your kind of specialty subjects. I know that it is not something that is done a lot now, but we could be taking a B.Com degree and using what we need out of that and putting in our hospitality stuff so that people have an understanding of the industry. (R 10:38)

R2, in contrast, highlights the importance of socialization into an identity through context-dependent content language:

> …why should students, as they have done in the past, do a short course at UCT or Wits or whatever, come back and say it doesn't work for them because they don't understand the industry jargon in context? Why shouldn't we do it ourselves?" (R2:54)

The reference by R2 to 'industry jargon' highlights the role context-dependent knowledge plays in socializing individuals into the sector. The specialized use of language is an indicator of a strong identity.

Theme 1.7 Existing Procedural Knowledge

In addition to the context-dependent nature of the contents of a qualification, certain respondents (1, 3, 8) were also specific about the need for existing procedural knowledge to be integrated with the principled knowledge in order to preserve a service excellence identity.

R1 links identity and transmission of 'service excellence' directly to procedural knowledge in the following statement:

> … and the minute you are dealing with customer interface value, you have got a 'come through' operation (R1:38)

RI makes the link between customer service and having procedural knowledge. R1 is suggesting you can't learn customer service from only principled knowledge. R1 is also implying that service, while it is based on principled knowledge, can only be of value in a hospitality context when the knowledge is practiced.

R10 provides quantitative evidence of an actual job description breakdown that also justifies the need for specific procedural knowledge to be included in a qualification in hospitality.

> … the reality is that if you look at a manager's day in a hotel, he has got at least 80% on the floor operationally driven (R 8:45)

Just as it became apparent earlier that hospitality managers could not gain the principled knowledge they required through an operational pathway, similarly, managers cannot manage effectively on principled knowledge alone, because so much of their performance is still based on procedural knowledge that can only be honed operationally**.**

R3 concludes this debate by broadly contextualizing the amount of procedural knowledge that may be required in relation to the principled knowledge and reminding us that, while procedural knowledge is intrinsically important to the qualification, it will nevertheless be the principled knowledge that will identify the new qualification:

> I don't think we need much more than the basics (of culinary practice) to understand the industry. (R3:13)

Conclusion

It was clear in conclusion that respondents were united in the view that the hospitality industry's identity had evolved and that this change had given rise to a demand for 'higher-order thinking skills' to sustain its new identity. It was also clear that respondents generally wanted to keep a proportion of the existing procedural knowledge skills, because they were linked to the notion of service excellence which, when taught in a context-dependent way, provided a well developed identity.

However, the current progress towards a new, more academic qualification is still in its infancy and much more research is needed before such a qualification can be designed. R6 sees the as yet undefined new identity of the industry as a hurdle to the process:

> there is this total mishmash of different kinds of things and that also tells you something about where this profession is at the moment. (R6:41)

At present R6 refers to the industry as "not yet having that platform of consensus" (R6:18): "… it may be that you find the industry and its needs are so in conflict at the moment and that it is not possible to arrive at that common ground" (R6:44).

R6 also cautions that ignoring the current 'mismatches' in the identity of the industry would ultimately undermine the final qualification because:

> … strongly labour market-orientated qualifications (like hospitality) can only be developed based on real consultation with the industry. (R6:9)

If the processes are followed and a suitable qualification is developed that meets the needs of the industry, only then, in the words of R11, will:

> the intellectual capacity within the industry be raised by the profile of the better quality scholar that comes out and says that its an industry that is worth studying for. (R11:35)

The drive towards ever increasing levels of service excellence as well as the emphasis on the procedural knowledge, were the hallmarks of the old hospitality industry and education identity. This identity was affected by globalization which created a need for more principled knowledge that is largely context-dependent and does not negate the existing procedural knowledge. The contextual demand of globalization for context-dependent procedural knowledge in addition to existing procedural knowledge is the key pressure that seeks to shape the new qualification. Once the new qualification is implemented it is expected to inform and feed into the evolving new identity of the hospitality sector.

5.3 CATEGORY 2: SELECTION

This category was divided into four key themes areas, namely:

1. An analysis of the **soft skills** which employees in the hospitality sector need to have and which are not linked to specific content selection.
2. A **frequency analysis of academic fields and the Culinary Studies module**, based on relevance to an academic qualification in Hospitality Management
3. A **knowledge forms analysis of each field and the module Culinary Studies**, using Jeanne Gamble's model of 'different forms of knowledge' (Gamble, 2004: 90)
4. **An analysis of the content of the subject Culinary Studies** using Jeanne Gamble's model of 'different forms of knowledge' (Gamble 2004: 90)

Theme 2.1: Soft Skills

The theme reflects the soft skills that respondents perceived as important for hospitality graduates to possess. They are directly linked to the 'new identity' (category 1) of the hospitality industry, but could not be located specifically in any field or subject content.

The soft skills that were most frequently referred to by respondents were grouped into four main categories. These were:

2.1.1 People skills
2.1.2 Personality attributes
2.1.3 Work ethic
2.1.4 Higher-order and lateral-thinking skills

The first two groups speak directly to the dominant theme in category 1 (Identity), that of 'guest' focus and meeting the diverse needs of the guest. The third group reinforces the theme within Identity of 'service excellence'. The fourth group, 'higher-order and lateral-thinking skills', reinforces the change that has occurred within the industry that now requires more principled knowledge to support its new identity.

Most responses in this theme were from hospitality industry respondents R10–R15. The high frequency of this group's response is directly linked to its level of engagement with 'soft skills' in the workplace. Because they are skills linked to work performance, it is logical that respondents from hospitality education would have less exposure to the need for these situated skills.

It is pertinent to note that the sub-theme 'higher-order and lateral-thinking skills' had the most responses from both primary respondent groups. This would be expected, as the development of these skills is primarily seen as the responsibility of the higher education and not the hospitality industry. This is consistent with the view highlighted in the category 1 (Identity), where industry was expressing a need for 'higher-order' thinking skills. It was also their view that this need would be met by a qualification grounded in more principled knowledge. This will be analysed in more depth later in the theme.

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Respondent Soft skill	R1	R2	R3	R4	R5	R6	R7	R8 /R 9	R10	R11	R12	R13	R14	R15
2.1.1. People skills	Knowledge of your customer	Able to deal with people			Have a good service attitude					• Need people management skills • Can interact well with people • Can interact with large volumes of people.		• Good with people • Good people skills	• Understand the human to human aspect of industry • Understand the customer	Work effectively In a team

Table 7: Soft Skills: People Skills

"And that is one thing in this industry, how do you deal with yourself and how do you deal with other people." (R15:48)

What emerges from this data is that 'people skills' in the hospitality sector face in two directions. There is clear reference to 'people skills' that speak to managing the guest experience. R1 highlights the 'people skill' of making the effort to get to 'know' your guests, because only by understanding your guests can you satisfy their requirements.

> … you need to know the customer (R1: 11)

> You cannot get to know who you are dealing with on a customer interface without going operational in our industry (R1:12)

R1 is clear that learning to understand guests requires a nuanced set of skills that can only be honed operationally, not theoretically.

R 14 expands this assertion in the following statement:

> Yes, the people skills are important and that is where the psychology comes in but actually dealing with an upset customer-big difference. You can be educated, you can be taught, you can be ready as much as you can be, but once you have that unpleasant customer in front of you, no matter how hard you try to please that customer, you still don't seem to get what is going to make him happy. (14:35)

The second direction that hospitality 'people skills' must face is in the direction of managing staff. It is clear from the data that respondents referred more to guest 'people skills', and this is probably relates to a core identity. However, managing staff who interact with the guests, although more subtle, is an equally important hospitality 'people skill'.

R11 says:

…. It’s not so much I’m looking for the restaurant experience, I’m looking for the people interaction experience … (R11:51)
From the Govan group perspective

… for people development, that I can feel people can operate and they can operate on their own but can they work effectively in a team? (R15:19)

Respondent Soft skill	**R1**	**R2**	**R3**	**R4**	**R5**	**R6**	**R7**	**R8 / R9**	**R10**	**R11**	**R12**	**R13**	**R14**	**R15**
2.1.2. Personality attributes					• Ability to make sound moral judgements • Be able to handle pressure			Add value to the business	• Charming not enough anymore' • Passionate • Energetic • Excited and positive • Disciplined • Self-motivated	Great personality		• Disciplined • Enjoy job	• Be humble • Motivated • Passionate • Able to work under pressure	• take responsibility for my work • sustainable ability to manage people

Table 8: Soft Skills: Personality Attributes

It is an industry that you have to love, it's an industry with so many hours, (R15:52)

R 11 summarizes, in the example of Graham Wood, the important link between sub theme 1: people skills, this subtheme: personality attributes and subtheme 4: higher-order and lateral-thinking skills:

> Who makes the best general manager? The guy who understands the business. You take Graham Wood – he is our MD, 40 years old, he is a CA with a great personality who landed up in the industry as a holiday job and stayed -- with incredible people skills, with the customers, suppliers whatever, incredible people management skills, that's what makes a fantastic hotelier (R11:98).

R11 highlights the complex combination of skills necessary for competence in the hospitality industry. No one set of skills dominates over the other; they are all important.

R10 shares a similar view by highlighting that:

> … about 30 years ago, if you were somebody who was charming and could interact with your guests, that was enough. (R10:24)

R 8 and R15 summarize these personality attributes as the skills that 'add value':

> … what it is that is lacking from the graduate, and my guess is that it is not just the knowledge part that they need to have, it is those things that make one add value to a business. (R8:23)

> I would definitely add life skills, life skills in the sense of operating as part of a team, self-confidence, taking responsibility for my work. I would like to include that in the workplace ... where they form part of the rest of the company. (R15:5)

Respondent Soft skill	***R1***	***R 2***	***R3***	***R 4***	***R 5***	***R 6***	***R 7***	***R 8 / R 9***	***R10***	***R11***	***R 1 2***	***R13***	***R14***	**R15**
2.1.3. Work ethic	Understanding the Industry and what it requires of employees		Understand what is expected.						Must be a career not a job	• Hiring for attitude, training for skills • Hard working • Good work ethic		• Have real commitment • Self-motivated • Do self-research	Understand reality of work	Passionate about his own growth and the industry

Table 9: Soft Skills: Work Ethic

“It’s a zero industry without people – they make it a success.” (15:52)

Work ethic is intrinsically linked to Identity in that it supports the fundamental core of hospitality identity, namely, service excellence.

R 5 notes that work ethic like ‘good people skills’ is not taught, it’s inherent:

> … technical skills are relatively easy to train, attitude is much more difficult (R 5:40)

> so that service attitude is groomed over a period of three or four years, you can’t train that in a short course over a weekend or a couple of evenings or afternoons (R5:39)

> and a hospitality person comes in, they have got the hospitality service in them and it is huge for us, we talk about hiring for attitude and training for skill. (R11:18)

The reality of the industry, however, is that a ‘good work ethic’ is not always financially rewarded as competitively as other service industries:

> **…** and people are highly sought after because we are hard workers, we have a good work ethic (R11:92)

This observation also highlighted a further concern that was common to other respondents: the perception that improving ‘higher thinking skills’ among the skilled level of the hospitality workforce could mean even greater losses in intellectual capital to competition industries. A different independent view was that this corporate competition could also force the industry to ‘prize’ its intellectual capital more and remunerate employees with these soft skills more competitively.

Respondent **Soft skill**	**R1**	**R2**	**R3**	**R4**	**R5**	**R 6**	**R 7**	**R 8 / R 9**	**R10**	**R11**	**R1**	**R13**	**R14**	**R15**
2.1.4. Higher-order and lateral-thinking skills		• Able to move more rapidly through management structures • Understand value of research	Expert in field of knowledge relevant to level of workforce		• Have problem-solving skills • Have higher thinking skills • Ability to grow self after qualification • Understand why procedures exist in the first place.				Get the bigger picture	Need intellectual capacity		• Well educated • Well spoken • Able to diversify knowledge • Able to grasp and manage diverse situations	Be an expert in specific work area	

Table 10: Soft Skills: Higher-order and lateral-thinking skills

Higher-order and lateral-thinking skills are the one sub-theme in relation to which almost all respondents shared a similar view. A subtle difference, however, was their use of language. While respondents from industry referred to more concrete outcomes like ‘getting the bigger picture and being an expert’, respondents from education used more abstract terminology. This differing use of language further highlights the current knowledge gap between HI and HE.

Respondents from higher education, like R5, made the link between an academic qualification and progression towards more abstract knowledge, like the ability to ‘problem-solve’.

> I think more importantly would be attitudinal change that happens within the degree course, and that I have not seen in the diploma courses, that I would call problem-solving skills. (R5:30)

> A prime criteria that I find myself going over, “is this person able to think?” I mean they do not know everything and they will never know everything . . . (R5:32)

Hospitality Industry respondents grounded their argument for higher-order thinking skills in concrete knowledge requirements like knowledge about their business:

> I would imagine that I would expect a greater degree of knowledge about their business not only on a small scale but on a global scale. I would expect them to have the bigger picture. (R10:22)

> We need well-educated, well-spoken people to come into the industry and the opportunities are enormous. (R13:6)

Although there is awareness in HI that these skills are lacking, there is also awareness from HE’s side that it will take time and further education before the HI can fully articulate its academic needs. This step will be critical for successful qualification development, because as stated earlier by R6:“only industry can speak for their knowledge requirements”

Theme 2.2: Academic fields and the module Culinary Studies

The academic fields that were perceived as most relevant for a degree qualification in Hospitality Management by respondents are represented in Figure 2.5 according to the frequency of reference. The purpose of Table 2.5 is to show:

1. The academic fields that are considered most relevant to a degree qualification in Hospitality Management
2. The order of relevance of each field in relation to a degree qualification in Hospitality Management
3. To create a platform of comparison based on relevance between the academic fields and the subject of Culinary Studies within a degree qualification in Hospitality Management

Findings

Table 11 indicates that the field of Management had the most references made by respondents. This is consistent with the name of the qualification that already exists, namely, a diploma in Hospitality Management and with the intended name of the new qualification, i.e. a degree in Hospitality Management. It is also consistent with the views expressed in the category Identity, which highlighted management skills in conjunction with service excellence as being fundamentally core to the new identity of the industry.

The field that received the second-highest number of responses was commerce. Like management, commerce is already core to the existing diploma, but this number of responses indicates the academic fields' growing relevance within an academic qualification.

Industrial psychology/ human resources received only marginally fewer responses than commerce. This indicates the first significant shift within the new qualification away from the existing diploma, in that neither of these academic fields is part of the existing diploma. Secondly, it shows a shift within a new hospitality qualification towards people management knowledge. This is also consistent with references made in category 1 (Identity), which indicated a need for a set of skills not only to manage service excellence but to manage the staffs who manage service excellence.

Field	R1	R2	R3	R4	R5	R6	R7	R8 / R9	R10	R11	R12	R13	R14	R15	TOTAL
1. Management	**9**	**12**	**4**	**3**	**3**		**1**	**10**	**17**	**29**	**5**	**6**	**2**	**8**	**109**
2. Commerce	**3**	**11**	**7**	**3**	**1**		**1**	**8**	**6**	**11**	**3**	**4**	**1**	**7**	**64**
3. Industrial Psych/ H/R	**1**	**7**	**5**		**7**	**13**			**2**	**5**	**3**	**5**	**5**	**11**	**64**
4. Marketing	**1**	**1**	**1**	**1**	**1**			**4**	**2**						**11**
5. Communication					**2**			**4**	**1**			**1**	**2**		**10**
6. Law			**1**	**1**				**1**						**1**	**4**
Sub Total for responses to academic fields	**14**	**31**	**18**	**8**	**14**	**13**	**2**	**27**	**28**	**45**	**11**	**16**	**10**	**27**	**262**
7. Culinary Studies	**9**	**0**	**4**	**10**	**36**			**9**	**20**	**21**	**1**	**17**	**34**	**3**	**164**
TOTAL	**23**	**31**	**22**	**18**	**50**	**13**	**2**	**36**	**48**	**66**	**12**	**33**	**44**	**30**	**426**

Table 11: Frequency of reference of academic fields and module Culinary Studies

Compared to management, the remaining three academic fields elicited relatively few responses, with marketing and communication being regarded as of similar importance within a degree qualification. Law was the final field that was considered relevant to such a new qualification.

The module of CS was included in Table 11 primarily to create a comparative linkage between the module and the other academic fields considered to be relevant to a degree in Hospitality Management. Although the module was the focus of the study and therefore proportionally more interview questions referred directly to the module, the high frequency of responses can also be seen as an indicator of the definite link between the module and the academic fields within a qualification in hospitality management. This relation will be analysed more explicitly later in this section.

Theme 2.3 Forms of Knowledge Model

I will apply Jeanne Gamble's Model of Forms of Knowledge in relation to this theme in the following manner. The tables that follow will quantify the amount of either **context-independent** versus **context-dependent knowledge** that respondents view as relevant to each disciplinary field and the module CS. This knowledge will be further specified as belonging to either **principled** or **procedural**, thereby building up a framework of knowledge forms to inform the content selection for each field and the module CS as part of the qualification development process.

Not all respondents gave responses on every field or the module of CS; this was consistent with their background knowledge. R6 and R7, representing Higher Education: Vocational Knowledge, were the least specific on the knowledge requirements of the academic fields and culinary knowledge.

Theme: 2.3 .1 Management

RESPONDENT	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8 / 9*	*10*	*11*	*12*	*13*	*14*	*15*	**TOTAL**
Context-Independent	8	9	3	2	1		1	3	5	14	3	5		2	**56**
Context-Dependent	1	3	1	1	2			7	12	15	2	1	2	6	**53**
Principled Knowledge	8	10	4	3	3		1	7	6	19	3	4	2	6	**76**
Procedural Knowledge	1	2						3	11	10	2	2		2	**33**
Total	**9**	**12**	**4**	**3**	**3**		**1**	**10**	**17**	**29**	**5**	**6**	**2**	**8**	**109**

Table 12: Forms of knowledge: Management

*** The horizontal/vertical total 109 is the total number of responses that occurred. It is a repeat reference to the horizontal field total in Figure 12**

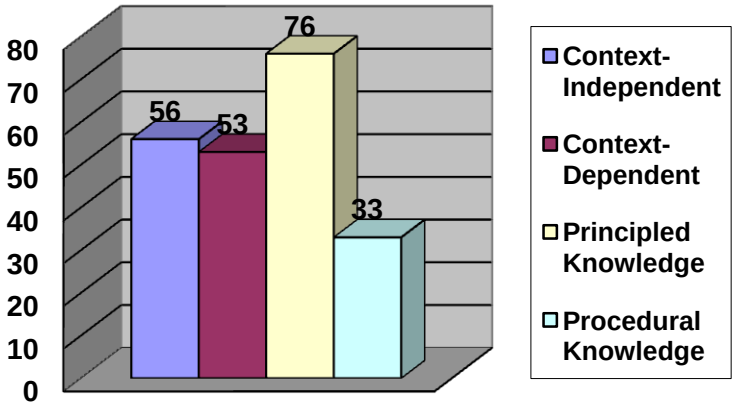


Figure 12: Graphical representation of Management knowledge forms

Respondents views on the context of management knowledge were fairly evenly divided, with slightly more respondents expressing a view that the knowledge forms should be context-independent.

> … the people would kind of book either the first or second line of functions within the company and the indication is quite clear, we don't have people who can manage that high level of business complexity.(R 2:28)

There was little correlation between the group that respondents represented and their view on context-independence or -dependence. Representatives of both education and the industry showed mixed responses, as shown by education representatives R2 above and R4 below:

> … hospitality law must be there, hospitality accounting must be there, hospitality management must be there, culinary skills must be there. (R 4:4)

Two-thirds of all respondents, however, favoured principled management knowledge above procedural.

> … they get students that have got no depth in general education because it is more general education that makes you better in management, because general management doesn't mean being able to calculate. (R 8:28)

Similar to the contextualization of knowledge, the division between principled and procedural was not group-specific. This can be seen from this education respondent's view favouring procedural management knowledge below:

> … there are huge disciplines within that being practical that the student needs to acquire, the discipline of organization, the discipline of time, the discipline of presentation, the discipline of personal organization, environmental organization, You cannot, in our industry, have a number cruncher who cannot deal with people in terms of a strict role … (R 1:26)

Within the group of education respondents, however, it was evident that the strongest views favouring procedural management knowledge came from the departmental level (R1-3), where there is an existing link to the diploma and thereby a strong connection to procedural knowledge forms.

Industry representatives tended to favour principled knowledge forms, possibly based on the perception that the current diploma with its largely procedural knowledge forms was no longer adequate, so without an academic understanding of knowledge forms this view could be interpreted as skewing the results.

… from a degree point of view it would have to be more strategically aimed . . . (R10:25)

I think that without a doubt having degrees, the gap for me is the business acumen side. (R11:4)

Extra business acumen, really understanding business. (R11:25)

In conclusion, this analysis indicates that within the selection of management knowledge forms there would need to be almost equal attention given to context-independent and context-dependent knowledge and that this knowledge should be predominantly principled with only approximately a third being procedural.

Theme 2.3.2: **<u>Commerce</u>**

RESPONDENT	***1***	***2***	***3***	***4***	***5***	***6***	***7***	***8 & 9***	***10***	***11***	***12***	***13***	***14***	***15***	**TOTAL**
Context-Independent	1	6	3	2	1		1	2	4	5	2	3	1	1	**32**
Context-Dependent	2	5	4	1				6	2	6	1	1		4	**32**
Principled Knowledge	3	11	7	3	1		1	7	6	11	3	4	1	3	**61**
Procedural Knowledge								1						2	**3**
Total	**3**	**11**	**7**	**3**	**1**		**1**	**8**	**6**	**11**	**3**	**4**	**1**	**5**	**64**

Table 13: Forms of knowledge: Commerce

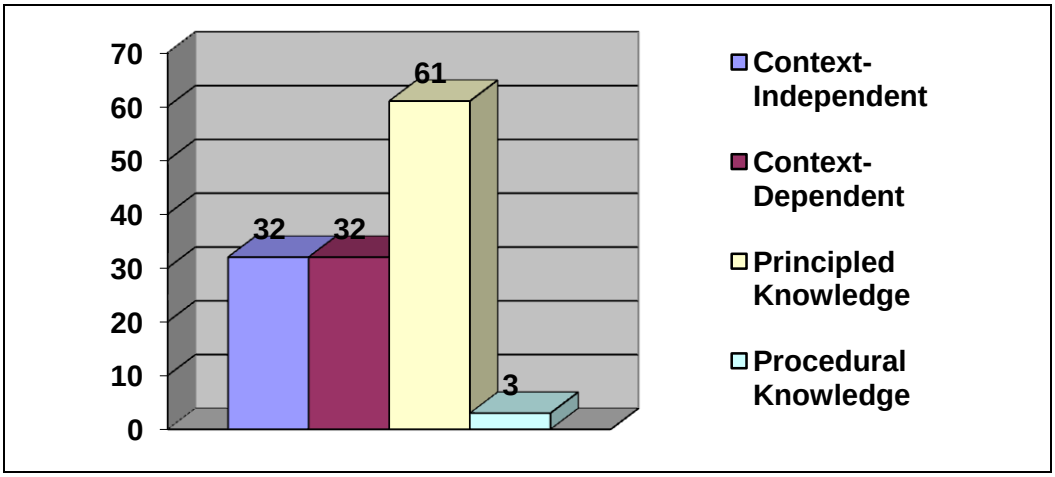


Figure 13: Graphical representation of Commerce knowledge forms

Like management, commerce has an evenly mixed response to contextualization, with an equal number of responses for context-independent knowledge and context-dependent knowledge in selection. Most respondents indicated that R10 expressed both context-dependent and context-independent views in relation to the field of commerce:

> … I don't think there is enough understanding of channel costs, and all of those hidden things that are behind in our industry. One of the things that I love about our business is that everything has reasonability; there is a reason for every single solid thing we do and I think that often the students are given the outcome as opposed to really understanding what the reason for why they doing what they are really doing (R10:28)

In contrast to:

> … you know the whole breakdown, but what I can tell you that the hospitality industry today is very business-orientated, business-driven. It's a highly technically competent arena that you are working in and I am talking about from the financial point of view, from a marketing point of view, all of those business management skills. So I suppose I see it in a B Com, being financially driven. (R10:70)

What is significant about both these references is that both refer to principled knowledge rather than procedural. So in contrast to management as a field related to hospitality, respondents

viewed commerce as an equal combination of context-independent and context-dependent principled knowledge, when referring to selection of content.

Also relevant to this analysis is that R8 (representing vocational knowledge) was the only respondent who articulated the view that commerce needed some procedural knowledge to validate it within a hospitality context.

> It looks like the management part does bring a whole dose of commercial aspects, like how do you commercialize this part and make it a working business? (R 8: 49)

Theme 2.3.3: **Industrial Psychology/ Human Resources**

RESPONDENT	***1***	***2***	***3***	***4***	***5***	***6***	***7***	***8 /9***	***10***	***11***	***12***	***13***	***14***	***15***	**TOTAL**
Context-Independent		7	2		4	8			1	3	3	4	3	4	**39**
Context-Dependent	1		3		3	5			1	2		1	2	7	**25**
Principled Knowledge	1	7	5		6	8			2	5	3	4	5	6	**52**
Procedural Knowledge					1	5						1		5	**12**
Total	**1**	**7**	**5**		**7**	**13**			**2**	**5**	**3**	**5**	**5**	**11**	**64**

Table 14: Forms of Knowledge: Industrial Psychology and Human Resources

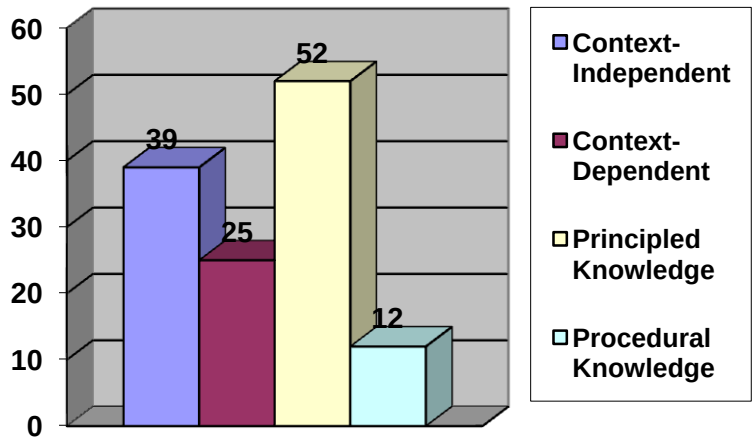


Figure 14: Graphical representation of Industrial Psychology and Human Resources

The field of Industrial Psychology and Human Resources shared an analytical grouping because the responses were broadly related to **people management** and **development**. The responses were generally not specific enough to code them as either Industrial Psychology or Human Resources. This is consistent with the study, in that the respondents were not considered expert enough to make the distinction, nor was this a necessary element of the study. The grouping does however speak to managing service excellence as a process on the one side whilst developing and managing those who are responsible for service excellence on the other side.

Because responses were made in respect to a degree, the results, like those for commerce, showed that selected knowledge should primarily be principled and largely context-independent, although some context-dependent knowledge was specified by a few respondents from HE. This context-dependent knowledge, however, was mostly specific to people management, which follows a similar pattern to responses given about management.

> So you cover psychology in both only you don't call it psychology anymore because it has been summarized [condensed to include] Human Resources and Management. It is not a discipline in itself (to become a trans-disciplinary module) . . . (R 5:14)

Generally, as the results indicate, most respondents favoured context-independent principled knowledge, as shown by the following comments:

> I would expect that a 'degreed graduate' would have a more commerce type of qualification or alternatively, as we have mentioned, a social science, humanities type of direction so that they work with people in a human resources field (R 3:30)

> They could also argue that there is a lot of psychology involved, its human behaviour etc (R 5:51)

> There is another module which is called resources which has a very strong HR element which focuses more on motivational, what drives people to do certain things or not do certain things. (R 5:56)

> … what are those things that are needed, understanding human relations, understanding organization, understanding industrial psychology and so on, what makes things work, understanding maybe the markets, how do you make sure this restaurant, business or hotel, how do you figure out if it's in the right location to attract the right clients? (R 8:31)

> Whether they do more financial management or not, we are working in an industry of people and working with people and that is why once again the human relations, the human resources, people development. Nobody is functioning on their own, not even doing the stock control, doing the stock taking, nobody is functioning on their own. It's a team operation there are some other degrees that you can get where you can operate on your own and that is fine, but this is a people's industry. (R15:17)

There is a clear indication from the comments above that Industrial Psychology and Human Resources Management were viewed by respondents as having a more principled knowledge focus than procedural knowledge focus. This indicates generally that Industrial Psychology and Human Resources Management would be one of the academic fields within a hospitality qualification that would contribute to its more principled identity.

The importance of Industrial Psychology and Human Resources Management in relation to Management and Commerce is that while Management and Commerce are largely focused on knowledge that makes a business profitable, Industrial Psychology and Human Resources Management relates more to product maintenance through the development and support of 'service knowledge' (Identity). It is therefore important to note that although there is a shift in terms of the selection of content towards a more academic qualification with business principles, the relevance of service knowledge and its relation to core identity are still highly acknowledged.

Theme: 2 3.4 Marketing

RESPONDENT	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8 / 9*	*10*	*11*	*12*	*13*	*14*	*15*	**TOTAL**
Context-Independent	1	1		1	1			2	1						**7**
Context-Dependent			1					2	1						**4**
Principled Knowledge	1	1	1	1	1			3	2						**10**
Procedural Knowledge								1							**1**
Total	**1**	**1**	**1**	**1**	**1**			**4**	**2**						**11**

Table 15: Forms of Knowledge: Marketing

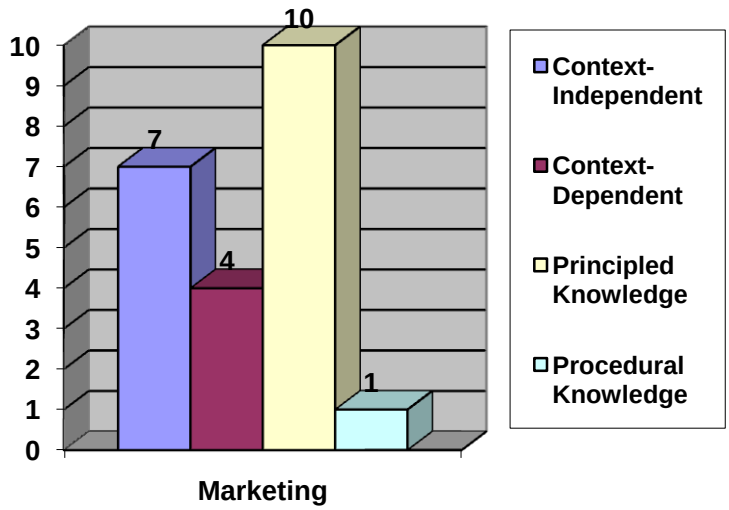


Figure 15: Graphical representation of marketing knowledge forms

Marketing as a field was also viewed by respondents as having a more principled rather than procedural knowledge focus. This indicates generally that together with Industrial Psychology and Human Resources Management, it would collectively contribute to the more principled knowledge identity of the degree qualification.

The relatively few responses to Marketing as selected content in relation to Management, could support the notion raised in Identity that there is a possible lack of marketing knowledge

awareness within the hospitality sector, or that the informal knowledge that currently exists is sufficient to support the current knowledge requirements.

The eleven responses do however support the idea that within a more academic qualification the trend should go towards a more financially driven product as opposed to a purely service orientated product.

Theme: 2.3.5 Communication

RESPONDENT	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8 & 9*	*10*	*11*	*12*	*13*	*14*	*15*	TOTAL
Context-Independent												1			**1**
Context-Dependent					2			4	1				2		**9**
Principled Knowledge					1			4	1			1	1		**8**
Procedural Knowledge					1								1		**2**
					2			**4**	**1**			**1**	**2**		**10**

Table 16: Forms of Knowledge: Communication

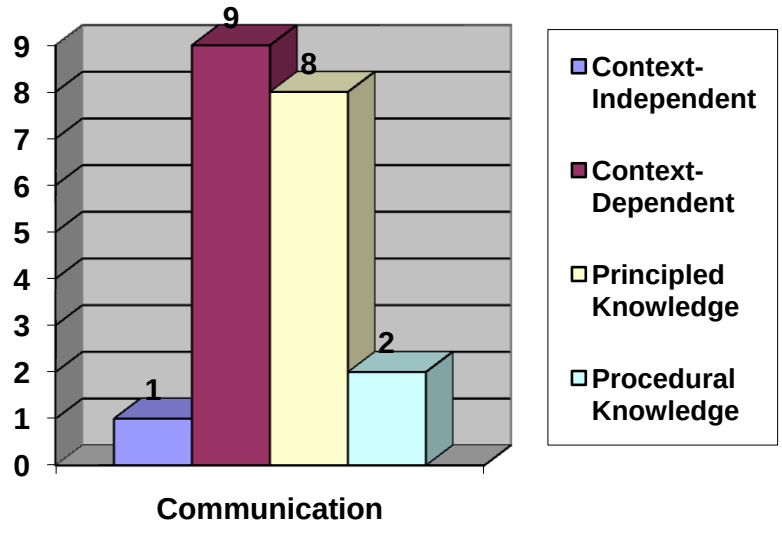


Figure 16: Graphical representation of Communication knowledge forms

Communication knowledge as with Marketing knowledge received fewer responses in relation to other academic fields. In comparison to other academic fields like Industrial Psychology and

Human Resources Management, Communication was viewed by respondents as consisting of mostly context-dependent principled knowledge. This variance from the other academic fields indicates a shift in knowledge requirement towards more specific abstract knowledge. This is significant because within the hospitality sector communication knowledge is strongly associated with service excellence.

This link between communication and service excellence is further seen through the higher number of responses that perceived communication knowledge as context- dependent in knowledge form and not context-independent as is usually associated with more principled knowledge forms. While communication knowledge is only one aspect of service excellence it is the knowledge that is most frequently associated with the quality of the service excellence, i.e. the higher the quality of the communication skill the higher the value that is placed on service excellence. Because a high level of communication knowledge is based on more principled thinking, it can therefore be deduced that the responses given are consistent with the specificity of service excellence as a defining quality of the hospitality sector.

Theme: 2.3.6 Law

RESPONDENT	***1***	***2***	***3***	***4***	***5***	***6***	***7***	***8 & 9***	***10***	***11***	***12***	***13***	***14***	***15***	**TOTAL**
Context-Independent					1									1	**2**
Context-Dependent			1					1							**2**
Principled Knowledge			1		1			1							**3**
Procedural Knowledge														1	**1**
Total			**1**		**1**			**1**						**1**	**4**

Table 17: Forms of Knowledge: Law

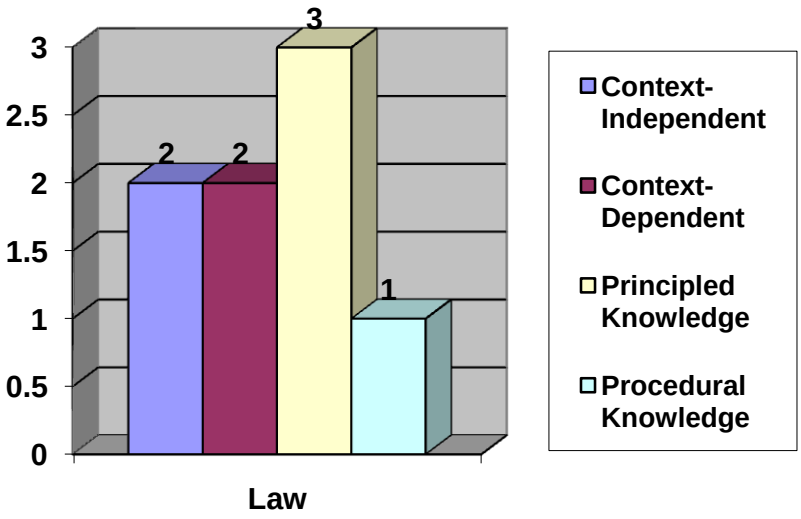


Figure 17: Graphical representation of Law knowledge forms

As with the academic fields of Marketing and Communication, Law had relatively few responses in relation in the academic field of Management. Also relevant are the few references to procedural knowledge across all three academic fields.

Law shows a similar pattern of knowledge forms to Commerce, i.e. a response that is an evenly mixed response to contextualization. This pattern would be consistent with the selection of knowledge content within a professional qualification, in that it characterizes an equal amount of context dependency in relation to principled knowledge.

A second view that could justify the need for more context-independent knowledge (that would normally characterize law from an academic field perspective) could be that the HI's existing context for law lies within the existing diploma which is largely grounded in context-dependent knowledge and this frame of reference possibly skewed the responses. By contrast Stenden SA highlights the issue of context independent and context-dependent with the following statement:

> There are some lectures on law, the whole hospitality industry law and of course when we introduce law for the first time with the first module you can't just tell them to study because it wouldn't make sense to them so that is when you have to add other stuff. The whole concept of Law is also one or two lectures. With law, we distinguish in Holland, between international and Dutch law, students can actually choose Dutch law or international law but they both cover EU law. In

> South Africa we teach international/EU law with South African law, so basically we focus on International law and tell them how it is in South Africa. (R5:91)

At Stenden SA only 'one or two lectures' are dedicated to hospitality law making the module predominantly context independent. Although Stenden SA offers a unique perspective on hospitality qualification (due to its been largely informed by the number of international students they take from the parent university in Holland each year to complete various modules), the combination of knowledge form is consistent with general professional qualifications.

Theme 2.3.7: Culinary Studies

All the previous tables in this section made use of academic field related knowledge to create a macro overview of the forms of knowledge that would inform a degree qualification in hospitality. The module of Culinary Studies (CS) is, as previously mentioned, not an academic field, but rather a group of related knowledge skills (as referred to in Category 1: Identity) that are primarily grounded in procedural knowledge forms. This definition is relative to the existing qualification, namely the Diploma in Hospitality Management.

A comparison of the forms of knowledge representing these academic fields and those forms exhibited by the module CS is the focus of this section.

R10 summarized the link between disciplinary field knowledge and principled culinary knowledge in the following statement:

> … Now I might have a fantastic General Manager who has got great business acumen but if my kitchen is falling apart and he has not got the credibility to be able to talk to that chef in terms of understanding food, in terms of understanding quality, in terms of understanding food costing, the whole basic principle of having standards in recipes etc., etc. he is really not going to be able to interact with that chef very well or get the best out of his team, that is for sure. (R10:40)

RESPONDENT	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8 / 9*	*10*	*11*	*12*	*13*	*14*	*15*	TOTAL
Context-Independent								1						1	**2**
Context-Dependent	9	0	4	10	36			8	20	21	1	17	34	2	**162**
Principled Knowledge	3	0	0	7	25			8	17	16	0	2	10	1	**89**
Procedural Knowledge	6	0	4	3	11			1	3	5	1	15	24	2	**75**
	9	**0**	**4**	**10**	**36**			**9**	**20**	**21**	**1**	**17**	**34**	**3**	**164**

Table 18: Forms of Knowledge: Culinary Studies

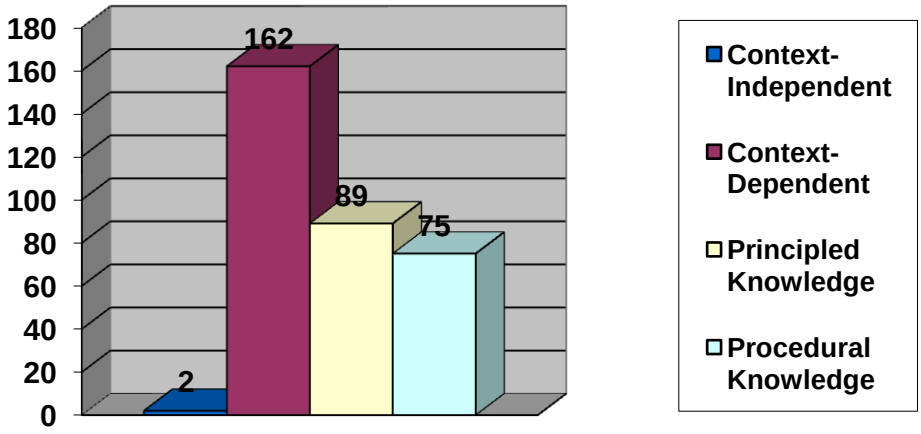


Figure 18: Graphical representation of the module Culinary Studies knowledge forms

Whereas most of the data collected from the academic fields thus far has shown a mix of contextualization by respondents, Table 18 shows that respondents viewed the dominant knowledge form for the module CS as being almost exclusively *context-dependent*. This would be consistent with the module's origins in 'community knowledge' as highlighted in category 1: Identity. Unlike the previously referenced academic fields, CS has no direct links to disciplinary knowledge and therefore cannot be easily viewed as context-independent. Even though the module CS theory consists of small elements from various disciplines, it is still considered too distant from pure disciplinary knowledge.

Also significant about the data in Table 18 and Figure 18 is that in contrast to the disciplinary academic fields, the respondents here hold almost equal views that this context-dependent knowledge should be both principled and procedural.

This shift in culinary knowledge form from purely procedural knowledge in the past to marginally dominant principled knowledge could be linked specifically to the focus of this study i.e. the development of a degree in hospitality. This link will be investigated further in the next section.

2.3.7.1 Culinary Studies: Specific Context-Dependent Principled Knowledge

Table: 19 expands the module CS knowledge forms specified as context-dependent principled knowledge in Table: 18 further by grouping the knowledge into content-specific areas. These content-specific areas were selected and grouped as a result of their frequency of use by respondents.

The purpose of table 19 is not only to introduce the content specific areas of knowledge that are considered important by respondents within the module CS but it also reinforces further the shift that has occurred in respondent's understanding of the module needs from being predominantly procedural in knowledge form to a mix of both procedural and principled knowledge forms.

In Table 19 the principled knowledge in Health and Safety as a content-specific area received the most responses (25) relative to importance for inclusion in a degree qualification in hospitality. At the other end of the scale was recycling, which received the only 1 mention.

In relation to other content specific areas it is relevant to note that Health and Safety had approximately twice the amount of responses than the second and third content specific areas, namely (2) Food Costing and (3) Basic Food Knowledge. This is particularly relevant in relation to Basic Food Knowledge because it demonstrates a shift in the core focus of a culinary module away from basic food theory knowledge (as it was historically presented in chapter 2) towards knowledge that informs the management of the food production process, i.e. Health and Safety and Food Costing This finding would be consistent with the development of a more academic qualification in that it still recognises the value of the theory that underpins basic food knowledge but it places greater importance in the knowledges that manage the production process.

RESPONDENT *Content Areas*	*1*	*2*	*3*	*4*	*5*	*6*	*8 / 9*	*10*	*11*	*12*	*13*	*14*	*15*	**TOTAL**
1.Health & safety				**1**	**10**		**1**	**7**	**2**			**4**		**25**
2.Food costing				**1**	**1**		**2**	**2**	**6**				**3**	**15**
3.Basic food knowledge	**1**				**4**		**3**	**2**				**3**		**13**
4.Basic nutritional knowledge	**1**			**3**			**2**		**1**		**2**	**2**		**11**
5.Basic menu-planning	**1**			**1**	**5**				**1**					**8**
6.Purchasing/ stock control								**2**	**4**			**1**		**7**
7.Kitchen design					**4**			**1**						**5**
8.Knowledge of standardized recipes					**1**			**1**						**2**
9.Workflow and scheduling									**2**					**2**
10.Food preservation				**1**										**1**
11.Storage								**1**						**1**
12.Recycling								**1**						**1**
TOTAL	**3**	**0**	**0**	**7**	**25**	**0**	**8**	**17**	**16**	**0**	**2**	**10**	**3**	**89**

Table 19: Specific Context-Dependent Principled Knowledge

Also significant regarding the high number of responses for Health and Safety and Food Costing in relation to Basic Food knowledge was that the question posed was probing content selection specifically for a CS module. As stated in chapter 3 under qualification debates, within the current NDipHM these three content specific areas are offered as separate modules, but within a proposed more academic qualification respondents saw the three areas as all specific to the module CS. This could be seen as further evidence of a shift in focus away from small fragmented subject areas to one larger transdisciplinary module.

The consolidation also speaks to the relative value of these knowledges in relation to other modules like management and commerce. A CS module in a more academic qualification would be allocated fewer credits as the qualification would need to accommodate more disciplinary knowledge from other academic fields. This consolidation of modules would therefore force the knowledge selection process to only include knowledge that would be essential for a more academic qualification. This data appears to indicate a possible blue print for this consolidation and the value of various contents within a consolidated module.

Respondent 5 (Stenden SA) placed the highest value on principled culinary knowledge in this range. This was consistent with Stenden SA University curriculum documents, which were viewed during the interview and showed that the Stenden SA curriculum placed a high emphasis on principled culinary knowledge, specifically in the first year of study. This emphasis then diminished in favour of more principled field knowledge in the second and third years of study.

Respondents from industry (R10 and R11) placed the highest value on principled culinary knowledge generally. This is relevant because it speaks to a possible perceived knowledge gap for the HI. This is important to the study because it confirms the role of HI in the qualification development process. This data confirms that respondents from HI are able to articulate knowledge gaps and therefore be of value in the qualification process.

The lack of responses from respondents 2, 3, 6, 7 and 12 was consistent with the high value they placed on other academic fields of knowledge. This gap could highlight a disjuncture between the perceptions of respondents regarding the coexistence of modules like CS and other principled field knowledge within a degree qualification.

2.3.7.2 Culinary Studies: Specific Context-Dependent Procedural Knowledge

An analysis of specific context-dependent procedural knowledge within the module of CS (as represented in Table 20) is relevant to this study not only because it quantifies respondents content specific knowledge requirements within the module but also because it informs the organisation of knowledge forms within the broader hospitality degree qualification.

Table 20 quantifies the respondents' references to context-dependent procedural knowledge within the module CS. These responses included:

> Maybe or probably only make breakfast if he is really pushed or pressed into the galley (graduates only require enough procedural knowledge to operate in unforeseen situations)(R10:46)

> In an ideal world, they would have to have (practical kitchen experience) even if it is a short percentage in this kitchen tour to understand the operation. (R15:46)

The responses represented in Table 20 were grouped according to frequency of reference to procedural knowledge within the context of the module CS. The greatest number of responses for procedural culinary knowledge were linked to the academic field of management. R1 illustrates the need for procedural management knowledge within the module CS in the following response:

> I'm teaching you to organize yourself, I'm teaching you to think logically, I'm teaching you to clean up after yourself, there are a lot of soft skills that come out of our vocation 'per se' which we are more interested in than the straight cooking skill (R 1:27)

RESPONDENT	1	2	3	4	5	6	7	8 /9	10	11	12	13	14	15	TOTAL
1.Management processes	2				3			1	2	4		2	1	1	**16**
1.1 Work flow			1									5	2		**8**
1.2 Customer service										1		1	4		**6**
1.2 Purchasing & stock control													1		**1**
1.4 People management														1	**1**
1.5 Fixture & equipment management													1		**1**
															31
2.Basic culinary skills	2	Non	3	3	5				1	None	1	3	7		**25**
3.Hygiene skills	1				3								6		**10**
3.1 Recycling												1			**1**
3.2 Storage												2			**2**
															13
4.Food quality	1														**1**
5. Kitchen design & layout												1	2		**3**
Total	**6**	**0**	**4**	**3**	**11**	**0**	**0**	**1**	**3**	**5**	**1**	**15**	**24**	**2**	**75**

Table 20: Culinary Studies: Specific Context-Dependent Procedural Knowledge

The proportionally high number of responses to procedural Management knowledge within the module CS could be interpreted as supporting a separation of principled and procedural knowledge within an academic field like management. This interpretation would indicate clear boundary formation between the theory and the practice of a field like management. This would further inform the organisation of content so that well bound principled knowledge in the academic fields would be clearly differentiated from its linking procedural knowledge as seen in the field of management. Such boundary maintenance would support current theory in professional qualification development because it supports vertical knowledge development in theory but allows for horizontal knowledge development in operational modules like the module CS

> … if you would have someone start at vocational competency in order to progress into management they have to learn the theory of management first. (R 5:23)

The second content-specific area in relation to importance within the module CS was basic culinary skills. These skills were generally referred to with reference to responses that informed the principled basic food knowledge. This is relevant in that it shows there is a strong link between the theory and the practice and further that within the module CS neither of these knowledge forms can exist in isolation. Respondents were clear that food knowledge could not only be theoretical: in order to meet industry's skills needs, almost all food theory would require an equal amount of procedural knowledge in the form of food practical.

In conclusion, it is apparent from the relative closeness in the frequency of responses to culinary principled and procedural knowledge that respondents perceived the module as requiring both principled and procedural knowledge as foundation knowledge forms. R6 warns against favouring one knowledge form above the other:

> I would not make the boundaries too hard between vocational and what you are calling the academic because in the end they are both academic. (R6: 22)

> You are not ever going to want to train people for hospitality management who do not know anything about the procedures or what actually goes on in that industry otherwise they will come out looking truly foolish (R6: 33)

The slightly higher frequency of principled knowledge was consistent with the overall high frequency of response for other academic fields that showed dominance for principled knowledge. This is also consistent with the general knowledge forms of a degree qualification.

The high frequency of response for management as the dominant procedural knowledge is again consistent with the overall dominance of management within the programme. It also speaks to the view that a degree qualification's focus is on the management of culinary skills and not the mastering of them. R4 states:

> Basically what we do, we put them in the kitchen and as soon as they get it we pull them out, we are not training chefs but we want them to know how to cook (R4:2)

CONCLUSION

This section looked at Gamble's notion of selection: "What counts as theory and what counts as practice" (Gamble, 2009: 14).

The data clearly showed a need for varying levels of both principled and procedural knowledge, different amounts in different academic fields and modules. The adequacy of the selection process will rest on the relation between these two knowledge forms because in the words of R8/9, "meaningful connections need to be made".

> … they pick and choose the courses they must take in the faculty of arts and humanities but they must still come back to do the application of those with you to be able to say in terms of how do they apply in this area, you will learn so much about industrial psychology, how organizations are formed, how to manage staff, how to create scenarios because you are not going to be able to recreate what they should be taught by specialists. I am just thinking they go

> and learn certain modules in commerce but they come here and say in hospitality these are the kind of scenarios, you work out how these should be done and you take them through the practical application of the theory so that they may be able to make a meaningful connection (R9:7)

> I think you can't manage what you don't understand and the thing in our industry is that it has very specific functional areas but as a General Manager you need to have the knowledge and skills of the functional areas (R10:39)

Figures 19 and 20 summarise the respondent's suggestions regarding the relative distribution of context dependent/ independent knowledge and procedural/principled knowledge forms. The graphs show distinctly which academic fields, like Management need to have knowledge that is selected because of its context independent principled form by comparison to the module CS that is more context-dependent and procedural and principled in form. These graphs show a possible selection relation between the various subjects that could form a template for the qualification design of a degree in hospitality.

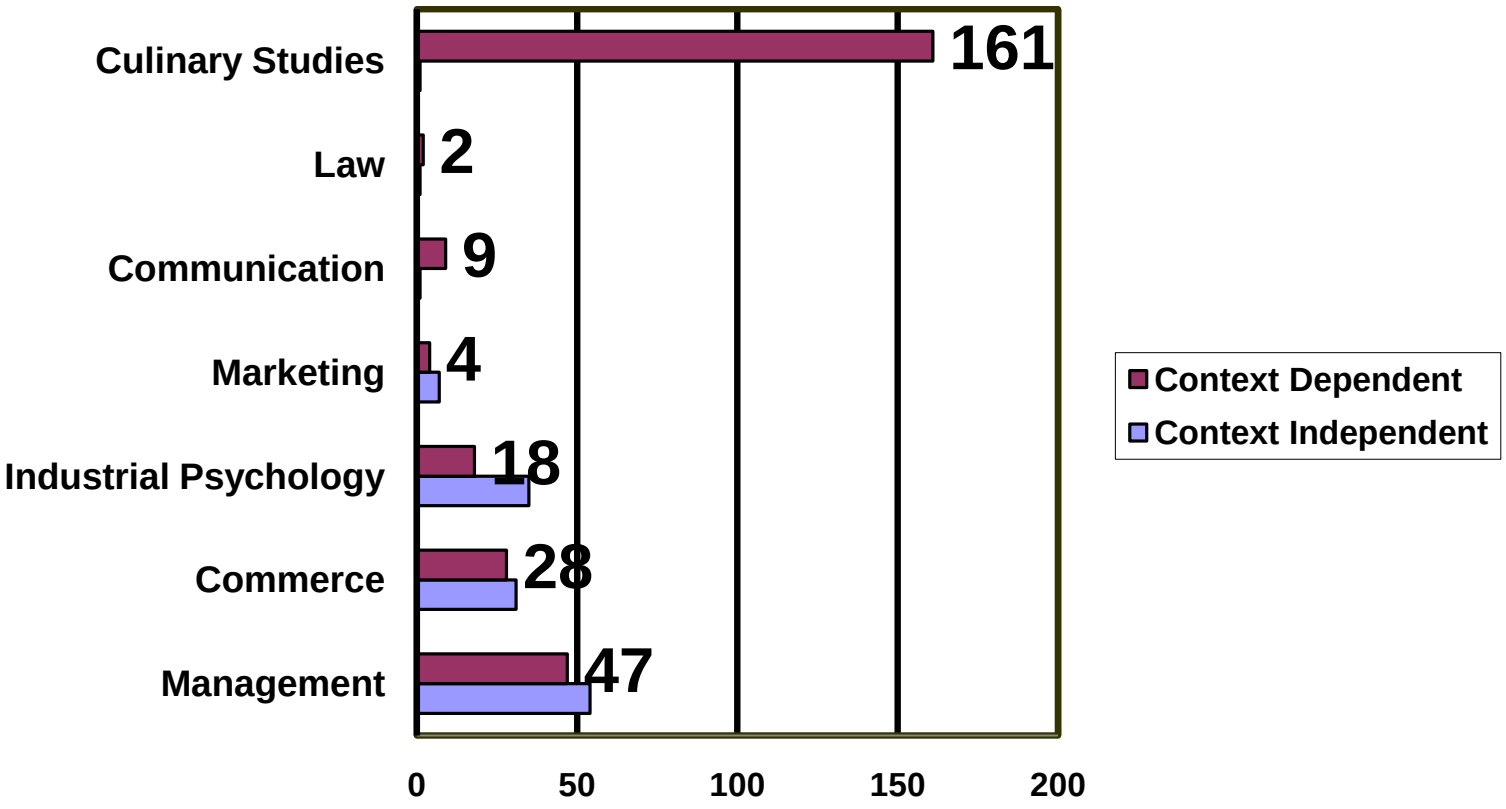


FIGURE 19: Graphical representation of Contextualization of all academic fields and the module Culinary Studies

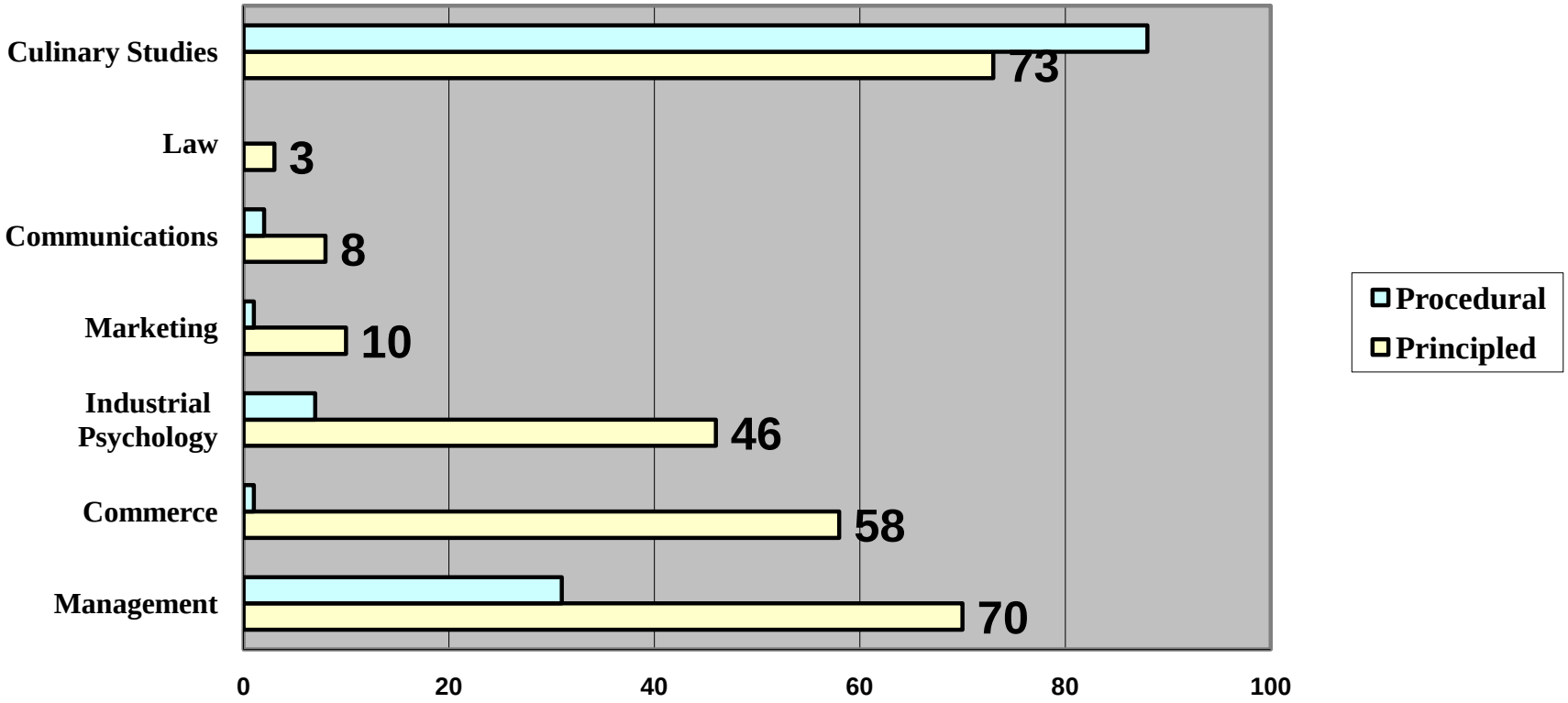


Figure 20 Comparative Graphical Representation of Knowledge Forms of all academic fields and the module Culinary Studies

5.4 CATEGORY 3: ORGANIZATION

The link between the selection and the organization of content in a qualification is critical to defining the type of qualification that will emerge from the data with respect to hospitality.

"When considering the structure and design of curriculum the crucial question is: What rules of combination structure the theory-practice relation in curriculum?" (Gamble, 2009: p87).

In this category, respondents' views on the structuring of theory-practice will be analysed. This will be done by analysing the respondent's specific responses to the organization of the module CS within a qualification.

Organization of knowledge in Culinary Studies

With regard to the selection of knowledge the module CS presented with the proportionally highest amount of procedural knowledge in relation to principled knowledge. Because it is the focus of the study, this relationship needed to be further analysed, as it possibly indicated a direct link between theory and practice.

Table 21 quantifies respondents' views on the relationship between principled and procedural knowledge as a percentage relative to the year of study.

Where respondents specifically linked procedural knowledge to work-integrated learning (WIL) it is indicated below the related year.

Two significant patterns emerged from the data. The first is the difference in organization between R5, representing Stenden SA University, and all other respondents, and, secondly, the role of WIL (Work Integrated Learning) in the organization of procedural knowledge.

Respondent Year Qualification	1	2	3	4	5	6	7	8/9	10	11	12	13	14	15	[20]Overall Average %	[21]Average respondent
1st year: principled	60	70	50	[22]0	50			0	80	40	0	80		80	64	65
Procedural	40	30	50	0	50			0	20	60	0	20		20	36	35
WIL			✓		✓									✓	3	
2nd year % principled	60	70	0	0	60			80	0	100	0			80	75	78
procedural	40	30	0	0	40			20	0	0	0			20	25	22
WIL					✓									✓	2	
3rd year % principled	0	0	0	70	80			80	0	80	0			80	78	78
procedural	0	0	0	30	20			20	0	20	0			20	22	22
WIL					✓					✓	✓			✓	4	
4th year % principled	0	0	0	0	0			0	0	0	0	0	95	0	95	
procedural	0	0	0	0	0			0	0	0	0	0	5		5	
WIL															1	

Table 21: The organization of principled & procedural knowledge for Culinary Studies within a qualification

[20] **Overall average percentage:** An average of all the respondents' responses to the organization of theory (principled knowledge) and practice (procedural knowledge) within the year of undergraduate study in a qualification in hospitality management.

[21] **Average for R5:** The percentage average of responses to the organization of theory (principled knowledge) and practice (procedural knowledge) within the year of undergraduate study in a qualification in hospitality management R5 responses were removed from the overall average % calculation because the knowledge model presented by R5 was fundamentally different to all other respondents and is therefore represented separately in **Figure 22**

[22] **0:** All the o's (zeros) in Table 21 represent the lack of a direct response to the organization of theory (principled knowledge) and practice (procedural knowledge) within the year of undergraduate study in a qualification in hospitality management.

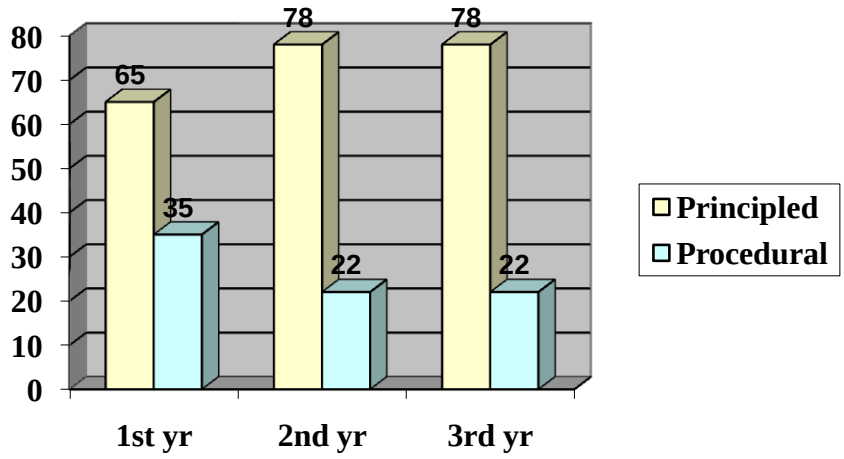


Figure 21: Comparative graphical representation of the average of knowledge forms of all academic fields excluding Stenden SA

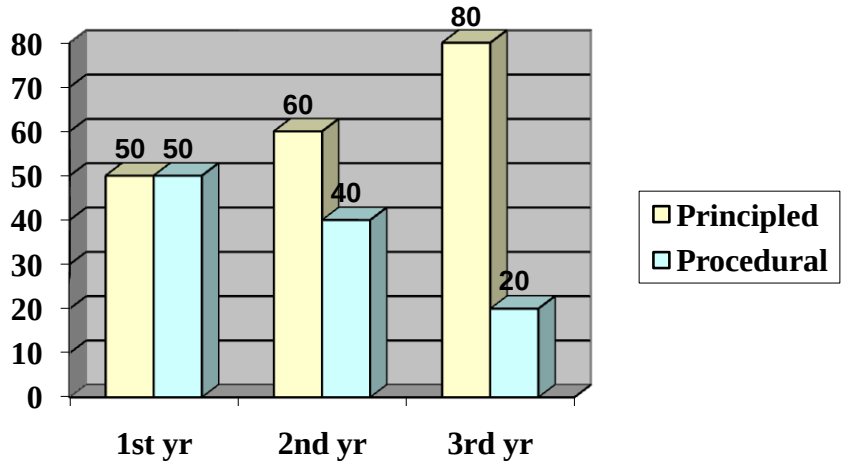


Figure 22: Comparative graphical representation of the average of knowledge forms of all academic fields including Stenden SA

The bar graphs in Figures 21 and 22 show the suggested relationship between principled and procedural knowledge forms in the module CS over a three-year qualification.

> … is it possible to look at it as something that is multi-disciplinary that could probably in the first year, maybe expose them to a range of things and then you

start seeing the specialization. There might be in these culinary maybe even financial modules, you start in the second year, seeing these trends . . . (R9:1)

I would do the operational, a lot of the operational stuff first year …. So I think that those would naturally run through, the kind of 'clear the plates from the left or the right' I would crack in first year. (11:47)

I would like to say that you have these first two years that serve a generic purpose and then you would have, for those who want to go into the industry, with enough of the status to actually to get them to supervisory level which is what they (HI) have evolved now only a year internship and those that want to, continue. You pick up with the third year or the fourth year and that is purely academic structure. (R1:45)

And maybe a one-year basic cooking and service so that they have a feel for what is expected in that environment, and not have a great knowledge if they only pass it with 50% well so be it, we are not expecting them to turn out a most wonderful chocolate cake. (R3:29)

That is why in a degree, graduates have to have some basic knowledge of what happens operationally in a kitchen. Your first level of study must include that otherwise how can you run a hotel (with a kitchen). (R3:39)

Q: Do they need kitchen skills to run a hotel?
A: I think they need some basic, I do.

I would like to think they should still do a first-year experience in the kitchen, get their hands dirty, understand what it is for the person peeling the potatoes or whatever procedures, so there is some appreciation. (R3:57)

The graph in Figure 22 shows the comparative graphical representation of the average of knowledge forms of all academic fields including Stenden SA. Unlike the more traditional South African model, Stenden SA shows a closer relationship between principled and procedural knowledge over the period of a three-year qualification. This is however not an indication that more procedural knowledge makes the qualification less principled. The transcripts revealed that framing played an important role, in that procedural knowledge was used in conjunction with principled knowledge.

The significance of Stenden SA's approach to the organization of the module CS is more clearly illustrated by the following response:

> … we treat them as potential managers from year one, so that means they are given a responsibility from year one, of the course. But still, if they would come to a lecture with a question, that lecturer would answer back and say you have not only got a problem, you should also bring the solution and I'll tell you if that is right. So the moment they come in they are being trained to think like a manager, they might be learning the basic technical skills but they are not being treated as if they are basically trained vocational. The responsibility will be higher in third year because in third year they will actually be managing departments within the campus if we do a function for instance. (R5:28)

This response summarizes a critical difference between how most respondents viewed the organization of principled and procedural knowledge and Stenden SA's model. Generally most respondents saw the two knowledge forms within the selection of content for the module CS as separate but dependent on one another (Category 2: selection the module CS). Each academic field was theoretically well bound while the related practice was located in separate operational modules like CS. Practice or procedural knowledge became transdisciplinary only in practical modules. The key academic principled knowledge remain distinct and separate from other academic fields.

In contrast the Stenden SA's model however firstly presented a different view on the organisation of knowledge form. Unlike the traditional SA model Stenden SA merged not only theory and practice but academic field knowledge too. The model was not transdisciplinary but 'trans-knowledge form' Instead of limiting academic field knowledge form integration just to within procedural knowledge domains like the module CS, the model allowed principled knowledge to be practised in the form of procedural knowledge within a specific context, e.g. the kitchen. This serves two purposes: firstly, it is a means for operationalizing principled knowledge; and, secondly, it contextualizes this principled knowledge.

> Basically why we (Stenden SA) put it in the first year is because we have a structure of work-based living that follows those three levels, the operational, tactical, strategic and we want to have students in those roles, so what you see in most hotel schools is you have a first-year kitchen, second-year kitchen. We have one set of facilities, we have a learning hotel, 28 rooms, a four-star hotel with two restaurants, a bar, conference facilities etc. For the first year they learn all the basic skills, cooking, cleaning, serving, front office, reservations etc ("that is a miniscule part of your credit base"). Basically what we do, we put them in the kitchen and as soon as they get it, we pull them out: we are not training chefs but we want them to know how to cook. In the F and B module they would spend four weeks in operations of which there will be two weeks in the kitchen, so they will have 80 hours in the kitchen. They will start with a lot of preparation that they will have to do on their own, so they would basically be studying different cooking techniques, current techniques . . .
>
> Basically before they start they are expected to have studied the whole manual, we are talking about 100 pages, but that is again the difference between vocational and professional – we don't take them by the hand, you are basically in the kitchen and you are supposed to know this, then they will get the menu for the day that they will be cooking for the guests in an operating environment. (R5:87)

Secondly unlike the traditional South African model, where most respondents thought procedural knowledge should be accommodated only in first year of study, (because of its 'basic' knowledge form in contrast to the complexity of abstract principled knowledge form), the Stenden SA model however continues to integrate practice with theory over all three years of study, this is achieved by increasing the level of abstract concepts in successive years but always in conjunction to related practice.

> Then of course the first-year might not have ever held a knife in his hand before so there is a second-year student. *The second-year student is the supervisor* of that first-year, so that second-year, besides refining his own operational skills, is training his supervisory skills for 80 hours or two weeks. There is also *a third-year student who is the kitchen manager*. Now that whole bunch is supported by a handful of practical instructors that know exactly what they are doing, they have a long history in 'cheffing' and are basically able to make sure that every dish that leaves that kitchen is acceptable to the guests who are eating it. So that is basically how it goes and there is no long kitchen workshop where you do it until you get it right.
>
> Here in South Africa we have actually added some kitchen practical's as we call it where they just practise techniques, because our students are either from a very rich family, which means they have had servants all their life or they are from a very poor family, where they have never actually seen anything being cut julienne. It's a cultural thing. In Holland the kids are involved in their cooking and they know how to prepare a basic meal. (R5: 67)

Assessment within the Stenden SA model is also representative of the co-dependence between theory and practice in knowledge development. The following quotes provide further evidence of the extent of knowledge integration within the organisation of content within their qualification.

> They are assessed, they usually work a six- or eight-hour shift and at the end of the shift there is a debriefing led by a third-year manager, the only third-year

> student that is involved with managing. An instructor sits there as well and then the third-year manager will ask the second-years to give the assessment of the first-years because the second-year students have been supervising the first-year students. Then the third-year who has still been observing might add things to that or disagree with some things and then at the end of things you have a formal assessment in the form of a practical instructor approves the assessment or else he says "guys, this is a bit . . ." (R5:42)

In conclusion, Stenden SA's model offers an alternative to the traditional South African model.

> It is an academic qualification, that has a strong vocational career orientation and that means it is geared towards work readiness, which would be the purpose at the end of the qualification. It means that the holders of that qualification have probably been taught principally about how to do things, they have learnt about doing, they have learn and through procedures. (R6:24)

3.1.2 Work-Integrated Learning and the organization of knowledge forms in Culinary Studies

Respondents had varied opinions on the role that work-integrated learning (WIL) could or couldn't play in the organization of procedural knowledge in the module CS. Excluding R5, who supported the WIL as an organizational tool for the module CS over all three years, most respondents favoured WIL (as it is traditionally located within the existing NdipHM) being located within the third or final year of study. This is consistent with the diploma notion: that students need a specific amount of principled knowledge and in some cases procedural knowledge (controlled by the institution) before they will be operationally ready for industry.

This is a very contentious issue on multiple levels, as indicated in the following responses by R1:

> … they are teaching the theory, a little bit of it but the application is done by and handed over to an industry person where you do an internship period and that is where you learn to do it and do not necessarily do it on site (R1:22)

> I do not believe you can control the quality and I believe they are paying the price for that because the outside providers are not up to standard. If you want to make sure that the provider is meeting the minimum standards you have got to do it in-house. I really believe that it has got to be done in-house.(R1:23)

Unlike the Stenden SA model that uses procedural knowledge through WIL throughout the qualification; state funded providers because of throughput have much larger numbers of students to accommodate and therefore are forced to source WIL to HI partners. As can be seen in the above quotes from R1 the quality of training outside of the institution is difficult to control and therefore quality of knowledge issues are an ongoing debate.

R1 also echoes the belief that the Stenden SA model would be an optimal one for the development of procedural knowledge through WIL.

> I would like to say that you have this first two years of a generic and then you would have for those that want to go into the industry, enough of the status to actually to get them to supervisory level, which is what they have evolved now only a year internship and those that want to continue you pick up with the third year or the fourth year and that is purely academic structure . . . (R1:31)

Although the Stenden SA model would clearly be an ideal model for the development of procedural knowledge through WIL, it is not conceivable at this point that state funded institutions could support it.

Conclusion

A number of important debates emerged from interrogation of the data in this chapter. These were firstly the relation between sector identity and the emerging knowledge requirements of the hospitality sector. Secondly the shift within hospitality sector knowledge forms requirements from vocational knowledge to a greater demand for more principled knowledge. Thirdly the relation between principled and procedural knowledge not only within the module CS but across other hospitality related academic fields of knowledge. Fourthly the relation between principled and procedural knowledge and contextualization in module CS and across other hospitality related academic fields of knowledge.

The collected data highlighted a strong link between the historically well developed identity of the hospitality sector and a clear shift in this identity that now required focus on revisement of the sectors knowledge requirements. The data clearly showed that respondents were aware of the sectors strength of identity and the role knowledge selection in qualification played in the sustainability of this identity. It was therefore also highlighted in the data that a generic degree qualification although able to meet the sectors need for more principled knowledge would weaken the identity and therefore not be a possibility in relation to degree qualification development

The quantitative data showed this shift by the sector towards requiring more principled knowledge through the number of references to principled knowledge across the relevant academic fields identified. In almost all the academic field's principled knowledge was seen as the dominant knowledge form. This highlighted a distinct shift from the knowledge forms present in the existing NDipHM and suggests that a different qualification would be needed to accommodate this knowledge.

Significant too is the fact that the data showed in addition to an increased requirement of principled knowledge across the academic fields that there was still a requirement for procedural knowledge. There was a clear indication from the data that respondents did not see a more academic qualification in hospitality management as being devoid of procedural knowledge.

Instead the procedural knowledge was seen as not only foundational to the principled knowledge but as a necessary recontextualization of knowledge that was imperative for the sustainability of the largely operation hospitality sector.

This recontextualization was further highlighted in the data through the recognition of context dependent knowledge form above the traditional academic view in degree qualification design of predominantly context independent knowledge form. This provided further evidence of identity boundary maintenance in that although the data showed a clear shift towards principled knowledge this knowledge had to be recontextualized to be context dependent and therefore hospitality focused.

> So you could look at 50-50 spread and you could use that as one of your theoretical bases to make a decision should it be a degree or a diploma, as opposed to contextual or conceptual. Contextual and conceptual gives you a 50-50 but then you say okay if the conceptual knowledge stays horizontal then it goes into a diploma. So if you have a verticality as well, although its 50-50 but conceptual there is clear verticality there then you could say but this should rather be a degree, because of that. (R7:27)

Respondent 7 highlights a further debate of the contextualization of knowledge in the above quote when she uses the dominance of context either context independent of context dependent to ultimately inform qualification type. Although qualification type did not form a direct part of this study it could be a natural progression with further research and then used to inform actual qualification type and hence structure.

A further insight gained from the data within the domain of knowledge form, is the significance of knowledge forms in the module CS in contrast to the knowledge forms in the relevant academic fields that were identified. As stated above, the dominant knowledge form across the academic fields was context independent principled knowledge, the module CS presented differently in that although there was a significant number of responses to principled knowledge, the procedural knowledge responses were frequently linked to an academic field, e.g.

management and commerce. This is significant because it reinforces the separation of knowledge form in a degree structure.

While the Stenden SA model presented a view of contextualized knowledge integration throughout a qualification, the prevalent view of the respondents was that although necessary procedural knowledge was not seen as the dominant knowledge form in a degree qualification in hospitality. Although there was acknowledgement within the notion of identity that procedural knowledge was imperative the prevailing view was that required procedural knowledge should be organised within the early years of the qualification to allow for the development of more abstract knowledge in subsequent years.

Chapter 6: Discussion and Conclusions

6.1 Introduction

The previous chapter presented the findings arising from the data collection. This chapter firstly presents three models that represent the dominant group of views from the findings in relation to the theoretical concepts presented in the literature review. The focus of these relations is the 'knowledge practice relation' as it emerged from the data. These models have been generated on the basis of what was learned from the literature and the interview respondents. They are thus a form of data analysis and form the basis of the argument being presented in this chapter. Secondly, this chapter will present an analysis of how the theoretical concepts based on Jeanne Gamble's model of knowledge forms can inform the 'knowledge practice relation' in a South African hospitality context. This will be followed by a discussion of the possible applied use of Gamble's model of knowledge forms as a tool to inform qualification design principles in the hospitality sector. This chapter will conclude with an analysis of how Gamble's model can be used to inform the selection and organisation of vocational content in a hospitality qualification and thereby also inform qualification type .

6.2 Discussion

The literature review highlighted, through an analysis of theoretical concepts of established theorists like Bernstein, the key debates that inform 'the knowledge of theory and practice relation' within qualification design. Figure 23 shows these key concepts of qualification design in relation to the key conceptual views derived from the findings.

Figure 23 illustrates a summary of a set relations to these concepts that developed from the findings, namely that:

1. The 'required' disciplinary knowledge (1) should be selected and organised according to the principles of qualification design presented in the literature review.
2. The context of UJ and the existing degree qualification offered at Stenden SA could inform the qualification design process.

3. Gamble's model of knowledge form could be applied as an academic tool to view the knowledge requirements of the hospitality sector in the context of professional qualification design

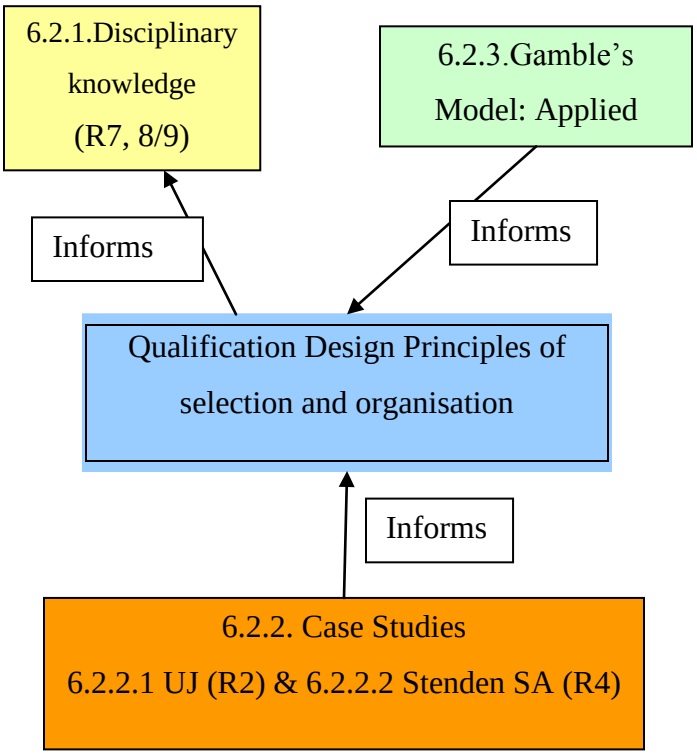


Figure 23: Summary of conceptual views on qualification design from findings, related to respondents

6.2.1. Disciplinary knowledge and qualification design principles

The selection of content for a degree qualification based on related disciplinary knowledge was a strong recurring theme within the findings. It was highlighted by R7, and R8/9. Both respondents expressed the view that degree qualification development needed to begin with related disciplinary knowledge. Wheelahan and Young (literature review) highlighted a similar view when using Bernstein's theory of vertical discourse to explain the purpose and knowledge structure of academic qualifications summarised by Wheelehan as "to induct students into a body of knowledge organised through the academic disciplines" (Wheelahan:2006,1)

Young extended Bernstein's notion of verticality in disciplinary knowledge construction by stating:

> ..vertical discourse is expressed in bodies of codified knowledge. It is typically acquired ... in accordance with the principles of recontextualization and strict rules of distribution associated with specific subjects and academic disciplines. (Young: 118, 2006)

Both Young and Wheelahan highlight the notion that degree qualifications whether professional or academic are grounded in disciplinary knowledge and that this knowledge is constructed within a qualification to become progressively more abstract (codified).

The findings supported the theory in that the majority of the respondents echoed Wheelehan and Young's concepts through their repeated references to principled context-independent knowledge forms, particularly within the selection of knowledge of academic fields.

So the research could imply that there is some level of acknowledgement by the hospitality sector of the importance of disciplinary knowledge as the foundation. However because in Wheelahan's words the hospitality sector is seen as one of many 'new' academic fields of knowledge (Wheelahan: 2006, 1), there are debates that exist in relation to capacity of 'new' academic fields with no historical links to disciplinary knowledge to:

1. academically determine the foundational disciplinary knowledge.
2. accommodate both principled and procedural knowledge forms to facilitate 'abstract' knowledge development,. when traditionally such academic knowledge structures were designed to accommodate principled knowledge forms only.

Wheelahan opened up this knowledge qualification debate further when she expanded her interpretation of degrees from purely academic degrees (based on disciplinary knowledge alone) to professional degrees when she referred to the purpose of professional degrees as "to induct students into a field of practice and the theoretical knowledge that underpins practice as the basis for integrating and synthesising each" (Wheelahan: 2006,1)

Wheelahan's research of 'knowledge practice relation' brought this knowledge debate closer to the knowledge gaps within the hospitality sector in that the SA hospitality sector already had an acknowledged relation between principled and procedural knowledge in their vocational qualification, namely the National Diploma of Hospitality Management (NDipHM). Wheelahan used the Bernsteinian framework of the recontextualization of knowledge to accommodate the procedural knowledge specific to certain occupations that had their principled knowledge grounded in disciplinary knowledge (nursing). Figure 24 illustrates this process in relation to the development of a degree (professional or academic) in hospitality.

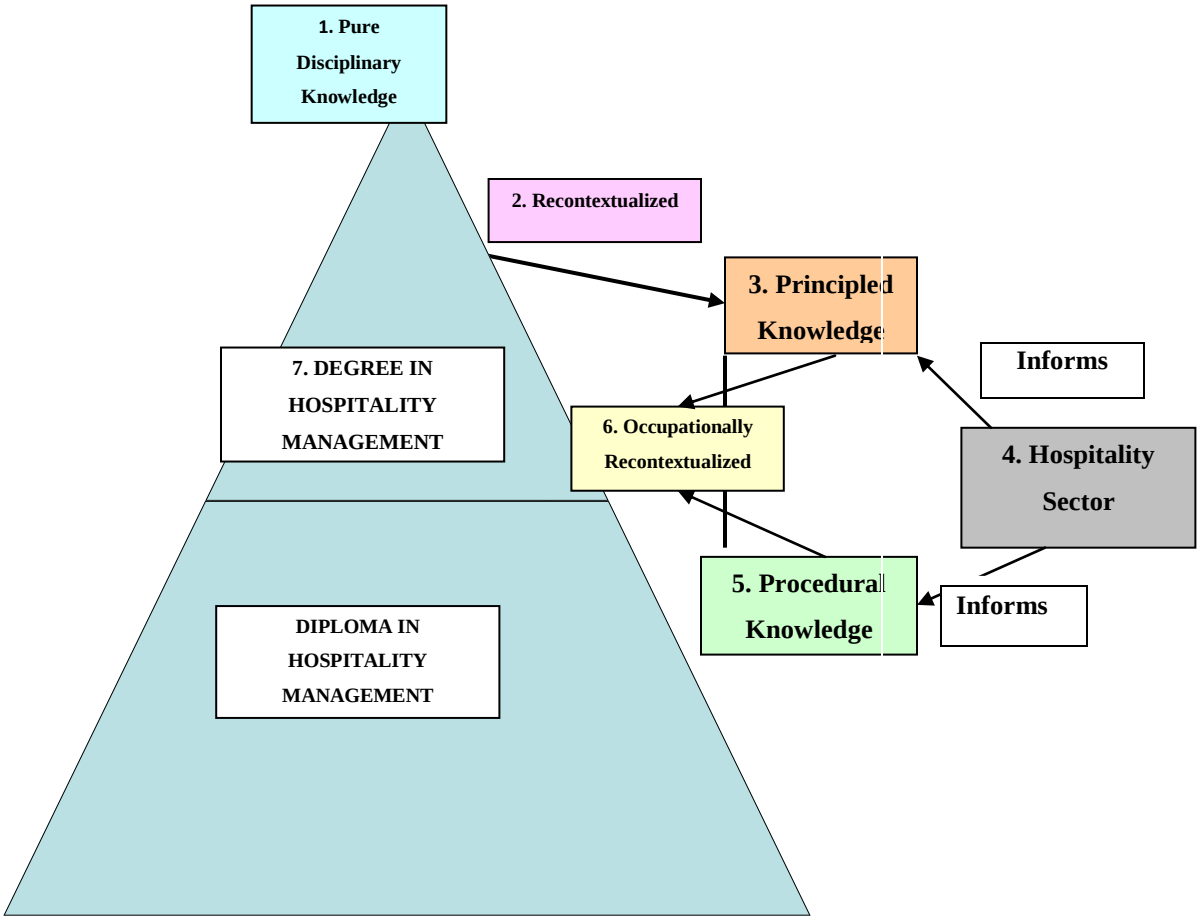


Figure: 24 Relation between the theoretical concepts of qualification design of Wheelahan/Bernstein and Respondent 8/9 (Hewson, 2010)

Figure 24 illustrates through Wheelahan how Bernstein's notion of re-contextualization can be applied to the development of a degree qualification in hospitality management. Firstly it shows that all degree qualifications must be grounded in related disciplinary knowledge. (1). Relevant disciplinary knowledge is then recontextualized into knowledge that forms the basis for a curriculum (2). In the case of hospitality further recontextualization would be required to meet the context dependent knowledge requirements that were made explicit in the findings (3).The hospitality sector would be (as in this research) be a part of this process through the articulation of their knowledge requirements (4). The hospitality sectors knowledge requirements would (as indicated in the findings) not only be grounded in recontextualized disciplinary knowledge. There would be required procedural knowledge that is grounded in community of practice (5) and therefore both knowledge forms would undergo further occupational recontextualization (6) (seen in the findings through the knowledge requirement of procedural context dependent knowledge form). Only after both principled and procedural knowledge have been occupationally recontextualized can the process of qualification design (7) occur according to the principles of vertical knowledge construction.

The recontextualization of knowledge based on acknowledged disciplinary knowledge as used by Wheelahan in her comparative research of knowledge structures within a nursing and hospitality degree qualification is relevant to this study because it creates, through application of the Bernsteinian recontextualization theory, a theoretical conceptual model that could inform the development process of a hospitality degree qualification in SA. Relevant to this analysis by Wheelahan is a response from R1 in the findings that questioned the capacity of the hospitality sector in South Africa to establish their foundational disciplinary knowledge, in order to proceed with recontextualization:

> I think the Hospitality Industry do not know they are ready but they have to be ready, I do not think we have enough analytically trained people that are going into hospitality with an underpinning knowledge of hospitality. (R1:34)

The data showed that the hospitality sector in South Africa generally acknowledged a lack of academic rigour and thereby the capacity to determine its core disciplinary knowledge (Chapter

4: Identity). This gap in academic capacity in 2010 is critical in determining a theoretical framework that could inform the selection and organisation of content both principled and procedural in a degree qualification in hospitality.

> Creating new disciplines, and exploring the pedagogic implications of new cross-disciplinary forms of knowledge are likely to require collaboration with disciplinary specialists across the HE band. (Young, 2004: 56)

Although Wheelahan presents a theoretically sound tool by which the principles of qualification design could be interrogated and thereby ensure a more rigorous approach to knowledge selection and organisation in a degree qualification, the capacity to implement this framework from the academic fields perspective appears from the data to be doubtful at this point. It is therefore a recommendation of this study that further research be conducted to establish the hospitality sector's foundational disciplinary knowledge, so that in the future the model depicted in Figure 24 could inform the development process within a South African context.

6.3 Case Studies

6.3.1 University of Johannesburg

To understand the South African context further it is relevant to introduce a second model to inform the qualification design process. This second model of qualification design emerged from the data was collected from within The School of Tourism and Hospitality (STH). This conceptual model informs 'the knowledge practice relation' (not addressed by Wheelahan's model explicitly) in that it addresses the selection and organisation of knowledge from a vocational knowledge perspective i.e. the existing NDipHM qualification in UJ. . This second conceptual model essentially represents my understanding of the process of qualification development at University of Johannesburg as represented by R2 in the findings. Due to the lack of documented evidence of this process, much of my interpretation of this model is based on the data provided by R2 and subsequent anecdotal evidence. This analysis therefore needs to be considered within these limitations.

The primary factor informing the inclusion of this conceptual model for the development of hospitality degree qualification design is location of the qualification within UJ. The location of the existing NDipHM qualification at UJ has a direct bearing on the future qualification development in that the existing diploma is already considered well positioned and accepted by the hospitality sector, therefore making use of it as a foundation could be justified. The process that supports the UJ model is illustrated in figure 25:

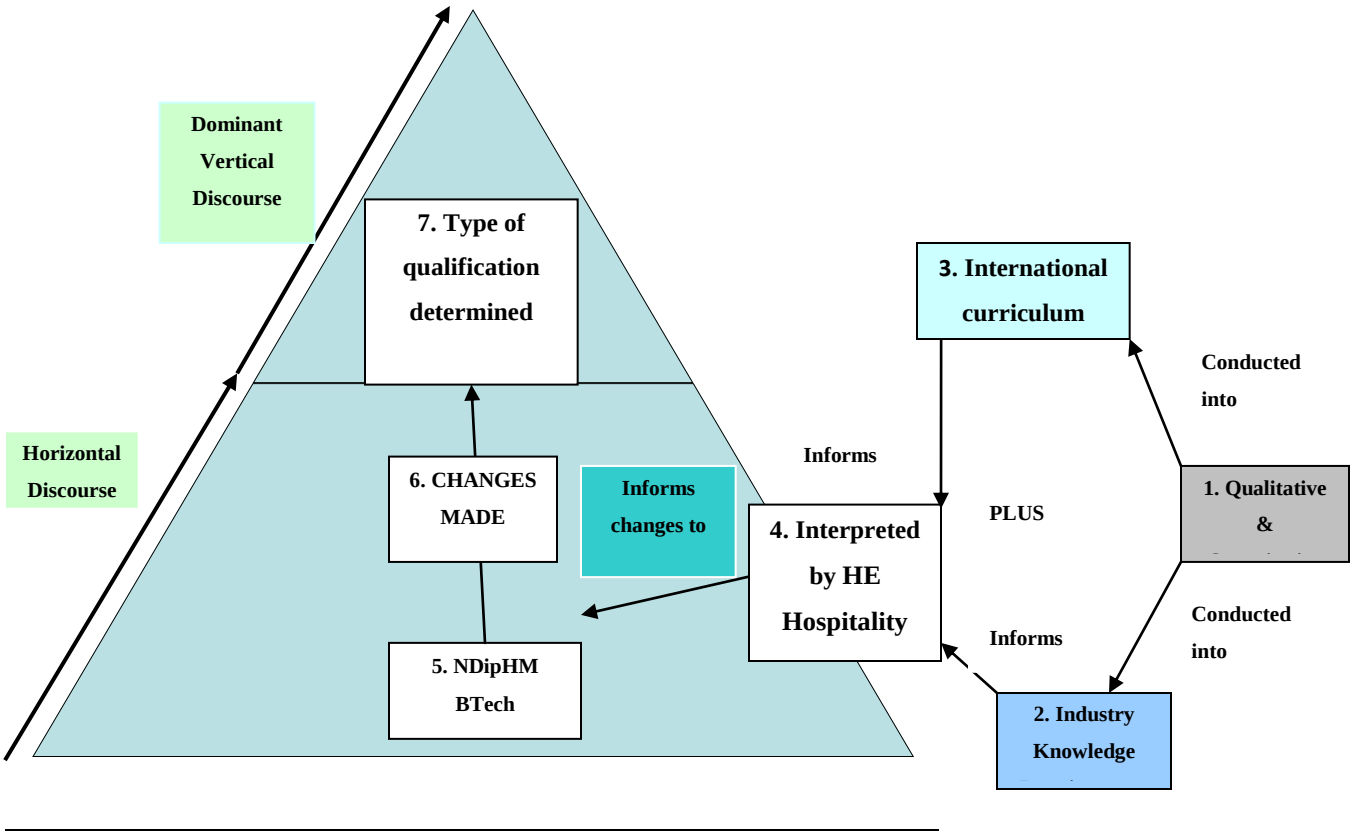


Figure: 25 A Model for Qualification Development Principles based on the ideas from R2 (Hewson, 2010)

The process (as emerging from the data and illustrated in figure 25) shows the development of a qualification (possibly a degree) at UJ involving quantitative and qualitative (1) research to determine the knowledge requirements of the hospitality sector (2). These requirements will then

be grouped and a comparative study conducted with internationally equivalent qualifications. (3) The results will then be interpreted by a designated specialist in HE hospitality (4) and used to inform the selection and organisation of knowledge in relation to the existing NDipHM and BTechHM qualifications (5).

The resulting qualification type is not yet apparent hence the possibility that changes in the structure and organisation could occur within both the existing NDipHM and BTechHM qualifications (6). Or changes could occur only within the BTechHM. These changes are as a result of this research already thought to involve the addition of more principled knowledge to meet the expressed knowledge requirements of the hospitality sector. This would result in both the either both the NDipHM and BTechHM increasing the amount of principled context independent knowledge (as indicated by these findings) or just the BTech HM increasing the amount of principled context independent knowledge. Both qualifications would remain at their current HEQF level, despite the changes to the amount of principled knowledge included. This option opens a number of debates which will be addressed later in this section

Evidence of intention to implement this model within UJ are already evident based on the current changes to the existing diploma and BTechHM (to include more principled knowledge) that took taken place in 2010 These changes include a reduction in notional hours spent in Work Integrated Learning (WIL) at second year level to accommodate the inclusion of strategic management in the module Management 2 and the restructuring of the research module at BTech level to accommodate more abstract thinking in the research project. Both these changes are indicators of a shift in focus in the current NDipHM away from an operational procedural knowledge focus to a more strategic principled knowledge focus.

A third possibility existing within this model could be an extension of the previous options in that a degree (not a BTech) qualification could evolve out of a recurriculate NDipHM or BTechHM if the amount of principled knowledge included satisfied the criteria for a degree qualification. Simply put once the required principled knowledge had been established and accommodated there would be the possibility of re naming the qualification and calling it a degree. (7)

From these recently implemented changes (2010) and the data collected in August 2009, it can be implied that there is intention on the part of current management to recurriculate/develop/rename the existing qualification to align it more towards the more principled knowledge requirements of a specific sector of the field hospitality, namely middle to upper management. It is relevant at this point to introduce the notion that the current intention within UJ is not to discontinue the NDipHM but rather to run the programme parallel to whatever qualification might develop from the research proposed in Figure 25.

The debates that arise from the model in Figure 25 are largely organisational and based on my theoretical understanding of the **processes** that have been presented in the literature review. As I do not have access to the exact **principles** that underpin the qualitative and quantitative research that has yet to be done, this analysis will only be informed by what is apparent in the process outlined in figure 25.

From an organisational perspective, the merit in this outlined process is fairly explicit. By recurriculating an existing qualification, the process can be informed by staff who are already well versed in the content and therefore can potentially identify knowledge gaps quickly and effectively. By re-developing an existing vocational qualification vertically, there is the assumption that the qualification could remain located in a specialised school like the School of Tourism and Hospitality (STH) and not be divided up between the multiple faculties that manage the disciplinary knowledge that would inform a more principled knowledge qualification like a degree in hospitality. The centralization of knowledge management would therefore protect a strong hospitality qualification identity, whereas segmenting the knowledge into different faculties would weaken qualification identity, as shown in Harkison's study.

A second comment of this model from an organisational perspective can be located in qualification type. Harkison's study highlighted the failure of a New Zealand degree in Hospitality to be recognised as a legitimate academic degree. In Harkison's study this could be traced back directly to faults in the design process. Even though the degree was located within an

academic university (similar to UJ), the qualification was not acknowledged by other faculties as being ‘a real degree’.

There are two possible explanations for this perception that have relevance to this study. Firstly that the balance between the principled and procedural knowledge was not representative of the qualification type, i.e. a degree would have proportionally more context-independent principled knowledge, therefore providing greater evidence of a vertical discourse. Secondly, it could be inferred that the design process (as in the UJ model) did not include grounding the required knowledge in the relevant disciplinary knowledge that would automatically identify the qualification as academic as opposed to vocational. Harkison’s study provides evidence that changes in qualification name but not structure create identity problems for both the field and the provider. Thus, while it could be a viable option for UJ to recurriculate the existing diploma into a degree, it might be more advantageous to have a clear identity change in the form of a new qualification so as to circumvent many of the identity issues highlighted by Harkison.

However, the success of qualification development is dependent on more than just knowledge management and therefore this process needs to be interrogated theoretically too. When the process illustrated in Figure 25 is grounded in Bernstein’s theory of vertical and horizontal discourse, it becomes apparent that there is a mismatch between this theory and the process illustrated in Figure 25. This mismatch is highlighted through an analysis of the rules that inform knowledge construction in each discourse. From the literature review it became apparent that knowledge constructed within a horizontal discourse (like the existing vocational NDipHM) cannot be reconstructed to represent knowledge typical of a vertical discourse (a professional or academic degree). From this theoretical perspective, the process of recurriculating an existing vocational qualification into an academic or professional degree is unviable.

Another theoretical consideration is that part of this analysis extends to knowledge access. Although the ‘proposed’ strategy to increase the principled knowledge content within the NDipHM is not unsound knowledge management practice, it opens up the knowledge access debate. Access to knowledge is specific to discourse i.e. students entering a qualification need to be socialised into the rules of knowledge creation specific to each discourse.

Muller and Young highlighted the necessity of explicit rules of knowledge construction within a qualification. From the data (R2) there is strong evidence to suggest that the current NDipHM is representative of a mixed discourse i.e. some modules like strategic management in second year and research at a BTech level are representative of a vertical discourse, within a predominantly horizontal discourse qualification. A mixed discourse, especially within a predominantly horizontal discourse, does not always prepare students adequately for knowledge construction within a vertical discourse, thus disadvantaging them or excluding them from vital components of the qualification.

It is therefore a finding of this study that although it may be organisationally sound to develop a diploma into a more principled knowledge qualification because it centralizes the control of a qualification; it does not take into account a theoretical understanding of knowledge creation and may therefore be disadvantageous for students.

6.3.2 Stenden South Africa

Stenden SA has been included in this discussion because it emerged from the findings that Stenden SA's curriculum clearly demonstrated an acknowledgement of 'the knowledge practice relation' within a degree structure that was not evident in either of the previous models. The findings showed (anecdotally[23]) that both principled and procedural knowledge forms were represented throughout the qualification.

Figure 26 illustrates the knowledge progression and structure of culinary knowledge within the Food and Beverage Module offered at Stenden SA over three years of study. In **first year** the predominant form of knowledge is seen as **operational** or in terms of this study principled knowledge is dependent on procedural knowledge for its development. This was seen in the

[23] **anecdotal:** The main reason for the lack of data collected regarding implementation of this conceptual model at Stenden SA was because, as the only provider of this qualification in South Africa, this information was considered the intellectual property of Stenden SA and therefore was not available for in-depth research.

references in the findings that spoke of all theory been practiced in first year. In **second year**, knowledge development becomes **tactical** with the emphasis shifting from theory in practice to practice in theory. This is seen by a smaller emphasis placed on practice and greater emphasis being placed on the principled knowledge that informs practice. This tactical approach to knowledge construction is reinforced through the practice of micro management where students are required to manage small areas of practice within a hospitality environment.

In **3rd year** a further shift occurs in knowledge construction, this construction sees the emphasis on knowledge form change to a **strategic approach**. This shift sees principled knowledge informing procedural knowledge like in the tactical approach, however while the tactical approach required acquired principled knowledge still to be practiced, the strategic approach focuses much more on the abstraction of knowledge. The students are expected apply concepts not as before to the here and now of their practice but to plan and act strategically for future practice.

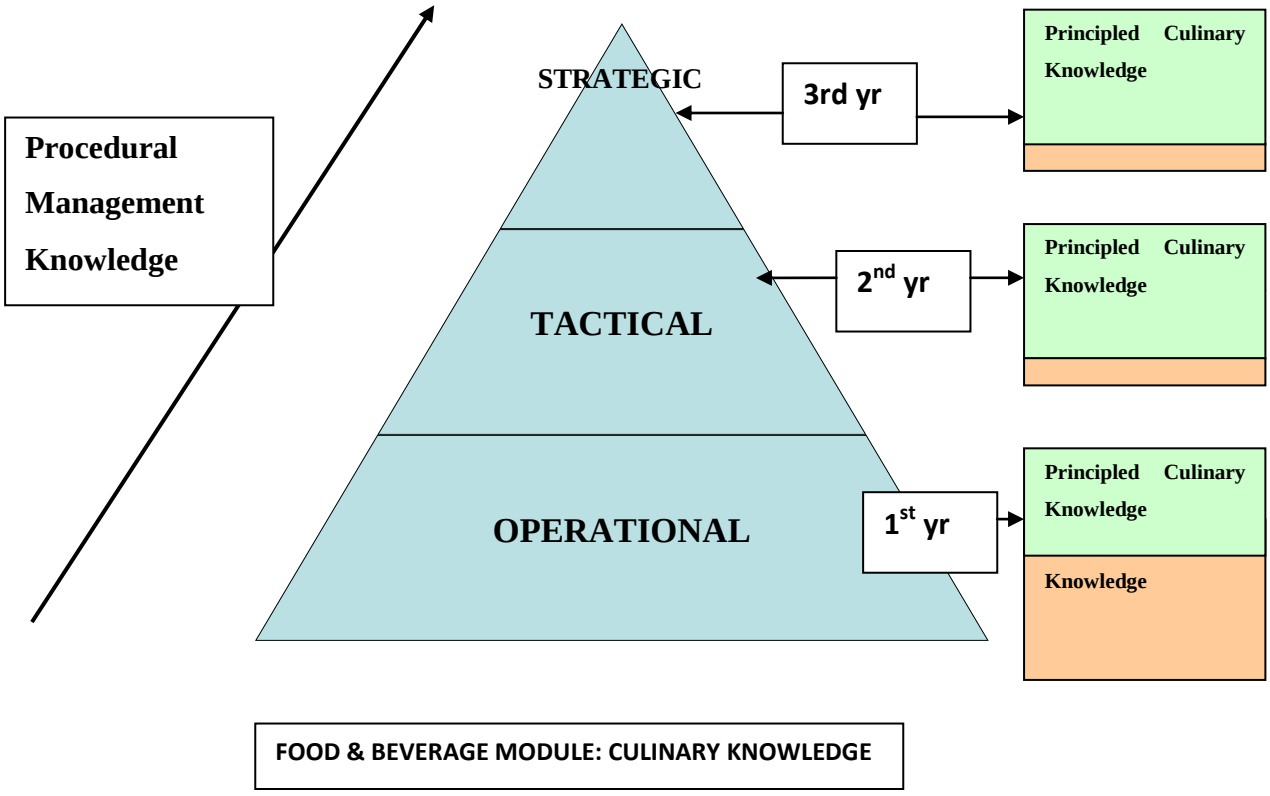


Figure 26: Progression of principled and procedural knowledge within Food & Beverage Module at Stenden SA (Hewson, 2010)

This is a key progression towards a level of abstraction that has been systematically constructed since the first year of study This is further evidence that a vertical discourse exists not only exists within the Stenden degree qualification but that a clear horizontal discourse supports the vertical construction of knowledge as it does in other traditional professional degrees.

Reinforcing evidence of Bernstein's theory of vertical discourse further is the organisation of this F&B module within the qualification. It was stated in the Literature review that the BComHM as offered at Stenden SA followed an interdisciplinary approach:

> Stenden SA recognizes that the challenges faced by a manager do not come neatly labelled as 'economic', 'financial' or 'marketing'. For this reason, programme modules are transdisciplinary. This means that most subjects are offered in each module period, according to a module theme. Students are thus exposed to the interconnectedness of knowledge and are in a good position to make contextual applications when required.(http://www.eiss.co.za/)

This not only provides evidence of the foundational disciplinary knowledge necessary within the qualification, but it also creates a platform to introduce disciplinary knowledge to areas of vocational knowledge like the CS module. This is achieved by the selection and organisation of content from disciplines like 'psychology, commerce and management' across a subject area like culinary studies. The focus therefore shifts from purely practice and theory based culinary knowledge to culinary knowledge in relation to management, psychology and commerce. This represents a significant shift in the way culinary knowledge is currently selected and organised within current vocational qualifications in SA. Although this study does not have further data to analyse the Stenden SA model, it does indicate an aspect of the knowledge debate for further research.

Also relevant to the current qualification debates raised in the findings is naming of the Stenden SA qualification while the above paragraph clearly shows an alignment of the Stenden SA BComHM to a professional degree in it's knowledge construction, it is still perceived as an academic degree within the SA context. The reason given for this distinction in qualification type

is historical as opposed to structural. As highlighted in the literature review Stenden SA were not able to get accreditation as an international provider for their existing European professional degree in hospitality management (Bachelor of Business Administration: Hospitality Management) and therefore, they made an agreement with Venda University that allowed them to offer the existing accredited BComHM (as offered at Venda University).

The data however also showed that Stenden SA (although called BComHM) was slowly aligning the systematically this degree to their European professional degree (as evidenced in the current structuring of knowledge presented in the previous paragraph) It was further indicated in the data by R5 (representing Stenden SA) that did not view a BComHM as an ideal match for their international professional degree and therefore they were offering an additional year of study to align the two qualifications, but that this was not seen as permanent or ideal, hence their intention to apply for accreditation for this professional degree in the future. .

Stenden SA represents an approach to the selection and organisation of principled and procedural knowledge that accommodates Wheelahan's notion of explicit disciplinary links within a degree qualification it also demonstrates a method of integrating the hospitality sector procedural knowledge with required principled knowledge in a way that is more representative of a vertical discourse by shifting the emphasis from skills development to competent skills management. This model, although weak in actual detail, provides this study with a possible method of integrating theory and practice within a degree in hospitality.

6.4. Gamble's Model: Applied

The current discussion indicates that none of the three models analysed and presented in this chapter thus far is completely adequate for the purpose of informing the principles for the integration of vocational knowledge in an academic degree. Therefore the discussion will now introduce a fourth model for consideration, this being Jeanne Gamble's model of knowledge forms.

Gamble's model was used in the data analysis as part of this study and through this successfuluse it emerged that the model could conceptually address some of the core complexities of the knowledge practice relations. On a data analysis level, the model provides an established tool by which the hospitality sector's knowledge requirements could be analysed and grouped for qualification development in an academic way.

The premise for this argument is that Gamble's model provides a universal set of principles by which all knowledge requirements can be interpreted, i.e. context-independent or context-dependent, followed by an analysis of form i.e. principled or procedural. These universal knowledge forms transcend the vertical and horizontal discourse debate as presented by Wheelahan because they apply to all knowledge forms. **This informs the qualification design process in that knowledge form can determine qualification type** rather than qualification type determining the selection and organisation of specific knowledge forms.**(** as presented in the UJ model)

Gamble's applied model of knowledge forms gives qualification developers a tool by which the knowledge requirements of a vocational field like hospitality can be analysed in an academic way, regardless of the lack of academic rigour that might exist. The reason for this is that, unlike other conceptual models like Wheelahan's disciplinary knowledge model that created boundaries between the knowledge forms, this applied model speaks to all forms of knowledge, whether academic, vocational and craft knowledge, in a single conceptual framework. Once all knowledge forms are analysed Gamble's conceptual framework could be used to inform qualification type more accurately than the previous models.

The application of this conceptual model is illustrated in figure 27 below.

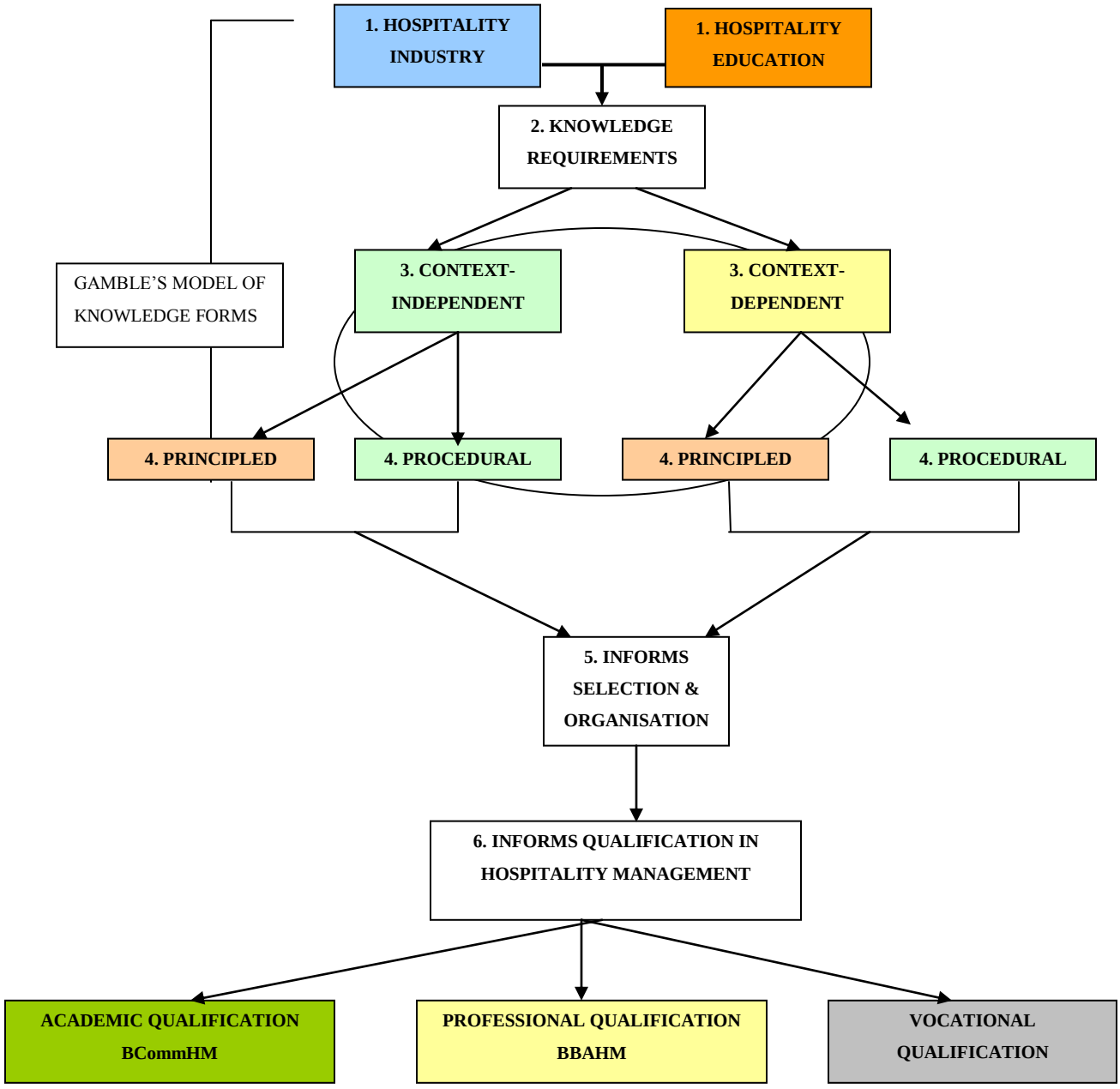


Figure: 27: An Applied Model for Qualification Development Principles using Gamble's Model of Knowledge Forms (Hewson, 2010)

The process demonstrated in Figure 27 involves firstly the establishment of knowledge requirements by of the entire hospitality sector, ie the hospitality industry (1) and hospitality educators (1). The relevance of this parallel approach to this study is that by including hospitality education with the industry at the point where knowledge requirements are first established creates an opportunity linkage between disciplinary knowledge and required knowledge (2) to be established as a foundation for qualification development.

The process then applies Gamble's model of knowledge form to interpret these requirements and in so doing create an academic language that speaks directly to the theories that inform degree qualification development (3) and (4), i.e. the division of knowledge requirement into firstly either principled or procedural knowledge and secondly the division of these knowledges into context independent or context dependent knowledge. This division of knowledge enables the theory of knowledge construction that was presented in the literature review to inform the selection and organisation of the required knowledge. (5)

Once the theory has informed the process of selection and organisation will the qualification type be apparent (6). So in essence what this model is suggesting is that the knowledge informs the qualification type and not as is frequently the practice where the qualification type informs the knowledge selection and organisation.

What also makes this model more relevant to the South African context is **the point at which knowledge requirements are analysed**. In Wheelahan's model, the hospitality sector's knowledge requirements are only considered during occupational knowledge recontextualization. (Figure 24) The foundation disciplinary knowledge is therefore already established (possibly by SA hospitality field's knowledge experts outside of the hospitality sector) during the first recontextualization process. In our South African context this could be viewed as a flaw in the design principle because it does not acknowledge the core knowledge requirements that inform disciplines. Disciplines inform knowledge requirements, which could in a vocational paradigm restrict the acknowledgement of actual vocational knowledge requirements, because they cannot easily be accommodated in disciplinary knowledge structures. Gamble's applied model

acknowledges vocational knowledge as equal to all other knowledge forms and therefore makes the boundaries more explicit, which in turn makes qualification design more explicit.

A further advantage of this model is it makes explicit the relation between stakeholders in the field when it comes to knowledge requirements. Unlike other models (Harkison) this model does not favour one stakeholder's requirements above another's because selection and organisation of content are based on knowledge form only and not on the power relations that might exist between stakeholders.

6.5 Limitations

The primary limitation in this study was the overall lack of available academic research in the hospitality sector both internationally and nationally. This became an issue in the review of related literature, because it meant the majority of available international literature came from beyond the hospitality sector and therefore needed to be contextualised before relevance could be established. This extended to South Africa where no academic hospitality literature exists, so all literature required further contextualization to the South African situation too.

A further limitation pertaining to the lack of academic rigour within the hospitality sector in South Africa was the limited number of individuals with hospitality qualification knowledge and thereafter their limited understanding of the principles that inform the qualification design process. As a result, this study was informed almost exclusively by the theoretical concepts of the field of education (where academic rigour is well developed), which were then applied to my understanding of the knowledge requirements of the hospitality sector in South Africa. This study is therefore based on my interpretation of the knowledge requirements of the hospitality sector in South Africa and how these relate to the general educational principles of qualification design.

6.6 Concluding Summary

This study used qualitative research methods to explore the views of representatives of the hospitality sector, namely Higher Education and the Hospitality Industry, on the selection and organisation of culinary knowledge in a degree qualification in Hospitality. The investigation used Jeanne's Gamble's existing model of knowledge forms (Gamble, 2004) as a tool to analyse and group the knowledge forms that respondents viewed as important for a degree qualification in Hospitality in the data analysis.

Once analysed, the interview findings showed that in the selection of content for a possible degree qualification in Hospitality, there was an undisputed need for vocational **culinary knowledge** and that this knowledge (as with general vocational knowledge) needed to be context -dependent and both principled and procedural in its knowledge form. The findings also indicated a direct relation between the procedural and principled knowledge forms, and that the two knowledge forms were dependent on one another.

With regard to the organization of knowledge, the findings revealed that respondents had widely different perspectives on how this context-dependent, principled and procedural vocational knowledge should be organised within a possible degree qualification in hospitality. Only R5, representing Stenden SA, provided an applied model of how procedural knowledge could be integrated with principled knowledge within a degree qualification.

The 4 models distilled from the interviews and literature represent a theoretical conceptual view on the selection and organisation of vocational knowledge within a framework of qualifications. Each model illustrates a current debate that is key to principles that inform qualification design. However, after a careful analysis of the models, this study concludes that Gamble's applied model provides the best tool for the development of a degree qualification in hospitality. Gamble's applied model could ensure a thorough analysis of the knowledge forms that are required for the hospitality qualification, which then enables the justified integration of vocational knowledge into an academic knowledge structure. That, in turn, informs qualification type.

The most important, and unexpected, finding of this study is the discovery and effective application of Gamble's model of knowledge forms. It is a tool that can be used to analyse vocational knowledge requirements in relation to existing academic knowledge structures. By making the relation between principled and procedural knowledge within context-dependent vocational knowledge more visible, it enables the analysis of knowledge requirements in the hospitality field. Only once that is done, can the debate regarding qualification type be resolved.

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APPENDICES

Appendix A

Information letter to participants

…….. (Participant) I am writing to you in my capacity as a part-time Master of Education student at the University of the Witwatersrand, Johannesburg. My research topic is a case study of the module culinary studies as it forms part of the development of a Bachelor degree at the University of Johannesburg.

- This involves investigating **whether** vocational culinary knowledge could be considered relevant within an academic degree?
- **What** ratio of vocational culinary knowledge would be considered relevant within the degree?
- **How** this vocational culinary knowledge can best be integrated into existing academic an structures.

I am hoping that the findings will be useful to both the University and the Hospitality Industry in creating a better understanding of the selection and organization of vocational knowledge within an academic degree in Hospitality Management.

I kindly invite you to participate in this study. Participation is voluntary (no payment will be made to you). In order to get your views regarding the various aspects that inform the selection and organization of knowledge for the subject of CS in a Hospitality Management degree. I will interview you at a time and place that is convenient to you. . The interview will be audio recorded and take approximately 45-60 minutes. There is no risk in your participation. Your participation or non- participation will not disadvantage you in any way as a Hospitality Professional. Your responses to the questions will be treated confidentially and used solely for the purpose of this research.

If at anytime during the study you have questions about your participation, please do not hesitate to contact me by SMS at 073 126 5742

Thanks

Daryl Hewson (Researcher)

Appendix B

Participant's Informed Consent

I ……..……confirm that the researcher informed me about the nature, procedure and risk of this research. I received, read and understood the content of the information letter. I am aware that I may withdraw from the study if I wish to and that my identity will remain confidential. I was given a chance to ask for clarity on my participation. I am prepared to participate in the study and give consent to be interviewed and for the interview to be audio-taped.

……..……

Signature

……

Date

Appendix C

Participants' Consent Form: Interview

I……, consent to being interviewed by Daryl Hewson for her research on 'The structure of vocational knowledge for degree purposes'. I understand that participation in this interview is entirely voluntary and:

- No payment in any form is expected from the researcher or the University for my participation in the study.
- I may withdraw from the study at any time.
- The audiotape on which my interview is recorded will be handled securely and destroyed five years after the completion of the research.
- The audiotape will be used solely for the purpose of this study.
- I have been briefed of the nature, goals and process of the research.

Signed: ……. Date: …….
Participant

Signed: ……. Date: …….
Researcher

Appendix D

Participant's consent form: Being Audio Taped

I ……., consent to my interview with Daryl Hewson for her research being audio-recorded. I understand that:

- The tapes and transcripts are for the purpose of this study.
- Identifying information will not be used in the transcripts or the research report.
- The audio-tape on which my interview is recorded will be handled securely and destroyed five years after the completion of the research.
- No identifying feature will be used in the transcript.
- I have been briefed of the reasons for being videotaped.

Signed: …….. Date: ……

Participant

Signed: …….. Date: ……..

Researcher

Appendix E

Biographical Information

Age: _____

Gender: _____

Educational Qualification: _____

Number of years in Hospitality Industry: _____

Job Description: _____

Appendix F

Interview Schedule

Hospitality Industry

1. In your opinion, what **status** do you think graduates in Hospitality Management in South Africa have in comparison to other professions like teaching or nursing?

2. What in your opinion could influence this **status**?

3. In your opinion does the **hospitality industry** in South Africa **need** or want a degree in Hospitality Management? Explain

4. Who or what in your opinion is **driving the need** for a degree in Hospitality Management?

5. In what way could a degree qualification **change** the **hospitality industry**, as a whole in South Africa Explain?

6. What **knowledge** would the hospitality industry specifically be looking for in **a degree graduate** in Hospitality Management? What would their entry level position be?

Qualification

7. How would you define the **relationship between** the **hospitality** industry and the **educational** provider in terms of qualification development?

8. In what **faculty** do you think this degree qualification in Hospitality Management should be located? Please explain.

9. What in your opinion will differentiate this qualification from other **generic** undergraduate qualifications? What unique knowledge will underpin this degree?

10 How do you see this degree being **structured**? (Prompt 3yrs, honours, articulation)

11 What do you think the **ratio** of **theory knowledge** in contrast to **skills knowledg**e should be in a degree in Hospitality Management? Explain.

12 What are your views on the inclusion of **culinary theory** within an academic degree in Hospitality Management?

13. What are your views on the inclusion of **culinary skills** within an academic degree in Hospitality Management? Please explain

14. Generally speaking what **culinary skills** knowledge should be included in the degree in Hospitality Management and how should the specific content be determined

15. In terms of qualification progression, at what **level** within the qualification should these **culinary skills** be included.

16 Do you think this tension between theory and practical skill that we have talked about applies to other areas of hotel management as well? If so, where have you experienced such tensions in other academic fields?

Is there anything else that I have not asked about that you would like to add?

Is there anything you would like to ask me?

Thank you for your responses, time and patience.

Appendix G

Interview Schedule Educational Specialist

Hospitality Industry

1. In your opinion, what status do you think graduates in Hospitality Management in South Africa have in comparison to other professions like teaching or nursing?

2. What in your opinion could influence this status?

3. In your opinion does the South African **hospitality industry** need a degree in Hospitality Management? Explain.

4. How will a degree in Hospitality Management fit in with current strategies in Higher Education?

Qualification

5 How would you define the relationship between the **hospitality industry** and the **educational provider** in terms of qualification development?

6. In what faculty do you think this degree qualification in Hospitality Management should be located? Please explain.

7. What in your opinion will differentiate this qualification from other generic undergraduate qualifications? What specialized knowledge will underpin this degree?

8. Should **vocational knowledge** within the hospitality sector be included in this academic degree? Please explain

9. What would inform the **selection** of **skills** and **theory** vocational knowledge within a vertical discourse?

10. What would inform the organization and progression of this vocational knowledge within a vertical discourse?

11. Could Bernstein's theory of 'occupational re-contextualization' inform the development of this qualification in a South African context?

12 Do you think this tension between vocational theory and vocational skill that we have talked about applies to other areas of hotel management as well? If so, where have you experienced such tensions in other academic fields?

Is there anything else that I have not asked about that you would like to add?

Is there anything you would like to ask me?

Thank you for your responses, time and patience.

Appendix H

Table 2 SAQA Accredited Qualifications in Hospitality

Qual / Prog ID	Qualification Title / Learning Programme Title	Old NQF Level	New NQF Level	ABET Band	Learning Subfield	Field	Min Credits	Status	Registering/Recording Provider	Quality Assuring Body	Is this a Learning Prog?
35940	Advanced Diploma: Hospitality Management	Level 6	New Level Assignment Pend.	Undefined	Hospitality, Tourism, Travel, Gaming and Leisure	Field 011 - Services	360	Reregistered	Centurion Akademie	CHE	No
63710	Bachelor of Commerce: Hospitality Management	Level 6	New Level Assignment Pend.	Undefined	Hospitality, Tourism, Travel, Gaming and Leisure	Field 011 - Services	504	Reregistered	Educational Institute for Service Studies International (Pty) Ltd	CHE	No
17502	Bachelor of Commerce: Hospitality	Level 6	New Level Assignment Pend.	Undefined	Hospitality, Tourism, Travel,	Field 011 - Services	476	Reregistered	University of Venda	CHE	No

	Management				Gaming and Leisure						
72413	Bachelor of Technology: Hospitality Management	Level 7	New Level Assignment Pend.	Undefined	Hospitality, Tourism, Travel, Gaming and Leisure	Field 011 - Services	480	Reregistered	Tshwane University of Technology (TUT)		No
19471	Bachelor of Technology: Hospitality Management	Level 7	New Level Assignment Pend.	Undefined	Hospitality, Tourism, Travel, Gaming and Leisure	Field 011 - Services	480	Passed the end date - Status was "Reregistered"	Committee of Technikon Principals	CHE	No
65355	Bachelor of Technology: Hospitality Management	Level 7	New Level Assignment Pend.	Undefined	Hospitality, Tourism, Travel, Gaming and Leisure	Field 011 - Services	480	Reregistered	Central University of Technology, Free State	CHE	No
72140	Bachelor of Technology: Hospitality Management	Level 7	New Level Assignment Pend.	Undefined	Hospitality, Tourism, Travel, Gaming and Leisure	Field 011 - Services	480	Reregistered	Durban University of Technology		No
61890	Certificate:	Level	New Level	Undefined	Hospitality,	Field	120	Reregistered	Durban Computer		No

	Hospitality Management	5	Assignment Pend.		Tourism, Travel, Gaming and Leisure	011 - Services			College		
63169	Diploma: Hospitality Management	Level 6	New Level Assignment Pend.	Undefined	Hospitality, Tourism, Travel, Gaming and Leisure	Field 011 - Services	360	Reregistered	Institute for Hospitality Training	CHE	No
36122	Diploma: Hospitality Management	Level 5	New Level Assignment Pend.	Undefined	Hospitality, Tourism, Travel, Gaming and Leisure	Field 011 - Services	240	Reregistered	Centurion Akademie	CHE	No
20844	Doctor of Technology: Hospitality Management	Level 8 and above	NQF Level 10	Undefined	Hospitality, Tourism, Travel, Gaming and Leisure	Field 011 - Services	240	Passed the end date - Status was "Reregistered"	Committee of Technikon Principals	CHE	No
14090	Doctor of Technology: Tourism and Hospitality	Level 8 and above	NQF Level 10	Undefined	Hospitality, Tourism, Travel, Gaming and	Field 011 - Services	240	Passed the end date - Status was "Reregistered"	Committee of Technikon Principals	CHE	No

	Management				Leisure						
57447	Higher Diploma: Hospitality Management	Level 6	New Level Assignment Pend.	Undefined	Hospitality, Tourism, Travel, Gaming and Leisure	Field 011 - Services	431	Recorded	International Hotel School (The)	CHE	Yes
58762	Higher Diploma: Hospitality Management	Level 6	New Level Assignment Pend.	Undefined	Hospitality, Tourism, Travel, Gaming and Leisure	Field 011 - Services	431	Passed the end date - Status was "Reregistered"			No
23054	Master of Technology: Hospitality Management	Level 8 and above	New Level Assignment Pend.	Undefined	Hospitality, Tourism, Travel, Gaming and Leisure	Field 011 - Services	120	Passed the end date - Status was "Reregistered"	Committee of Technikon Principals	CHE	No
72204	Master of Technology: Tourism and Hospitality Management	Level 8 and above	New Level Assignment Pend.	Undefined	Hospitality, Tourism, Travel, Gaming and Leisure	Field 011 - Services	120	Reregistered	Durban University of Technology		No
14091	Master of Technology:	Level 8 and	New Level Assignment	Undefined	Hospitality, Tourism,	Field 011 -	120	Passed the end date - Status	Committee of Technikon Principals	CHE	No

	Tourism and Hospitality Management	above	Pend.		Travel, Gaming and Leisure	Services		was "Reregistered"			
65398	Master of Technology: Tourism and Hospitality Management	Level 8 and above	New Level Assignment Pend.	Undefined	Hospitality, Tourism, Travel, Gaming and Leisure	Field 011 - Services	120	Reregistered	Central University of Technology, Free State	CHE	No
72713	Master of Technology: Tourism and Hospitality Management	Level 8 and above	New Level Assignment Pend.	Undefined	Hospitality, Tourism, Travel, Gaming and Leisure	Field 011 - Services	120	Reregistered	Vaal University of Technology		No

Appendix I

Stenden SA: Curriculum Food & Beverage Module (http://www.eiss.co.za/uploads/1253608741.pdf)

Year 1 Module 1: Food & Beverage

Study load 340 Hours

SA Credits 34

Desired entry level

Admission policy EISS International

Module objectives

After participating in this module, you are able to:

1. Describe the concept of hospitality, the hospitality industry and a hospitality company (in general) and the structure and organization of the F&B department(s) (in particular).
2. Demonstrate what is meant by functioning hospitably and socially sensitively in a hospitality organization.
3. Recognize own and others' core qualities and pitfalls, and use reflection / feedback in order to (allow others) develop as a professional.
4. Describe specific terms, processes and products in the F&B department in correct English.
5. Demonstrate professional skills in executing (basic) standard operational procedures (SOPs) and the use of specific equipment within the F&B department.
6. Describe different production and distribution techniques and make appropriate choices, based on these techniques, regarding the production and distribution process.
7. Provide guests with information on the production of food and beverages and help the guest with food and beverage choices.
8. Compose a well-founded food & beverage selection for various F&B formulas.
9. Compose well-balanced (fixed) menus for guests of various (cultural) backgrounds and determine the nutritional composition of the menu and menu items.
10. Understand the basic principles and processes of food beverage control.
11. Execute different methods of cost accounting.
12. Apply measures to prevent food contamination.
13. Apply ISO (TQM) and HACCP quality systems.
14. Handle receiving process, record keeping and inventory taking and just in time inventorying.
15. Explain the logistical lay-out, organization and classification of the F&B department.
16. Describe the legal regulations for founding and operating processes in F&B.

Module content

In the first year of International Hospitality Management a “physical” introduction to the world of hospitality is necessary. In the Food & Beverage module, theory and practice will be integrated. This enables you to gain insight in the norms, values and processes used in the hospitality business or industry. The motto is: “we are ladies and gentlemen serving ladies and gentlemen”.

An essential part of the curriculum is to learn and to apply knowledge and skills in practical situations. Subjects and real situations within the hospitality industry will be the central points. In practical training you have to act in the front (restaurant, bar and convention rooms) as well as the back of the house (kitchen department). Instruction of technical–F&B production and distribution - skills, training: “learning by doing” together with application of knowledge geared during the theoretical part of the module has to assure that you are able to perform independently.

Professionally offering hospitality calls for in-depth knowledge, skills and an appropriate attitude. Central during the first year F&B module is development of knowledge, (technical-) skills and attitude. Within this knowledge you must be able to carry out independently (basic) production and distribution techniques (SOP’s), comply with guest wishes and fulfilling (basic) F&B cost calculations. Within the scope of attitude: being punctual, responsible, flexible hospitable and guest oriented; and showing involvement with the colleagues in activities and the organization are (the) important issues.

Educational methods

PBL, lectures, workshops, guest lectures, practical instructions, practical training, Work Based Learning.

Assessment

Individual written module test, English presentation, practice participation (personal competences), technical competences, PBL participation, progress test

Appendix J

Wits School of Education

27 St Andrews Road, Parktown, Johannesburg, 2193 • Private Bag 3, Wits 2050, South Africa
Tel: +27 11 717-3007 • Fax: +27 11 717-3009 • E-mail: enquiries@educ.wits.ac.za • Website: www.wits.ac.za

STUDENT NUMBER: 296233
Protocol: 2009ECE62
04 August 2009

Mrs. Daryl Hewson
P O box 96
MULDERSDRIFT
1747

Dear Mrs. Hewson

Application for Ethics Clearance: Master of Education

I have a pleasure in advising you that the Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate has agreed to approve your application for ethics clearance submitted for your proposal entitled:

Integrating vocational and academic forms of knowledge

Recommendation:

Ethics clearance is granted

Yours sincerely

Matsie Mabeta
Wits School of Education

Cc Supervisor: Ms. Carola Steinberg (via email)