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Articulation between and progression across the vocational and academic in the National Qualifications Framework : the case of the School of Tourism and Hospitality at the University of Johannesburg.

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Declaration

I declare that the information presented in the 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 requirement for the degree of Masters of education at the University of the Witwatersrand.

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1 CHAPTER 1: INTRODUCTION AND BACKGROUND TO THE PROBLEM.

The aim of this Report is to assess the requirements for successful articulation and progression of students registered for the National Diploma (ND): Hospitality Management, across the altered landscape of the new South African Higher Education and Training framework (HEQF), with particular focus on future programme planning for post-graduate studies in the ND: Hospitality Management at the School of Tourism and Hospitality (STH), University of Johannesburg (UJ), a Comprehensive University.

In order to focus the Report accurately it is necessary to fully distinguish the differing facets of hospitality. The hospitality industry refers to three main areas of distinction: culinary; food and beverage; and accommodation: which are offered to paying guests requiring these services. Each of these areas can further be divided into the craft practices, and the management skills required for operating, and controlling, these areas, in order to ensure profitability and sustainability.

At a craft or vocational level the skills linked to the practical processes and implementation are relevant, as in the areas of food and beverage service (waiters), kitchen (chef or cook), and the skills related to rooms division (rooms set up and laundry), front office (bookings), concierge and reception. These skills can are acquired on the job, or at a schooling level, and is known as 'hospitality studies', and are used as a career or for employment options.

At a Higher Education and Training level the emphasis moves to a good working knowledge of the practical skills and the supporting academic theory, with a greater emphasis on the managerial knowledge required to manage a hospitality operation. At the management level within the industry sound financial and strategic management ability is expected, including knowledge of the laws governing the hospitality industry.

The National Diploma: Hospitality Management programme comprises of the following modules or subjects:

- Hospitality Management 1,11,111, including Human Resources Management and Marketing.
- Hospitality Financial Management 1,11,111;
- Accommodation Management 1,11,111;
- Hospitality Law 1,11;
- Food and Beverage Operations 1,11;
- Hospitality Health and Safety;
- Hospitality Service Excellence;
- Hospitality Communication 1,11;
- Information Systems 1,11.

The more practical or vocational modules are:

- Culinary and Nutrition Studies 1,11,111;
- Professional Cookery 1,11;
- Food and Beverage Service 1,11,111.

The syllabi for two of the modules, one the Hospitality Management syllabus, and the other a vocational module: Culinary and Nutrition Studies are represented here, indicating the theoretical and vocational components of each syllabus.

1. Hospitality Management 1:

Exit Level Outcome: To be capable in applying a range of business skills applicable to the Hospitality Industry contributing to effective decision-making and the execution of operations. (Foundational, practical and reflective competence)

Specified Outcome:

Relate fundamental management principles and concepts to the hospitality workplace

Describe the dynamics of the tourism and Hospitality Industry according to professional standards.

Describe key performance areas within hospitality enterprises and explain their integration.

2. Hospitality Management 11

Exit level Outcome: To be capable in applying a range of hospitality business skills - this will contribute to effective decision-making, as well as the execution and supervision of hospitality operations. (Foundational, practical and reflective competence.)

Specified Outcome:

Explain the basic components of marketing and develop and implement a sales promotion.

Explain the development of labour relations in South Africa and describe the legislative framework supporting the management and development of human resources.

Describe the components included in the planning and organisation of human resources in the context of the hospitality industry (human resources planning, analysis of the workplace, the employment process, selecting, hiring, placement and retention.)

Describe the components included in the development and evaluation of human resources in the context of the hospitality industry (orientation, training, career development, performance appraisals, staff retention, reward systems, employee assistance programmes and discipline).

Explain the role of labour unions in the work place

Discuss the impact of the Liquor Act, the Tobacco Controls Act and South African food legislation on hospitality enterprises.

Discuss the different business structures available to entrepreneurs

Identify the different legal requirements (licenses, signage, Receiver of Revenue) required to manage a hospitality enterprise, as well as insurance options available to entrepreneurs.

Discuss the impact of the Liquor Act, the Tobacco Controls Act and South African food legislation on hospitality enterprises.

Discuss the different business structures available to entrepreneurs

Identify the different legal requirements (licenses, signage, Receiver of Revenue) required to manage a hospitality enterprise, as well as insurance options available to entrepreneurs

3. Hospitality Management III

Exit level outcome

The capability to use a range of business management skills to contribute to effective management of the Hospitality enterprise.

Specified Outcome

Explain the need for a national education and skills development strategy, the legislation governing the strategy and its associated processes as well as how qualifications are developed and delivered.

Describe the entrepreneurial skills required to open a hospitality enterprise within South Africa and develop a business plan for a small accommodation establishment.

Explain how a quality programme would benefit a hospitality enterprise by analysing a hospitality system in order to improved quality using international companies as benchmarks.

Explain how economic principles are applied within the context of the Tourism and Hospitality Industry.

Interpret and implement the legislation applicable to the management and development of human resources in the hospitality workplace (for example, the Basic Conditions of Employment Act, Unemployment Insurance Act, Compensation for Occupational Injuries and Diseases Act, Occupational Health and Safety Act, the Skills Development Act. and the Skills Development Levy Act.)

Explain the effect of common law and the Labour Relations Act on the Hospitality Industry.

Compliance with the requirements of social legislation in hospitality related situations.

Compliance with the South African labour relations laws in hospitality related situations.

Now the vocational syllabus outline of Culinary Studies and Nutrition, which indicates a vocational as well as an academic component; and includes the nutritional component which shows the de-classification from the scientific academic knowledge.

1. Culinary Studies & Nutrition 1

Exit level Outcome

To be capable in performing the basic preparation of a range of foods for conventional and convenience outlets and to demonstrate an understanding of the operations of a food production unit.

Specified Outcome

To be capable in performing the basic preparation of a range of foods for conventional and convenience outlets and to demonstrate an understanding of the operations of a food production unit.

Operate and clean food preparation equipment safely and hygienically according to standard professional practice.

Explain the layout and workflow of kitchens and brigade.

Demonstrate an application of the preparation of conventional and convenience foods using various preparation methods and skills.

Read and format basic recipes.

Identify the sources of nutrients for the human body and state their functions

2. Culinary Studies & Nutrition 11

Exit level Outcome

To be capable in performing the intermediate preparation of menu items for a range of food outlets found in the Hospitality Industry.

Specified Outcome

Plan, prepare and present a range of menu items requiring intermediate skills.

Apply basic menu planning to a variety of food service establishments

Maintain a safe and hygienic working environment in food preparation areas.

Describe and apply sound nutritional principles for customer dietary, ethnic and special requirements.

3. Culinary Studies & Nutrition III

Exit level outcome

The capability to perform advanced cooking and processing methods for a wide range of food commodities in the food and beverage industry.

Specified Outcome

Plan and prepare balanced, trend setting advanced recipes and menus for special events using a wide range of food commodities. Analyse trends and recommend adjustments to existing health practice

Explain the impact of socio-cultural perceptions on the health status of the South African population. Adjust diets to meet a range of therapeutic requirements and prepare food accordingly.

These two examples of the syllabus guidelines of the exit level outcomes and specific outcomes guide the lecturing of the contents of the modules; and the specific application to an industry application, rather than an academic discipline application can be noted. Application of the knowledge is emphasized, and as a result the theory of the module is taught with a specific application to the hospitality industry.

The theory throughout the curriculum, and the subjects within the Diploma in Hospitality Management, are located within the hospitality industry, with application and examples all relating to it. Craft knowledge relating to the kitchen, food and beverage service and front office are acquired, but only to a level of a good working knowledge and awareness, not necessary as a career option. Students, who qualify with the diploma after three years of study, enter the hospitality industry at supervisory or managerial level in one of the three areas: kitchen, food and beverage or accommodation management; depending on their abilities or career options.

Two changes in the educational landscape in South Africa, that of changes in the Higher Education Qualifications Framework (HEQF), and the mergers between educational institutions raises questions regarding practical and successful implementation of the articulation and progression pathways for students between vocationally oriented qualifications on the Higher Education band of the National Qualifications Framework (NQF). Although the aims of the HEQF are clear: "The HEQF aims to determine the qualification types, characteristics and purposes of all Higher Education qualifications in South Africa" (NDoE, Higher Education Act 101/1997). In order to give credence to the spirit and intent which motivated the creation of the new structures, focus on the requirements and conditions for practical and successful implementation of the articulation and progression pathways is required. A pathway for articulation and progression is essential for all diploma qualifications when the new HEQF is implemented and, the conditions needs to be explored.

The National Qualifications Framework (NQF) of 2008 in South Africa provides a structured framework for all qualifications on 10 levels covering three main groupings of education, called bands:

- General Education and Training (GET); for schooling from grade 1-12.
- Further Education and Training (FET); Technical Colleges, and Schooling Colleges.
- Higher Education and Training (HET); Universities of Technology, Comprehensive Universities and traditional Universities.

The third band, relating to the Higher Education and Training Qualifications Framework (HEQF), positions all higher education qualifications on 6 levels (5 to 10) from undergraduate to post-graduate qualifications. By identifying the levels of qualifications on a framework, students are given the opportunity:

- to vertically access to higher academic qualifications using the undergraduate to post-graduate levels.
- to access academic studies using an articulation pathway from vocational courses to academic courses.

The new HEQF clearly defines progression within its new framework: "the framework is designed to facilitate vertical, horizontal and diagonal progression" (NDoE, Higher Education Act 101/1997). In the absence of a vocational progression path, an articulation path affords vocational students the opportunity to advance their qualification by means of a horizontal move from a vocational undergraduate level to an academic post-graduate level.

Since 1994 students studying towards a Higher Education and Training band vocational diploma, including those pursuing the National Diploma: Hospitality Management, followed the HEQF structure from a diploma to a doctorate in a technology degree (D-Tech degree). Academic students at Universities followed a traditional academic route, first obtaining a Bachelor degree, which would progress and culminate in a post-graduate doctorate degree.

The new HEQF (2008), with specific reference to vocational education and training, impacts on the progression of vocational studies, with emphasis on National Diplomas offered by Universities of Technology and Comprehensive Universities.
National Diplomas refer to HET band vocational diplomas which follow the curriculum and syllabus issued by the National Department of Education for a range of vocational courses.
The terms 'articulation' and progression' and what these terms imply within the context of vocational education and training at the Higher Education and Training level (HET), and the way these notions are used in this Report are defined as follows: 'Articulation' refers to flexibility regarding the links, combinations and integration of subjects and requirements of a qualification registered on the NQF. This may also be referred to as the "credit articulation and transfer" (CAT) system, where "any or all credits for an incomplete qualification may be recognised as meeting part of the requirements for a different qualification in the same or different institution" (Department of Education, Report 150 (97/01). Furthermore, "credits for a completed qualification may, within limits, also be transferred as part of another qualification" (DoE, SAQA, and CHE, 2008), although the limit is set at a maximum of 50% of relevant credits to be transferred to the new qualification.

Articulation may also refer to the "movement of students *between* educational institutions with the retention of credits for added knowledge or expertise" (Report 150 (97/01, Department of Education), allowing the student to continue their studies as far as possible, possibly by making use of bridging modules or programmes. A student may, for example, complete the undergraduate diploma in Hospitality Management at Cape Town University of Technology, and articulate into the post-graduate qualification to the UJ, retaining the credits for the subjects passed. Bridging may be a pre-requisite to assist the student with the underpinning knowledge to be able to continue their studies. This process is not uncommon within existing HE institutions when students enrol for a master's degree, which may require bridging to obtain the underpinning knowledge the student requires in order to progress.

As students are encouraged to "develop more complex, deeper and broader knowledge, skills and understanding in each stage of study" (SAQA Act No 58 of 1995), 'progression' refers to the upward movement through the stages of study from a bachelors degree through to honours, followed by a masters and doctorate within a specific area of study. The term indicates increasing academic mental development and progress, rather than vocational skills and knowledge.

When investigating the changes in the HEQF it becomes evident that the Higher Education Qualifications Framework (HEQF) of 1995 comprised eight levels. The new framework released by SAQA in 2008 comprises ten levels, two more than in 1995. In addition, different qualification descriptors have been introduced, such as the 'B-Tech' being replaced by an 'Advanced diploma' (SAQA Act No. 58 of 1995).

The 1995 NQF framework consisted of levels 5 to 8 for Higher Education and Training certificates. Levels 5, 6 and 7 represented degrees, diplomas and certificates. Band level 8 represented the master's degrees, doctorates and further research degrees.

The 2008 HEQF framework, on the other hand stipulates:

- levels 5 and 6 to diploma and certificate qualifications;
- level 7 for advanced diplomas and bachelor degree;
- level 8 for bachelor degrees; bachelor honours degrees and postgraduate diplomas;
- level 9 for master's degrees; and
- level 10 for doctorate degrees.

The new 2008 HEQF levels, together with corresponding qualification types and bands are indicated in the table below, compared with the 1995 framework.

1995 Framework				2008 Framework		
NQF level	Band	Qualification Type		NQF level	Band	Qualification Type
8 7 6 5	Higher Education And Training	• Doctorates / D-Tech degree • Masters degrees / M-Tech degree • Professional qualifications • Honours degrees • B-Tech degree • National first degrees • Higher diplomas • National Certificates		10 9 8 7 6 5	Higher Education and Training	• Post-doctoral research degrees • Doctorates • Masters degrees • Professional Bachelors degree • Postgraduate Diploma • Honour's degree • Bachelors degree • Advanced Diploma • Advanced Certificate • Diploma • Higher Certificate
4 3 2	Further Education And Training	• National N Certificate • National N Diploma		4 3 2	Further Education and Training	(Grade 10 - 12) National N Certificates
1	General Education and Training	Grade 9 / ABET 4 National Certificates		1	General Education and Training	Grade 1 to 9

(Adapted from SAQA Website: www SAQA.co.za)

As reflected by the 2008 HEQF, the HE vocational studies' three year National diploma progresses to the fourth year Advanced Diploma. However, how to effect successful articulation between a 1995 B-Tech degree, or the 2008 Advanced Diploma, and an Honours degree, in practical terms is not evident.

Students who have completed the B-Tech degree, which is still being offered at the UJ, in a HE vocational course, are therefore at present without a clear progression path for continued studies under the current structure. Although this is now provided for in theory on the HEQF structure, a clear pathway to academic post-graduate course is not evident, nor have the conditions for successful articulation been taken into consideration. Academic programmes tend not to allow diploma students access

to post-graduate academic courses, or do so by requiring of the student to repeat a year of studies on the academic programme, or it required of the student to complete a period of bridging.

Furthermore the 1995 progression pathway for students following a vocationally oriented qualification from a three year diploma to a fourth year B-Tech, followed by a M-Tech and subsequent D-Tech degree, requires clarification as well, given that in the 2008 NQF structure the B-Tech, M-Tech and D-Tech degree have been removed from the framework.

"All Higher Education institutions may offer any qualification type in the HEQF" (DoE, SAQA, and CHE, 2008), which provides institutions the option to create articulation pathways for diplomas to degrees, if they so choose. The question remains whether the student is able to articulate successfully from vocational to academic studies.

This creates a challenging situation in terms of progression, both for students, in terms of opportunities for further study to improve qualifications, and the associated implications of limiting further career advancement within the field of hospitality; as well as for the institutions offering the ND: Hospitality Management, if clear pathways and university programmes for articulation, don't exist.

The second change, that of merging of a vocationally oriented higher learning institution, such as the Technikon Witwatersrand (TWR), and a traditional university to form a comprehensive institution of higher learning, as is the case of the UJ; offers the unique opportunity to research, develop strategies and possibly implement the model for effective, practical and successful progression and articulation within its domain.

Regarding the restructuring of Higher Education (HE) institutions, in 2002 the Ministry of Education released proposals for the transformation and re-structuring of the HE system, which was subsequently approved by Cabinet (National Department

of Education, 2003). The restructuring process involved the merging of institutions, reducing the number of Higher Education institutions from 36 to 23.

Three Higher Education institution types were created: 'traditional' Universities; Universities of Technology; and lastly 'comprehensive' institutions combining both vocationally-orientated and academic types of education (CHET, 2008).

The objective of implementing mergers and incorporations was to create institutions "that are stronger, more resilient and better able to offer their students high quality academic programmes and enhanced opportunities for success" (Ministry of Education, 2003). Successful implementation of the mergers is of key importance, as only success will ensure that the objectives set out by government are to be achieved regarding educational opportunities for students wanting to study, and then to progress to post-graduate qualifications.

The motivation for these mergers was both political and financial in nature, as well as the influences of a global economy. Political motives included the transformation of an 'apartheid' educational system, merging "institutions into multiracial, multicultural and transformed institutions in an approach to even out the differences between the historically divided institutions" (Rossouw, 2004). The need to address the educational needs of a previously disenfranchised population has priority, giving access and opportunity to all into the Higher Education institutions regardless of, inter alia, colour, race, and religion, or political affiliation. Access to post-graduate levels of education, even when coming from a less academic schooling environment, gives rise to the structuring of articulation opportunities on the new HEQF: in theory enabling students the opportunity to progress up the academic ladder, using articulation pathways from vocational undergraduate to doctorate postgraduate studies at Higher Education levels

The global economy has become a force influencing HE institutions and structures to change the way in which they function. The last 15 years have seen a "worldwide revolution in Higher Education and a broadening of the Higher Education system in

order to embrace a much bigger and more diverse student population, and the scope of educational delivery has been widened by the use of new technologies" (Armstrong, Thomson & Brown, 1997). Institutions of higher learning have to be mindful of international trends, financial trends and economic pressures on graduating students, in order to meet the demand for an educated and informed workforce.

Further financial motives for restructuring institutions and structures include ever diminishing government funding and the elimination of course duplication and resources at institutions. Duplication of courses and qualifications occurred historically as a result of the development of separate institutions based on language and race differentiation under apartheid rule in South Africa.

This transformation and restructuring led to the merger of Rand Afrikaans University (RAU), incorporating the East Rand and Soweto campuses of Vista University (VU) in January 2004, and the Technikon Witwatersrand (TWR) in January 2005 (Ministry of Education, 2003). With the merger between RAU, VU and TWR into the University of Johannesburg, with the UJ now being a "comprehensive university". The Minister of Education saw the "comprehensive university" as the creation of "an institution of higher learning that would not only be a university in the traditional and universally accepted sense of the word, but which would also contribute effectively and productively to a world-class Higher Education sector in South Africa" (Ministry of Education, 2003).

The School of Tourism and Hospitality (STH) is a new entity within the Management Faculty of the University of Johannesburg (UJ). This is the only merger in South Africa where a 'Hotel School' is now found within a 'traditional' academic university environment, as the other schools offering the National Diploma and for now, the B-Tech degree in Hospitality Management, are found within Universities of Technology, such as Tswane University of Technology, Cape Peninsula University of Technology and the Central University of Technology in Bloemfontein. The Nelson Mandela Metropolitan University in Port Elizabeth, University of Venda, University of Zululand,

and Walter Sisulu University are the other 'comprehensive' Universities in South Africa; however no hospitality management course is offered at these institutions.

All the Higher Education qualifications offered by the three types of HET institutions lie on levels 5 to 10 on the Higher Education Qualification Framework (HEQF). In 2009 the portfolio for the Ministry of Education separated schooling from Higher Education, creating two educational ministries: a separate Ministry for Higher Education and Training was established and a separate Ministry of Basic Education. All HET educational qualifications fall under the new Ministry for Higher Education and Training, allowing for specific attention to areas in Higher Education and Training. The new ministry has the task of integrating education and training on the HET band, and the 2008 HEQF is evidence of the integration process by virtue of the articulation and progression pathways legislated within the framework.

In order to distinguish 'Higher Education and Training' from 'Further Education and Training' (FET) regarding education in South Africa, it is necessary to clarify the differing levels for vocational education and training on the HEQF. Vocationally-oriented Technical Colleges fall under the Further Education and Training (FET) band, providing vocational or technical training from high school into Technical Colleges. Technical Colleges operate at levels 3 to 4 on the Further Education and Training band, offering vocational specific options to scholars at schools, technical colleges and schooling colleges.

The N1, N2, N3 and N4 qualifications may be obtained at a Technical College, where after the scholar enters into an 18 month work placement in line with either a vocation in business studies, such as a legal secretary; or a 24 month placement in the case of an engineering student. Accreditation is granted to this work placement period, and application is made to the National Department of Education for the issuing of a National "N" Diploma in the specific vocation. Therefore Technical colleges offer National "N" Diplomas, up to NQF Level 4 on the FET band, and Universities of Technology or Comprehensive Universities offer National Diplomas from Level 5 to 7.

Articulation from the FET band to the HET band does not form part of the research of this Report, although the process facilitates learners being able to articulate from Technical Colleges to similar diplomas offered at Universities of Technology or a Comprehensive University. The student progresses from level 3 and 4, then to level 5, 6 and 7 on the HE bands, subject to the entrance requirements of a University of Technology, or a Comprehensive University.

Within the HET bands of level 5 to 10, the three types of institution that are relevant to this study are:

1. Traditional Universities, which continue to operate as independent providers of HET in South Africa, with no changes to their structures regarding progression from undergraduate level to post-graduate academic degrees, offering bachelor degrees, honours degrees, master's degrees and doctorate degrees.
2. Universities of Technology, as providers of HET to students, offer students a National Diploma in a field of study – the curriculum and syllabus being provided by National Education and therefore similar throughout all Universities of Technology offering that course. For example, the National Diploma in Hospitality Management follows the same curriculum and syllabus throughout the country, progressing from a diploma to an advanced diploma on the new HEQF (South African Qualifications Act, 2008).

   In 2009 SAQA registered diplomas still progress to the B-Technologiae (B-Tech) degree, the M-Technologiae (M-Tech), and the D-Technologiae (D-Tech) degree of the 1995 HEQF; however these are to be phased out when first year students enrol on the new 2008 HEQF structure.

   The removal of the post-graduate B, M and D- tech degree qualifications underpinned by the diploma undergraduate studies becomes part of this study, as these post-diploma qualifications previously provided the progression path for the students in vocational HE learning.

3. Comprehensive institutions of HET, of which the University of Johannesburg (UJ) is one, offers a range of qualifications: the academic degrees progressing to the doctorate level; as well as diplomas progressing to the advanced diplomas. Thereafter it becomes necessary to articulate to an academic degree course for progression.

This Report investigates the feasibility of, and requirements for, successful articulation between, and progression across the NQF framework. The focus is on the National Diploma in Hospitality Studies of the STH at the UJ, and is based on the experiences of a comprehensive university offering vocationally oriented diplomas and the possibilities and constraints that exist between vocational and academic pathways.

As the new 2008 National Qualification Framework (NQF) has altered the path to higher qualifications for students following the vocationally oriented diplomas, this raises a question regarding articulation between and progression across the NQF – between the traditionally vocationally-oriented and traditionally academic education in Higher Education. As the STH is part of a Comprehensive University, where the academic course students are able to obtain a degree, Hospitality Management students who would like to progress to a higher qualification would have difficulty, as there is no post-graduate hospitality degree offered at the UJ. Students would need to articulate to another course or faculty in order to progress with their studies. The UJ, offering both vocationally orientated and traditional academic studies, needs to develop structures which acknowledge recognition of vocational and academic learning within their own right, and design possible pathways for students to further their studies in courses and degrees offered on the new HEQF framework.

However, the main focus of this study is to determine whether articulation, in terms of the new 2008 HEQF, can deliver what it sets out to promise with regards to opportunities for access to academic post-graduate studies for vocational students while having to articulate with other post-graduate courses such as philosophy or

accountancy, given that the advanced diploma at the end of the fourth year of study caps the progression of the diploma course in hospitality management.

By investigating the conditions for successful articulation regarding vocational and academic knowledge forms, this Report explores the influences of differing knowledge forms and communities of practice against the HEQF structures and pathways for vocational and academic studies.

For this study the University of Johannesburg was purposefully selected to provide access to the faculties and departments chosen for the case study. A further reason relates to the unique situation of STH being the only HE vocationally-oriented Hotel School within a comprehensive university context in South Africa currently. The research made use of eight selected persons' from UJ, including management and lecturing staff in the STH and an interview with a senior management official from SAQA.

Firstly interviews were held with a management official in SAQA regarding understanding of the conception, formulation and implementation of the new framework, and its design in terms of the policy put forward for Higher Education and Training. This was used to determine how the articulation and progression structures and paths between the vocational and the academic are envisaged.

Interviews were also conducted with participants who are part of the decision making management levels within the UJ. Interviews were held with the Dean and Vice-Dean of the Management Faculty to determine how the institutional structure at the UJ is to be designed to deal with both HET vocational and traditional university education. The hospitality qualification falls within the Management Faculty and permission for the interviews was granted by the Dean. The Vice-Dean was in office at the STH when the merger took place, and is responsible for quality assurance within the Management Faculty of UJ, and was interviewed to provide a perspective from both the HET national diplomas and the HET academic courses within the Faculty of Management at UJ.

An interview was held with the Director of the STH, where the ND: Hospitality Management is offered. Questions were asked related to perceptions and intended planning to meet the articulation and progression expectations of the NQF, especially those related to the ND: Hospitality Management course. The departmental head of the Hospitality Management course was interviewed in order to establish conceptions of vocational practice and opportunities for articulation and progression for the students of the school.

A total of eight interviews at the UJ, together with the interview with the representative of SAQA, were conducted to inform the research.

A literature review of primary and secondary literature relating to vocational and traditional university educational and course structures was done to explore theories relating to educational discourses, as well as the possibilities and constraints for articulation and progression of the vocational and academic studies and the organisational and structural requirements, especially in relation to the works of Bernstein, Young and Wenger. SAQA policies regarding the NQF framework also form part of the literature review conducted for this research. Course registration regarding FET courses was used to clarify the differences between the diplomas offered at Technical Colleges, and the diplomas offered at Universities of Technology and Comprehensive Universities, such as the UJ; in order to facilitate understanding of the diplomas offered at Technical Colleges compared to the vocational qualifications offered at Higher Education and Training. The articulation and progression questions in this Report, however, relate only to the issues at Higher Education and Training level, excluding issues relating to Further Education and Training.

Drawing on the works of Bernstein, Young and Wenger made it possible to look at experiences of integrating the academic and vocational knowledge forms, in order to determine the structures created for both vocational and traditional university qualifications, and the pathways existing for post-graduate studies.

I believe the research to be relevant and it will contribute to a more informed understanding of the links, problems and possibilities between the vocational and the academic in Higher Education and Training sector, with emphasis on the articulation between, and progression across the NQF framework in South Africa.

1.1 The structure of the Report.

The structure of the report has been divided into five sections. The first section deals with the changes within the Higher Education and Training framework – the very framework governing the progress of a student's study path to post graduate studies. The pathway envisaged by the Department of Higher Education has been outlined within a changed framework – progress of the diploma beyond 4 years of study has been haltered, with students then articulating to universities for post-graduate progression in their studies.

The second part deals with a theoretical and literary review with consideration for issues relating to the historical reasons and changes in the HE landscape, caused by the merging of HE institutions in South Africa. The merging of a historic University with a vocationally-oriented Technikon to form a Comprehensive University provides a focus towards an institution that is offering both diplomas and degrees at a HE level. Articulation to other programmes and faculties would need to be considered for progression in a student's study path within such an institution, especially for students wanting to articulate from a diploma course to a degree course for the purpose of post-graduate studies.

Thirdly, there is consideration of issues of horizontal and vertical knowledge forms, drawing on the work of Bernstein (1996, 1999) and Young (2005), who argue the distinctions between vertical and horizontal knowledge structures, and the implications of articulating from the one to the other. This extends to the fourth section that draws on Bernsteinian concepts of vertical and horizontal knowledge structures, strong and weak pedagogical boundaries, as well as integrated and collection codes found in curricula.

Lastly the notion of Communities of Practice of Lave and Wenger (1998) is used to introduce the notion of specialist access to learning and participation in vocational and academic communities, as would be applicable at a HE level. The argument uses communities of practice to determine the outline the learning and teaching environment in which knowledge is transmitted and received by students. The practices, behaviour patterns and acknowledgement of specialist/teacher relationship are part of the academic or vocational learning experience, and if these relationships are different in one area to another, the orientation of the student towards the learning becomes challenged.

1.2 Focus of the Report

Hospitality Management may be confusing at a HET level, as the course consists of both academic and vocational knowledge. At the FET level the emphasis lies in the vocational ability of the student, whereas at the HET level the vocational is underpinned by theoretical explanation and expands to include inter alia, the management and financial theory to support career development and growth. Within both academic and vocational courses there is a theoretical base, each providing the underpinning knowledge required when allowing access to the next level of knowledge. By distinguishing between the academic knowledge and the vocational knowledge it is possible to understand the structuring of the course, and therefore, to classify the knowledge correctly. This is the main focus of the report.

The focus of this report is the articulation challenges which impact on the study pathway for students enrolled for the ND: Hospitality Management wishing to extend their studies to post-graduate level. Although articulation challenges face all students enrolled for diplomas, the unique situation in which the previous TWR course in Hospitality Management finds itself in a merged, comprehensive institution, the UJ, creates an opportunity to investigate this specific case with consideration for students, lecturers and knowledge structures. By using the responses from both management and lecturers of the UJ, I have been able to determine the level of

understanding and insight into the implementation challenges of the new NEQF within such a comprehensive institution.

Consideration for the required length of this report has determined that certain of the extensive debates that have taken place around the NQF, are *not* included. Excluded are the debates focusing on the recognition of prior learning (RPL), which refers to the assessment of the skills, knowledge and capability held by an individual outside of formal education learning programmes. SAQA has defined RPL as follows: "Recognition of prior learning means the comparison of the previous learning and experience of a learner howsoever obtained against the learning outcomes required for a specified qualification, and the acceptance for purposes of qualification of that which meets the requirements." (National Standards Bodies Regulations (no. 18787 of 28 March 1998). Articulation into post-graduate programmes at a HET institution is envisaged for individuals without formal education evidence, where RPL would recognise learning, regardless of how, when and where the learning took place. Only the progression and articulation within formalised education diploma and degree programmes and curricula have been investigated.

A further debate which has been excluded surrounds the quality and quantity of education provided, and that policy makers hoped a qualification framework would increase and stimulate learning, making educational institutions more accountable, while facilitating recognition of learning that took place outside of the educational institutions. The presence of a framework for progression and articulation is not part of the report, but rather the specific application for the ND: Hospitality Management.

I have also not taken the discussion to include the political and historical context which often, according to Young, results in a policy to overcome or alleviate particular problems in these contexts. Neither where the unrelated adoption of an educational framework in countries, where contextual problems found in the country of origin, have been ignored or forgotten.

The changes and developments that have occurred during the creation and implementation of the NQF are also not part of this report. All the NQFs have seen changes and developments and in some cases very substantial changes. This is important because often what is 'borrowed' or 'learnt from' another country is the model as it is described on paper at a particular time and the desirable goals associated with it, and not the model as it was implemented in practice with all the problems, experiences, and changes made to the model along the way. Official documents and accounts often do not reflect that there have been real changes in the model since it was first launched.

The debate by Dr Stephanie Allias (2007) related to "Why the NQF will fail" including the use of level descriptors and outcomes, is not included. Level descriptors and outcomes do not do make part of this report.

The report is thus tightly focused on a specific diploma programme: ND Hospitality Management, within a comprehensive university, the UJ; where no 'natural' progression gives access to a related post-graduate field of study; and where diploma progression is envisaged on the new 2008 HEQF in a differing format to the 1994 HEQF.

2. CHAPTER 2: THEORETICAL FRAMEWORK

I have devised a theoretical framework consisting of five sections which I believe helps to explore the requirements and conditions for successful articulation from the vocational to the academic, and to establish whether such conditions are indeed present within current course design, structure and knowledge forms within HE in South Africa currently.

1. The HEQF and the changes made to the structures in 2009.
   For all HET qualifications, the structure of the levels on the HEQF determines the possible routes for articulation across the qualifications framework horizontally, and progression from undergraduate to postgraduate studies vertically. This structure will be outlined in order to develop an understanding of the aim and purpose of the 2008 HEQF, in relation to the 1995 HEQF, including the articulation and progression opportunities which now exist.

2. The merging of HET institutions creates a backdrop against which such articulation is investigated in this Report, specifically for diploma students of hospitality management, revealing the challenges related to institutional structure and planning when offering vocational and academic courses in a merged institution, in this case, a 'Comprehensive University'.

3. Vocational and academic learning, and integration thereof, will draw on the work of Young, which illuminates the distinctions between horizontal and vocational knowledge forms. Articulation between the academic and vocational will be investigated, using the structures of vertical and horizontal knowledge forms, and whether it is possible to articulate from a horizontal vocational knowledge form to a vertical academic knowledge form.

4. The argument relating to the differences between academic and vocational knowledge frameworks is based on Bernstein's theory, using his notions of

knowledge codes, the structures of vocational and academic knowledge, boundaries and frameworks.

5. Wenger's notion of "communities of practice" and their role in pedagogic relationships is used to identify the differences between vocational and academic communities of practice. Wenger's notions of central and peripheral participants in a community of practice will be outlined, together with the rules for acceptance into, and performance within, both vocational and academic communities of practice.

The following forms the discussion of each of the above:

2.1 The Higher Education Qualification Framework and the changes made to the structure in 2009.

The National Qualifications Framework or NQF, under the auspices of the South African Qualifications Authority (SAQA), the statutory body responsible for the maintenance and development of the NQF, was instituted in 1994 by the ANC led government in 1994. Two factors are mentioned by Mukora (2009) as being major challenges facing the new ANC led government in 1994: the "removal of divisions inherited from the effects of apartheid, and to prepare South Africa for economic competitiveness in the face of globalisation" (Mukora, 2009: 1). These factors led to the creation of the NQF which had, as its objectives to:

- create a single integrated national framework for learning achievements;
- facilitate access to, and mobility and progression within, education, training and career paths;
- enhance the quality of education and training;
- accelerate the redress of past unfair discrimination in education, training and employment opportunities (SAQA Act No. 67 of 2008: 6).

These objectives are linked to the reconstruction of South African society from apartheid to democracy, identifying a "purposeful and deliberate attempt" (Mukora, 2009: 2) to integrate education and training. By integrating education and training

the HEQF framework is meant to "recognise learning in a way that would increase mobility of learners within the delivery system" (Mukora, 2009: 3). By creating the structures for articulation from vocational to academic programmes, the system provides any individual the opportunity to achieve the highest academic level – the academic doctorate; and the flexibility in the system of Higher Education and Training to provide access for individuals.

It is the responsibility of SAQA to: "oversee the implementation of the NQF matters in terms of the Act" (Higher Education Amendment ACT No. 39 of 2008: 8), which would ensure compliance and implementation across the educational field. Reference is also made to the responsibility of SAQA to "collaborate with its international counterparts on all matters of mutual interest concerning qualifications frameworks; and to inform about international practice in the development and management of qualifications frameworks" (NQF Act No. 67 of 2008: 10). As all HE qualifications, degrees and diplomas, are registered by SAQA, registered diplomas and degrees are able to effectively progress from undergraduate to post-graduate levels vertically, and articulate from the vocational to the academic horizontally across the framework.

Furthermore the NQF brings together three co-ordinated qualification sub-frameworks for General and Further Education and Training, Higher Education as contemplated in the Higher Education Act, as well as Trades and Occupations, contemplated in the Skills Development Act. Labour thus has an input in the NQF structures through the Ministry of Labour, publishing guidelines which set out the government's strategy and priorities for the NQF. This provides a link between education and economic development for the nation at large, contributing "to the full personal development of each learner" (NQF Act No. 67 of 2008: 6).

The Skills Development Act 37 of 2008, the National Qualification Framework Act 67 of 2008, and the Higher Education Act No 39 of 2008, all aim to provide each citizen the opportunity to further educate, and through these acts, allows for acknowledgment of any learning acquired by means of the levels on the NQF. The Skills Development Act 37 of 2008 was promulgated to provide further access to

learning through the 'Sectoral Education and Training Authorities' (SETA's) using a system of 'learnerships' parallel with employment in a specific field. This can be achieved either formally by registering at an institution of learning, or by acquiring and verifying the knowledge through on the job learning. By accrediting a value to the knowledge on the NQF, opens a progression path to the next level, by moving vertically across the NQF.

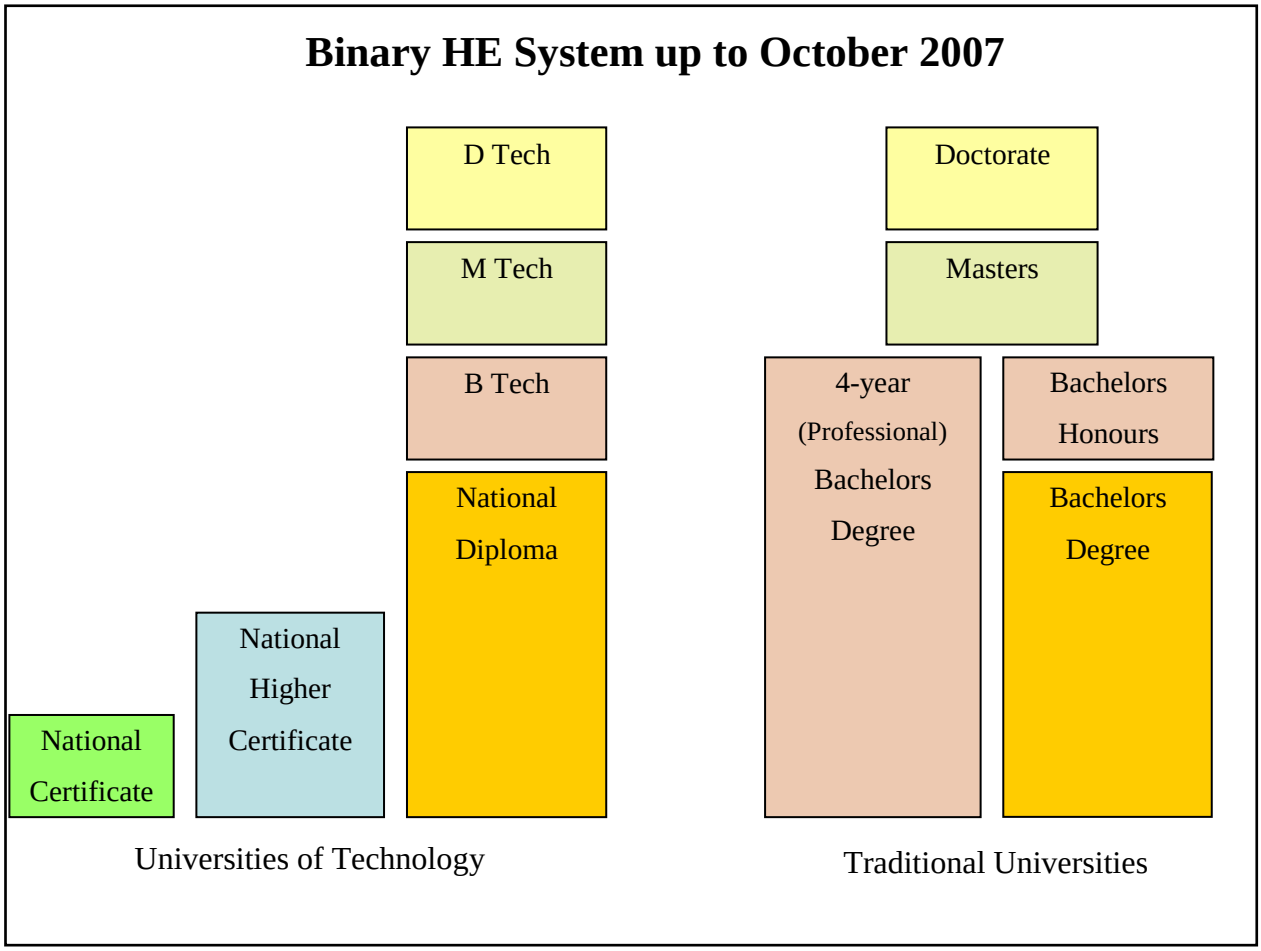
The first HEQF framework, which was put into place in 1995 soon after the establishment of a democratic government in South Africa allowed, in theory, for progression from undergraduate to postgraduate studies in both academic, as well as in what was termed 'technology' qualifications emphasized by a vocationally-oriented study (South African Qualifications Authority Act, Act No. 58 of 1995).

The 1995 HEQF levels related to 8 levels of education in South Africa. Levels 1 to 4 were reserved for schooling, progressing to level 5 at Higher Education. As indicated in the Introduction, level 6 indicated a diploma or first degree status, viewing these as being at the same level. Level 7 indicated an Honours degree at Universities; or Bachelor of Technology degree for Universities of Technology. Level 8 referred to both Master's and Doctorate degrees at academic level, and Master's and Doctorate degrees in Technology on the vocational side, offered by Universities of Technology.

The unclear differentiation, and level descriptors, between a degree and a diploma gives rise to both level and status confusion, with both the Masters and Doctorate qualifications from academic Universities and Universities of Technology being indicated on the same level 8, is also unclear. A further concern regarding the status of a diploma being the same as that of the undergraduate degree gave reason for debate, as a three year Bachelors degree and a three year diploma could not be rationalized as having the same status and NQF level descriptors, yet both are indicated at level 6. As both the diploma and the degree have a vertical hierarchal progression order in their own domain of academic and vocational knowledge, where progression is dependant on the successful completion of the previous level and

ending at the doctorate level, status was assumed to be the same, and the same value attributed to the qualifications.

The B-Tech degree, Honours degree and 4 yr professional Batchelor degree are placed at level 7, while the M-Tech and D-Tech degrees were on level 8, with the academic Masters and Doctorate degrees, as depicted in the diagram below:



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The joint Ministerial Statement by the Labour and Education at the end of 2008 introduced a revised and modified version of the HEQF, (South African Qualifications Act No. 67, 2008) showing 10 levels for education. The transition period to the new framework should last for 18 months to 3 years from 2009.

The diagram below shows the previous 8 level structure (1995) as compared to the revised 10 level structures (2008).

The revised HEQF

NQF Level	Qualification Type
8	• Doctorates • Masters degrees
7	• Professional Qualifications • Honours Degrees • BTech Degree
6	• National first degrees • National Diplomas
5	• National certificates

NQF Level	Qualification Type
10	• Doctoral Degree
9	• Master's Degree
8	• Professional Bachelor's Degree • Postgraduate Diploma • Honour's Degree
7	• Bachelor's Degree • Advanced Diploma
6	• Advanced Certificate • Diploma
5	• Higher Certificate

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Of particular interest here is the addition of 2 levels at the upper end of the scale, with the undergraduate degree at levels 5, 6 and 7; and honours at level 8, a Masters at level 9; and Doctorates at level 10.

A further change in the new structure exposes the capping of diploma courses at the Advanced Diploma on level 7, which replaces the B-Tech degree on the previous NQF of 1995. Diploma courses progress to an 'Advanced' diploma level on level 7, with no further vocational progression indicated. Consequently progression to level 8 compels the student to articulate from a vocational advanced diploma over to an academic Honours degree.

Differentiation of masters and doctorate degrees between vocational and academic streams, in place since 1995 (see diagram 1), and revised in 2008 (see diagram 2) is

now seen as unnecessary, as both vocational and academic post-graduate studies represent similar emphasis on research and delivery of new knowledge within a specific discipline. Although there is room for both academic and technological or applied vocational research at master's and doctorate levels, postgraduate studies move away from the vocational to the academic. Progression means academic mental development and progress, rather than vocational skills and knowledge, changing the shift for diploma students from vocational to academic studies.

The changes that were legislated in 2008 reflect the need for a clearer definition of the progression levels, while each level on the NQF is described by a statement of learning achievement known as level descriptors (National Qualifications Framework (NQF) Act No. 67 of 2008:6). The new levels provide clarity regarding the level of learning achievements or outcomes appropriate to a qualification at that level. Quality assurance is further cited as a reason for the change, as, by using level descriptors which cite the expected outcomes of each level, access across a range of qualifications from the lowest to the highest level, is made possible.

This provides a clear differentiation between honours, masters, and doctorates; with clear level descriptors as to the credits, or value, required at each level. This is also clearly indicated for the diploma and advanced diplomas on the new HEQF (NQF Act 67 of 2008). By making the level credit values more decisive, the framework represents clear guidelines for recognition of qualifications, and gives a proposed indication of the progression path to the higher levels of learning.

2.2 Challenges related to articulation.

Here I examine the process of articulation, with particular reference to hospitality management students, against the backdrop of the merging of HET institutions.

The 2008 HEQF attempts to simplify articulation, by allowing for movement in both a vertical and horizontal direction across the NQF, allowing a student to develop a learning path that would match a career path, with the opportunity of extended study for all students. Hospitality Management students completing the three year

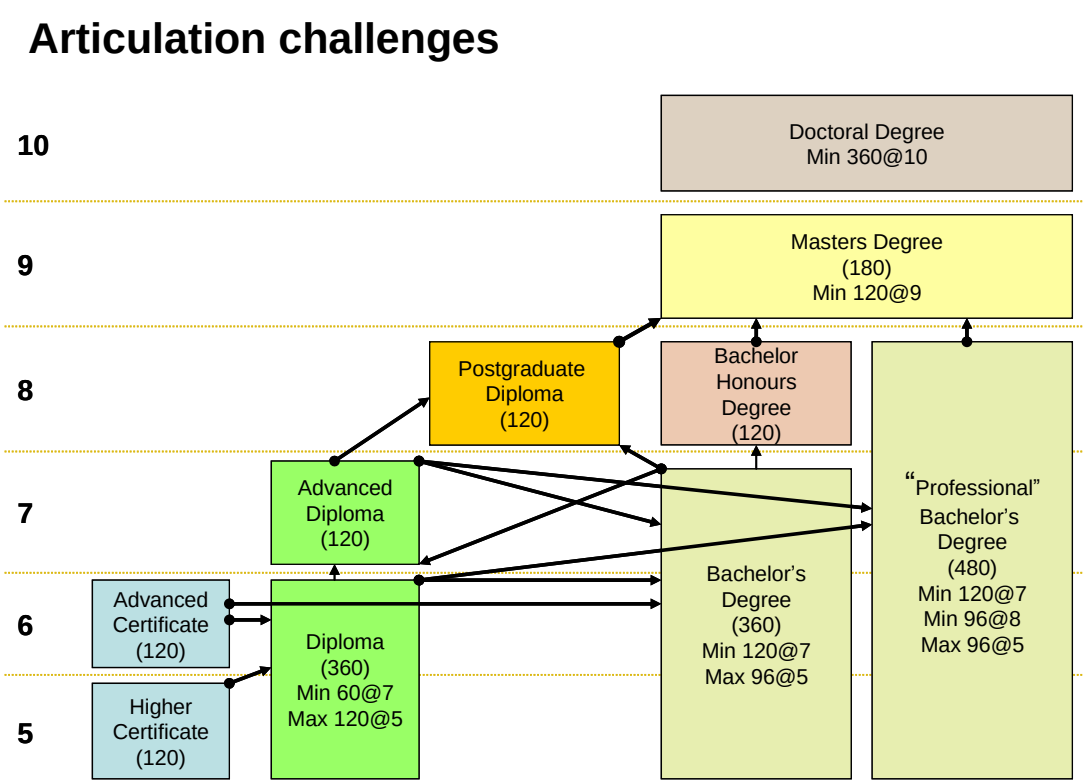
HET vocational diploma, follow a vertical progression path to the 'Advanced diploma'. Should they wish to further their education, students are required to follow a horizontal path to an academic honours degree. As there is no specific HET academic degree relevant to hospitality studies, students have to articulate to management, accountancy or philosophy. In reality the *implementation* remains confusing and unclear for diploma courses and institutions.

Under the NQF Act 67 of 2008 conditions are established which allow for the portability of qualifications. SAQA rules govern the process of articulation, whereby up to a maximum of 50% credits could be granted, where appropriate, for subjects in one course at the same level and content, to be credited to a different course. Vocational diploma students articulating to an academic degree course can therefore expect recognition for a maximum of 50% credits for the subjects they have passed to be transported to another qualification. This effectively requires the student to articulate to the new course at undergraduate level, before being allowed to progress to a higher degree qualification. Student would apply for recognition of these "passed" subjects in the new course to which they want to articulate. This raises time implications, as no more than half of presented subjects are allowed to be carried over – increasing the time spent to 'bridge' to a new qualification. By implication that diploma students have to articulate after the advanced diploma, these students would receive no more than 50% credits for their undergraduate diploma studies, making it imperative for a bridging period during which time the necessary underpinning studies would support a change to a new direction of study. Although 'bridging 'is not uncommon during articulation from one course to another, the structure of the HEQF will make 'bridging' imperative for all diploma students.

These rules can be interpreted as the "control" described by Bernstein (1975), the conditions and rules set in place by society to control access to knowledge. When Bernstein's theory is used to outline educational frameworks and codes later in this Report, the issue of control will be discussed further.

The recognition of suitable and effective assessment practices and quality assessment judgements play a key role in allowing for articulation and progression, by emphasizing the need for the recognizable and directly observable 'evidence' that is written into courses, unit standards and assessment practices (Moll,2009). Evidence of well executed assessments becomes one of the keystones of the articulation model, as students would have to be deemed as capable of achieving a given academic mark, prior to being accepted for progression.

Articulation challenges are diagrammatically indicated below, noting a vertical progression route for academic courses from undergraduate to postgraduate; emphasizing the necessity for articulation in order for all diploma courses to progress to post-graduate studies through academic channels.



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The diagram indicates the levels 5-10 of the framework for Higher Education and Training in South Africa. For academic studies levels 5 – 7 indicate a Bachelors degree, followed by Honours or Professional Bachelors degree at level 8. The figures in brackets indicate the number of credits required for accreditation at each level.

The pathway for the vocational student from the higher certificate and advanced certificates articulate into diploma courses (with a maximum credit of 50% allowable for completed studies); the diploma progresses to the Advanced Diploma, or allows for articulation to the bachelors degree or professional degree courses (again with an allowable maximum of credit of 50%). At level 8 all progression follows the academic route to a masters and doctorate degree.

Regarding the time it would take to effectively articulate from a diploma to a degree, work done by Paxton (2008) within a South African-Norway Tertiary Education Development Programme (SANTED) project claims that in order for this form of articulation to be possible for vocational students, students on the diploma track will take at least an additional year to progress to post-graduate degree level, and if articulation occurs earlier in a course, students with diplomas articulating to a degree track will require at least an additional 18 months to obtain an undergraduate degree, as "a maximum of 50% of credits used for one qualification can be transferred to another qualification" (CAT requirements of the HEQF). In practice this means that a student will have to complete another undergraduate course of the course they intend to articulate to, in order for the progression to the next level to be allowed.

There is recognition in the NQF Act 67 of 2008 that all students need to be given the opportunity to progress. For degree students it is clear and uncluttered. For diploma students the pathway remains unclear and confusing, with institutional, cost and time implications for the student progressing from undergraduate to post-graduate levels.

Considering that vocational Higher Education and Training diplomas would have to articulate with academic qualifications in the NQF, I will now apply the theories of Young (2006), Bernstein (1975), and Wenger (1998) to analyze the challenges facing HET vocational diploma students wishing to progress with their studies into academic territory on higher levels of qualifications.

2.3 Integration and the HEQF.

In order to analyse integration in terms of vocational and academic learning, it is necessary to draw on the work of Young (2005), illuminating the distinction between vertical and horizontal forms of knowledge. Articulation between the academic and vocational will be investigated, using the structures of vertical and horizontal knowledge forms, and whether it is possible to articulate from a horizontal vocational knowledge form to a vertical academic knowledge form.

Four forms of integration are relevant to this study: the integration of political, economic and social influences into the HEQF will introduce the argument, which lead to the integration of vocational and academic knowledge; then the integration of vocational and academic learning on the HEQF; and finally the integration of learning institutions at the Higher Education and Training band.

The integration of ideologies and practices: political, economic and social, into education is a means of "exercising control by those who plan and create an educational framework", such as the HEQF, is the oft-quoted statement of Bernstein (1975) used to outline integration of factors other than education in the creation of an educational system. The present and past HEQF structuring has been influenced by political, labour and constructivist ideals, as evidenced by the National Qualification Act 67 of 2008, Skills Development Act No. 37 of 2008, and Higher Education Act No 39 of 2008. These three Acts lay the foundation for the integration of education and training, vocational and academic knowledge, addressing post-apartheid political and educational redress, the inclusion of labour and constructivism ideals within educational policies, and the commodification of knowledge.

The integration of ideals and politics into educational structures and frameworks is of concern to Young (2005), who questions the lack of education and knowledge awareness, and educationist input, during the debates around integrating ideals and politics within the structuring of the HEQF. The integration of all education into one framework is a result of an educational ideology of "life-long learning" which allows

every person the right of access to knowledge and learning at all stages of learning development, and opens the opportunity for person's previously denied the opportunity to gain access to formal qualifications in universities and colleges. In the South African context 'integration' addresses the political need to break from the restriction of the apartheid ideology which generally excluded sectors of society from education, and to create the opportunities for knowledge acquisition for all peoples.
Tension points are formed when decisions have to be made between freedom of choice in education, or what is required by an economy or political purpose. Changes in technology, international economic pressures and labour demands all cause tension points between meeting the requirements of knowledge and its creation, and the requirements of employers and economies. The post-apartheid need for an educational system and curricula that would represent a complete change from the system in play during the apartheid years resulted in the formation of the first National Qualifications framework (NQF) of 1995, which allowed for access, movement and flexibility when progressing across the framework, whilst equating qualifications with levels. By describing the "social constructivism of knowledge" as the post-apartheid policy development, which has made "fundamentally misguided assumptions about the constructedness of knowledge and the mutability of boundaries *(…in knowledge structures)*" (Young 2005:14), the integration of political and labour ideals in education are evident. The mutability of boundaries implies that all knowledge can be "constructed, deconstructed and reconstructed" at will, with little consideration for the differences in knowledge forms, resulting in ideas of ready integration possibilities for education and training.

The HEQF structure reflects national governmental pressure on educational systems to provide access for both students and workers to upgrade their skills and knowledge, leading Young to question whether the education and training policies are driven by sound academic forces, or, "by human resource development agendas" (Young 2006:1). Agendas which drive educational polices, such as labour requirements and demands, social equity purposes or political will, do not favour the development of academic driving forces for education. Although educational policies reflect the demands for a country in terms of general education and training

requirements, and reflects this in terms of numeracy, literacy and knowledge integration for the general education and training band, the modelling of higher education and training to meet needs with purposes other than educational needs, has slanted the educational purpose of the Higher Education and Training band. Using an 'integrated approach' where knowledge becomes integrated into meeting the political, labour and social constructivism purposes of those who construct the education policies results in the use of knowledge being corroded by integrating labour, political and economic agendas with educational and knowledge agendas.

The pressures from labour and global economic influences do need to be accommodated, but one can question whether "labour and economics priorities should have such a major role in shaping educational policies" (Young 2006:2) as labour and economic demands on education would not necessarily promote growth and equity, and that the "commodification of education" ultimately is counterproductive by not producing the knowledge and skills that are needed for learning to be productive. Young argues strongly that "education is about the acquisition of knowledge and understanding, processes that cannot be commodified or expressed in terms of 'outcomes' without destroying their distinctiveness" (Young 2006:4). "Distinctiveness" is not meant to be the same as either "traditional" or "universal", but rather to reflect an "educational logic that concerns itself with that which is distinctive about education in all its forms – the acquisition, transmission and production of knowledge" (Young 2006:5).

It becomes clear that when "institutions and curricula lose their specificity and become delivery mechanisms for 'products' " (Young, 2006:3), an instrumentalist and utilitarian approach blurs knowledge boundaries and leads to "ineffective outcomes, or not achieving outcomes at all". Vocational knowledge aligns itself with the requirements made by a specific industry where this knowledge and skill is applied, resulting in an 'utilitarian approach to knowledge' which blurs knowledge boundaries, and can be observed in the design of the Hospitality Management Diploma, where the hospitality industry is involved in the subject selection in order to ensure that students who qualify are work-ready and possess the knowledge and

skills required operation, and management in culinary, food and beverage, and accommodation divisions. The course and students can be in danger of becoming a "commodity" serving the purposes of an industry.

Young (2006) expresses concern regarding the intrusion of welfare, leisure or politics in education, rather than the logic concerning education itself, resulting in idealistic expectations of what education can, and cannot, provide. Although education cannot stand independent of the society it serves, and it needs to adjust and change as society adjusts and moulds to international and financial forces, the focus needs to remain on the role education plays in serving its' own ends.

A significant integration statement is the integration of the academic and vocational, effectively building pathways into the NQF the structures and articulation which would make access to academic knowledge possible, even for those with a craft or vocational background. This form of integration over simplifies a complex educational issue of curriculum structures, academic and vocational knowledge forms, while putting forward the flawed premise that academic and vocational knowledge is one and the same, and can be integrated (Young, 2005:15). The lack of differentiation between academic and vocation associated "with the claim that the NQF can provide a way for all qualifications at a given level to be compared or transferred" (Young 2005:15) erroneously reflects the view that they can be equated. This is observed in the construction of the 1995 HEQF, in which a diploma was equated with a degree on the same level; and again on the 2008 HEQF which assumes that, by conflating academic and vocational knowledge and merging them, articulation from a diploma to a degree can occur smoothly.

The integration of vocational and academic learning, and by implication, the integration of different knowledge forms, assumes the position that these knowledges are the same and avoids the understanding that differing structures of knowledge forms exist. Academic knowledge and vocational knowledge differ from everyday knowledge, in that academic and vocational knowledge are disciplined and systematically acquired within a specific context, whereas everyday knowledge is

acquired unsystematically, in an unstructured way outside of a specific context. However, academic knowledge and vocational knowledge again differ from each other, in that academic knowledge has the feature of being "vertically structured", whereas vocational knowledge has the feature of being "horizontally structured" (Young, 2005:11). Each has a different role in education, purpose in knowledge acquisition, and content choice. These features will be described in detail when discussing Bernstein's contribution to knowledge structures.

To further identify the differences between vocational and academic knowledge, and formal and informal knowledge criteria related to the "nature of the context"; the "extent to which any content is transcendable" and "its' locatedness in specialised communities with their codes and rules for guaranteeing its reliability" Young (2005:15), may be used. With regard to the Hospitality Management programme the 'nature of the contents' refers to whether the knowledge is, for e.g. culinary, management, marketing or scientific by nature. Knowledge related to academic knowledge is purer, and is independent in its origins, whereas culinary knowledge, for example, is an extension of everyday knowledge, and has been extended into a vocational knowledge or craft knowledge. The 'extent to which it is transcendable' can be explained as one area of knowledge having relevance in another field of knowledge, for e.g. can scientific knowledge transcend or cross the boundary into law knowledge, or can law knowledge transcend into scientific knowledge. The less knowledge transcends across other knowledge types, the purer the knowledge form, such as within the sciences and mathematics, where law knowledge plays no role.

The 'locatedness' refers to where the knowledge is found in terms of communities which use and test this knowledge for accuracy. Scientific knowledge is created, used and tested within specialized scientific communities which are responsible for its authenticity, reliability and trustworthiness, by retesting, debating and validating the knowledge in an international arena. The claim that "knowledge is social, and in a trivial sense we are all social constructivists", and that theoretical knowledge is "created by man (sic!), extending and transcending beyond the everyday" (Young 2005:15) explains that the lineage from everyday knowledge to scientific knowledge

is a development, a pathway from perceived knowledge to explained knowledge. The "embeddedness of knowledge" (Young 2005:15), permits people to escape from the every-day and think conceptually – allowing for knowledge to transcend the every-day onto structured, hierarchical levels separating informal and formal knowledge. By clearly dividing the domains of informal and formal knowledge, it is possible to differentiate between them, and to distinguish between vocational knowledge, which tends to be located as an extension of the everyday; and academic knowledge, which is structured and hierarchical, extending to the abstract.

Within the subjects of the Hospitality Management curriculum a further distinction is drawn between the two differing forms of knowledge - that of "context-dependant and context-independent", where the former relates to "practical knowledge" and the latter to "theoretical or conceptual knowledge" (Gamble, 2006:93). "Context-dependant" knowledge refers to meanings derived from concrete events or experiences that actually happened within a specific time and place, in a "context of human action", an accurate description of hospitality management subject, where the Law related subject refers to 'Hospitality Law', and the management subject refers to 'Hospitality management'. By extracting the knowledge section relevant to a vocational industry, the knowledge becomes context dependent and excludes any knowledge unrelated for practical or theoretical application in the hospitality field.

"Context-independent knowledge" is acquired independently of context, referring to that which exists only in abstract form, or knowledge generated in a "context of thought" (Gamble, 2006:93). Knowledge of this form is not related to any specific application, is created and exists independently. The characteristic of abstractness demands higher level thinking and argument, without relating to a specific environment or condition.

Bernstein's outline of the purpose of academic study as "the traditional purpose of academic study has been to develop critical understanding of theories and concepts within disciplinary or multi-disciplinary fields" (Young & Guille, 1994:34), supporting the need for a structured, multi-layered approach within institutional frameworks

supporting the selection, transmission and assessment of understanding. As "the role of academic knowledge is about knowledge itself, and forms the core of any education" (Young, 2006:9), boundaries of knowledge need to be identified as providing a starting point for educationalists to investigate and enhance knowledge forms and thus what can and what cannot progress to a higher learning level.

This difference between academic and vocational needs to be emphasized: as development of knowledge for vocational courses follows application in a practical environment; whereas development of theoretical knowledge for academic courses follows the application to abstract thinking. The theoretical content of a vocational course has been re-contextualised to meet the requirements of practical application, and is not structured, nor selected, according to the 'purer' knowledge that would be required for progression.

Regarding the integration of vocational and academic learning on the HEQF, a pathway for articulation is clearly part of the strategy for education development. By conflating the vocational and academic when it comes to articulation, especially at the post-graduate level, it implies that knowledge forms are interchangeable. In order to achieve integration at this level it is evident that a process of conflation of academic and vocational knowledge would be required, as is seen in the 1995 HEQF when diploma and degrees are listed on the same level, assuming degrees and diplomas the same status after three years of study. This is evident again on the 2008 HEQF where the articulation pathway shows progression from one form of knowledge, the vocational, to another form of knowledge, the academic, in what appears to be a "seamless" movement.

As argued, there are clear differences between vocational and academic knowledge, and these differences imply that successful articulation from the one knowledge structure to the other cannot occur, especially when the articulation occurs at a post-graduate level, as the knowledge creation and purpose differs, the pedagogy differs, as well as the assessment methods. For progression to be "seamless" (Young, 2006:6) and smooth the undergraduate knowledge structures and content must

support a progression to a postgraduate level; the vocational diploma students do not necessarily have this, as the vocational is horizontally constructed, and although the is a theoretical component, it is transmitted to student in context of the hospitality industry, and not as a pure theoretical form.

Academic learning has to be effective; and to this end it cannot be an extension of the everyday. In order to achieve effective learning, the boundaries of knowledge need to be clearly defined, and the purpose of education, that of extending the knowledge of a student cannot be weakly classified.

HET vocational courses, such as the Diploma: Hospitality Management, have both academic and vocational courses in the curriculum. If progression is meant to further develop both areas, it is based on the assumption that the knowledge forms are the same. However, the distinguishing argument is made analysing academic knowledge to be "vertical" in its construction, and vocational knowledge to be "horizontal" in its construction. Horizontal knowledge, or vocational/craft knowledge is not able to progress vertically, as it has been contextualised from the relevant theoretical knowledge into a specific arena of application, such as culinary skills, and cannot then be re-contextualised so easily again. Horizontal knowledge forms or vocational craft forms are only able to move to greater skills levels, increasing the craft ability and experience of the student, unable to progress to an academic pathway, or vertically.

In the establishment of this integrated approach, the distinctions between academic and vocational knowledge structures appear to have been disregarded. This disregard has negative implications for vocational students, as the NQF framework imposes improbable articulation expectations and outcomes.

With regard to institutional mergers, a critical dimension of the merging of different institutional types in South Africa is the "way in which the curriculum is organised, or put differently, the way in which knowledge is organised, in the institution" (Gibbon 2004:1). The curriculum in comprehensive institutions spans a wide range of

knowledge domains. At the one end of the spectrum the narrowly vocational, with the abstract or academic, at the opposite end. There could possibly be a simple maintenance of the 'binary divide' between programmes in merged institutions, or Comprehensive Universities, with university-type and Universities of Technology type programmes running side by side. A Comprehensive HET institution, such as the UJ, would need to integrate both vocational and academic curricula and structures within one institution, but without full recognition of what each of these knowledge forms represent, the institution could be faced with the favouring of one form of programme and curriculum at the expense of the other. Therefore the question is "how then should the curriculum be organised, particularly in the 'grey' areas where Universities of Technology, and University programmes, all of which are in the higher education band, are not clearly distinguishable from one another and may in fact have significant areas of similarity" (Young, 2006). This implies that the distinction between knowledge forms represented in academic and vocational HE institutions is blurred by having vocationally-oriented degrees offered at Universities, while academically sound courses are offered at diploma level.

In the attempted integration of knowledge forms, types of institutions, political, social and economic agendas, together with international pressure and influences, the HEQF has blurred the purpose, design and function of education and knowledge creation, resulting in "ineffective outcomes" for higher education (Young, 2006).

2.4 Knowledge frameworks, structures and boundaries of vocational and academic knowledge.

The argument for and explanation of knowledge frameworks and boundaries is based on the work of Bernstein, which was first articulated in the early 1970s, and relates to differences between academic and vocational knowledge. Bernstein has contributed to the understanding of academic and vocational knowledge frameworks, using notions of knowledge codes, boundaries and frameworks.

It is in the work of Bernstein (1996, 1999) that the structure of knowledge is prominently featured. All "knowledges" do not have the same form. There are rules of distribution which "regulate the circulation of knowledge in time and space and control the procedures of their legitimisation" (Bernstein, 1996:172), creating differences in how knowledge is transmitted and acquired, influencing the pedagogic relationship in the classroom. These different forms are used to draw crucial distinctions between the internal structuring of knowledge. He firstly distinguishes between two fundamental knowledge discourses, a **horizontal** and a **vertical** discourse. A strong classification is drawn between these two discourses, using "pedagogic discourse" to form a vertical discourse, and "informal local discourses" to form a horizontal discourse.

A **horizontal** knowledge discourse, which is described as "local, segmental, context-dependent and specific, tacit and multi-layered, often contradictory across contexts, but not within contexts" (Bernstein, 1996: 171), and a "form of knowledge typified as everyday, oral or common-sense knowledge". In horizontal discourse knowledge is distributed segmentally, with each segment relating to a particular context. Segments do not necessarily bear any relation to other segments, involve a "number of non-compatible specialised languages", but there are no "overarching principles which order them" (Bernstein, 1999: 157–173). The meaning of one segment is not dependent on the meaning of another segment e.g. learning culinary skills bears no necessary relation to learning to pour wine, as meaning is wholly dependent on the specific context and specifications, relevant to either culinary skills or wine. Meanings are potentially available to all who have access to the discourse, but "their acquisition depends on distribution rules which regulate the circulation of knowledge, behaviour and expectations according to status / position" (Bernstein, 1999:5).

Craft or skills are indicated as a modality of horizontal discourse, characterised by a horizontal knowledge structure with a weak grammar and tacit transmission. 'Tacit' transmission is one where showing or modelling precedes 'doing' – which is different to 'explicit' transmission referring to a pedagogy that makes 'explicit', or attempts to make clear the principles, procedures and texts to be learnt.

The second knowledge discourse is described as being **vertical**, which is described as a "discourse that is coherent, explicit and systematically principled structure, which is hierarchically organised, or it takes the form of a series of specialised languages" (Bernstein, 1996: 171). The natural sciences are used to describe a vertical knowledge discourse, and the social sciences and humanities taking the form of specialised languages to describe a horizontal knowledge structure.

Of importance is the way that knowledge is formed in either the vertical or the horizontal structure. In vertical knowledge structures the knowledge develops "through integration towards ever more integrative or general propositions… which lends hierarchical knowledge structure a unitary convergent shape" (Moore *et al*, 2006:13). Horizontal knowledge structures do not have a 'unitary' feature, but 'plural' features, which do not converge into a single point, which rather runs in a parallel development along a horizontal structure. Progress in horizontal knowledge structures occurs when introducing new perspectives, new sets of connections and a new 'language'. This effectively pegs or caps the progress of knowledge development as incorporation of the new knowledge is restricted.

This is further explained through a process of re-contextualisation, from a vertical knowledge form to a specific application or generalised form, following the following lineage:

	Knowledge Form	Application
	Collection Code: Pure Variety	Pure Sciences, Mathematics
Re-contextualised / Declassification	↓	
	Impure Variety	Food Science; Applied mathematics; Management; Financial Management.
	Integrated Code	
Re-contextualised / Declassification	↓	
	Everyday knowledge	Practical Culinary Skills Food and beverage Service skills. Housekeeping and rooms division skills

Adapted from Bernstein (1996)

In a vertical discourse, knowledge is distributed through a re-contextualising principle, which organises knowledge in a particular way – through the integration of one level of meaning with another in a hierarchal order; or, "as a specialised language with a strong or weak grammar" (or principles or rules of connectivity / combination). "Competent members (of vertical discourse) can give an explicit account of the way in which they have arrived at a specific position; they can retrace their steps and show how they have made the re-contextualised objects "hang together" (Muller, 2000:163). Vertical knowledge structures are said to be

"pyramidical, and are expressed in their purest form in the physical sciences in which knowledge growth involves ever-higher levels of generalisation and abstraction" (Bernstein, 1999:157 – 173). In a vertical discourse there is an 'indirect relation between meanings and a specific material base' – the meanings in a vertical discourse relate to two worlds: a 'material world and an immaterial world'. Meanings have a power of relation or ordering that comes from outside a specific object or context because they are not totally consumed by the context.

It is argued that horizontal discourses cannot generate vertical knowledge, as they embody no principles of re-contextualisation (Bernstein 1996: 173). In a horizontal discourse the knowledge is not ordered in a particular manner, often with little progression from one level to the next, in order to provide the underpinning knowledge necessary for progression within the curriculum. In a horizontal discourse there is no relation of necessity between one segment and the next – there is no particular order of meaning (no re-contextualising principle). Each segment of localised activity is 'embedded' in ongoing, contextually specific practice, such as hospitality management. No further elaboration is necessary or possible as the meaning is wholly embedded in a specific context, with no reference outside of that context (Bernstein 1999:44). Craft or practical skill knowledge is particularly close to horizontal discourse because the end-result of craft produces a material object. The production of such a 'text' must have a direct relation to a material base. Craft knowledge lies inside a horizontal discourse because it always produces an 'approximation more or less' towards a conception of the skill used to produce something.

To understand the implications of this classification for articulation it is necessary to use the distinctions between horizontal and vertical discourses, and herein lays a fundamental concern, as within the UJ there are programmes that have a vertical discourse – the academic courses; and the diploma programmes which follow a horizontal discourse. As indicated there are vertically and horizontally structured courses within the diploma course: Hospitality Management. The theoretical subjects of management, finance, law and marketing – although declassified, follow the

structure that is able to progress vertically. The craft courses, such as culinary, food and beverage service and the skills related to rooms division can be classified as an extension of everyday knowledge, with the knowledge in context only of the particular field of use, which are horizontal in structure, and therefore unable to develop or be extended vertically. As only the vocationally oriented courses have to articulate in the academic pathway by virtue of the HEQF structures (the academic courses follow their normal vertical progression), access for vocational graduate students would mean having to access a vertical discourse from a horizontal one.

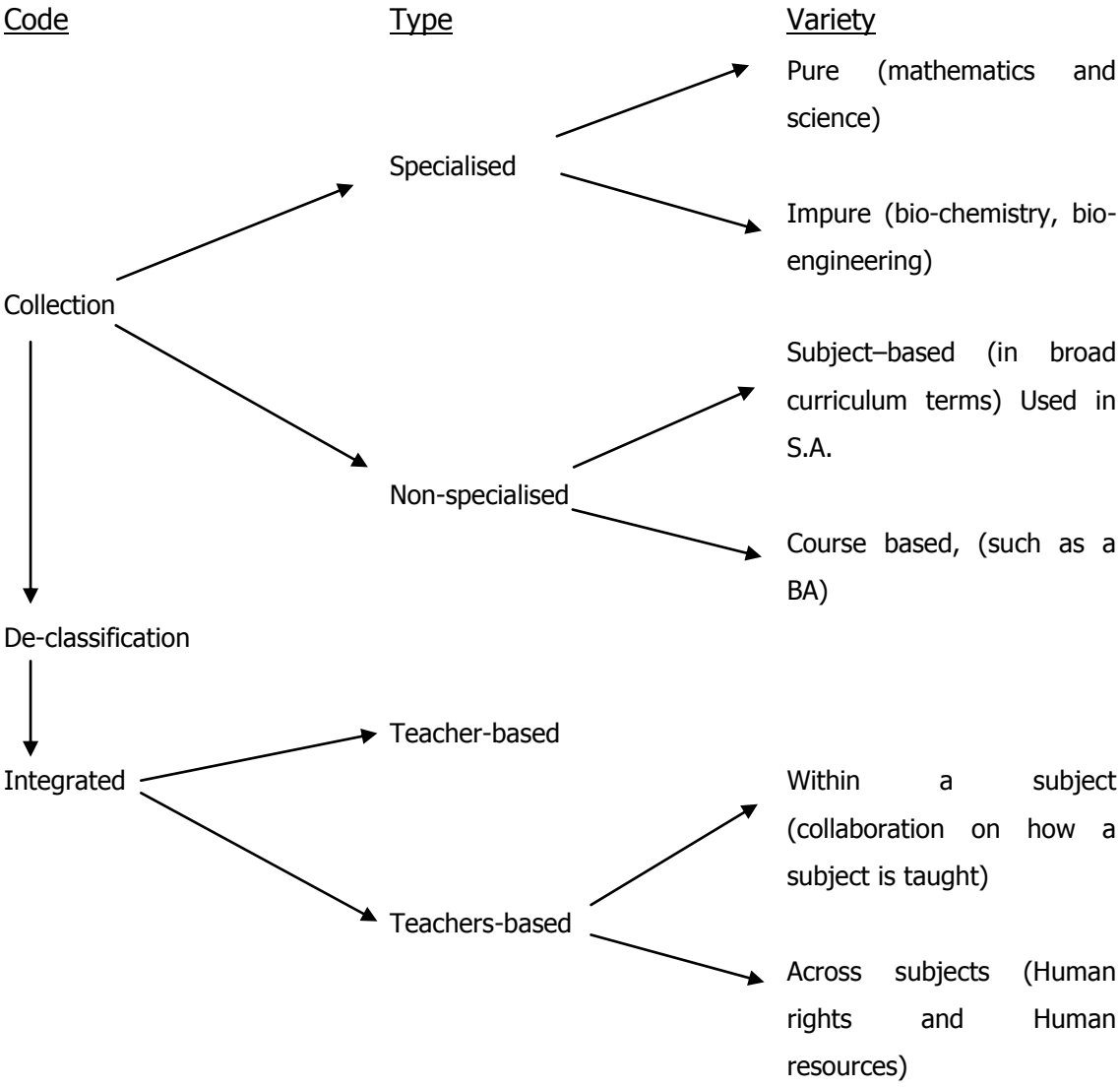
Not only is the vertical discourse of the academic strongly classified, it is also strongly framed; whereas horizontal discourses of the vocational are integrated, weakly classified and weakly framed – in complete contrast to each other.

In summary, academic knowledge is structured vertically, and vocational knowledge is structured horizontally, thus progression in academic knowledge is facilitated by vertical development and growth. Horizontal knowledge cannot progress vertically, but develops in a new set of connections, along a horizontal structure. If progression is to occur for the hospitality management course it would only be possible where academic knowledge is situated, and only if the academic knowledge within the course has been structured vertically.

Bernstein also distinguishes between 'theoretical' and 'common or everyday knowledge'. This distinction is important if one is to clearly define the purpose of institutional or formalised learning. Theoretical knowledge is found in both the academic and the vocational, and can be differentiated from common or everyday knowledge. It is the knowledge that is related to a field of study, supporting the understanding and insight into a discipline. The theoretical knowledge found in both in the academic and in the vocational needs at this point to be clearly differentiated from the common knowledge often associated with vocational courses, especially relating to the hospitality industry, where what is done in hospitality is hardly at times separated from what "common" people do in their daily lives.

I will now distinguish between two types of curricula: a "collection type" and an "integrated type".

Bernstein uses the diagram below to outline the curriculum code and its links to types and varieties of curricula (Bernstein, 1975:55).



Curriculum Codes and the links to types and varieties of codes (Bernstein, 1975:55)

In the "collection type" of curriculum the "contents stand in a closed relationship to each other, that is, the contents are clearly bounded and insulated from each other" (Bernstein 1975: 49). The student has to select a preferred group of contents within the curriculum in order to obtain the qualification. Strong insulation usually refers to academic courses which favour the sciences and the subject choices are grouped to meet the prescribed requirements of the curriculum of a chosen course. The "strong

insulation between contents of a curriculum points to a collection type of curriculum" (Bernstein 1975: 49).

Bernstein further makes a first distinction within collection codes distinguishing between "*specialised* and *non-specialised* types" (Bernstein 1975: 51).
In the *specialised code* two varieties are distinguished: a "pure and an impure variety".

- Pure varieties: this variety draws from a "common universe of knowledge", such as chemistry, physics, mathematics. The pure varieties are granted "higher status within knowledge environments, as they are perceived as more difficult to master, and often requires the ability to master abstract thought".
- Impure variety: drawn from different universes of knowledge, such as religion, physics, economics. This allows for differing theories, the knowledge is not universal, but is "reliant on interpretation and understanding, including a localised application".

In the *non-specialised* collection code there are two varieties, according to whether a subject or course is the basic knowledge unit.

- "Subject as the basic knowledge unit":
- "Course as the basic knowledge unit" (Bernstein 1975: 52)

In the 'integration code' where curriculum contents do not go their own insulated way, but where the "contents stand in an open relation to each other, this reduced insulation points to an integrated type" (Bernstein 1975:53). Bernstein goes to length to outline the integration code by indicating that: "because one subject used the theories of another subject, this type of intellectual interrelationship does not constitute integration" (Bernstein 1975:53). "Such intellectual interrelation may well be part of the collection code at some point in the history of the development of knowledge, but the knowledge has been de-classified towards an integrated code" (Bernstein 1975:53). Integration blurs the boundaries between subjects, so that subjects stand in an increased relationship with each other (Bernstein 1975:53), which is typical of the subjects found in diploma courses. Subjects use the knowledge

from other subjects, integrating it into the content of the 'new' subject, and using the knowledge in an applied or relevant form. Lowered boundary strength blurs the boundary, allowing for both lecturers and students to gain access to knowledge that has been de-classified from a collection coded knowledge base, which is 'purer', to an integrated knowledge base, by applying selected or applicable sections of the knowledge to a new application or subject that is 'embedded' in a new field of study, such as hospitality.

When looking at the relationship between contents of one curriculum and another, the boundary between one set of contents and another may be "clear-cut or blurred" (Bernstein 1975:53). By looking at the extent to which the various contents are insulated from each other, it is possible to evaluate whether they are well insulated from each other or have a closed relation to each other. Strong insulation identifies a "collection" type of curriculum (Bernstein 1975:48). In the collection type the student "has to collect a group of favoured contents in order to satisfy some criteria of evaluation" (Bernstein 1975: 49).

The principle between the collection and integrated codes lies in the "strength of the boundary between contents" – this notion of "boundary strength" underlies the concepts of "classification and frame", which are of integral importance to this study and will now be outlined.

Bernstein refers to "framing" as the means to "determine the structure of the message system, pedagogy", as well as referring to the "form of the *context* in which knowledge is transmitted and received", the "specific pedagogical relationship between the teacher and the taught" (Bernstein, 1975:50). Strong framing reduces the options both the 'teacher' and the 'taught' have over what is taught, and weaker framing allows for a range of options that the 'teacher' and 'taught' have over what, how, when and where the knowledge is taught. There may be range of options both parties have over the content, pace and organisation of the knowledge, with strong framing indicating a reduced number of options, and weak framing revealing a range of options. Academic knowledge tends to have a stronger frame, as students have

reduced power over what, when and how they receive knowledge. Vocational knowledge has a weaker frame, as students have more power over the pedagogical process.

Integrated codes have the weakest classification, and further vary as to 'framing' strength (Bernstein, 1975:53). Within hospitality management the academic section of the curriculum will have stronger framing than the vocational or skills part, with both the lecturer and the students having less control over the content e.g. accountancy allows for less control over the contents and its application than culinary theory and skills, which allows for greater control and therefore variation, of the contents.

A vocational course, such as the ND: Hospitality Management lies within the "integrated code", as the contents lie in open relation to each other, and the boundaries between the subjects are blurred. The curriculum of ND: Hospitality Management has open boundaries between subjects, where accountancy would include the vocational side of food costing, culinary skills would include mathematical calculations and the applied sciences involved with food systems and their reactions in culinary skills. The integration code is further emphasized by a "teachers-based" variety of code. As the boundaries between the contents of the subjects are blurred, the classification is weak when looking at the relationship between the contents of the curriculum, and other curricula. Framing also is "weak" with a "large degree of control both lecturer and students have over the selection, organisation and pacing of the knowledge transmitted and received and the pedagogical relationship" (Bernstein, 1975: 60).

Hospitality Management may be confusing at a HE level, as the course consists of both academic and vocational knowledge. Within both there exists a theoretical base, each providing the underpinning knowledge required when allowing access to the next level of knowledge. By distinguishing between the academic knowledge and the vocational knowledge it is possible to understand the structuring of the course, and therefore, to classify the knowledge correctly.

The well quoted statement that: "how a society selects, classifies, distributes, transmits and evaluates the educational knowledge it considers to be public, reflects both the distribution of power and the principles of social control" (Bernstein 1975:47), provides three important insights which can be used in this study. The selection and classification process is of importance as it reveals the structuring of the course and the knowledge contents. The transmission process of knowledge refers to the pedagogical process of teaching and learning, and "if the options for transmission are more, "the framing is weak"; whereas if the options for transmission are "reduced" or limited the "framing is strong". "Frame", then, refers to the range of options available to teacher and taught in the control of what is transmitted and received in the context of the pedagogical relationship" (Bernstein, in Carrim, 2009:38). The "framing" of academic knowledge is strong and strongly bounded, whereas vocational knowledge has weaker "framing" and is weakly bounded.

The student is exposed to the classification, selection and transmission structures at the beginning of the course they select to study, introducing them to the pedagogical relationship and curriculum design of the course. Hospitality Management has an integrated curriculum design, with blurred boundaries and a weak frame. For progression to be successful it would be necessary to introduce the students to a curriculum that is of the collection type earlier in their studies, to facilitate vertical progression. By using the theories of Bernstein (1975) relating to the forms, structures and boundaries of knowledge, it is possible to develop an argument relating to how knowledge may be classified and distributed through the curricula, while determining the type of experience, identity and relations the student would develop. For progression to post-graduate studies, a curriculum has to be formatted to be of the collection code, rather than the integrated code. An integrated code cannot be re-codified to be of the collection type, the development is in the wrong direction. The curriculum has to be designed from the collection code design and structure, and re-curriculated to meet the conditions, i.e. the collection code will dictate the conditions, selection and development of the curriculum.

Regarding the educational experience it is clear that "educational knowledge is a major regulator of the structure of experience", supporting the claim that "how forms of experience, identity and relation are evoked, maintained and changed can all be attributed to the formal transmission and acquisition of educational knowledge and sensitivities" (Bernstein, 1975: 47). By investigating how educational knowledge is selected and classified will determine how a student experiences the educational knowledge.

The word "power" in the context of "distribution of power" refers to the society and institution's rules and regulations that allow or deny an individual access to knowledge. As Bernstein emphasises: "in this way, principles of power and social control are realised through educational knowledge codes and through the codes they are entered into, and shape, consciousness" (Bernstein, 1975: 54). "Principles of power" and "social control" are a means toward creating order in society and in education by virtue of the selection and design of a curriculum. Power and control of knowledge distribution establishes the nature of the spaces constructed in educational arenas.

The three concepts of curriculum, pedagogy and evaluation are factors which influence how knowledge is able to be accessed, experienced and developed; and by understanding that differences conditions of each, the experience of the student can be determined.

With reference to the diploma in Hospitality Management, which includes a vocational aspect such as culinary skills and food and beverage operations, one finds that a relatively larger number of periods are allocated to the vocational aspect of the course, which indicates the status granted to acquiring the skills related to culinary and also food and beverage skills. All the subjects within a diploma course are usually compulsory, differing from academic courses which may allow for a choice of *subject* majors, and *course* majors.

Regarding abstract theoretical knowledge, Bernstein suggests that access to abstract theoretical knowledge lies at the pinnacle of knowledge acquisition and use, and access to abstract theoretical theory is normally achieved at post-graduate level. Undergraduate theoretical knowledge needs to be structured, paced and introduced in a sequenced disciplined environment in order to progress to abstract theoretical knowledge. This is structured into traditional academic courses that progress to post-graduate courses, but may not be present in undergraduate diploma or vocational courses, hindering access to the abstract theoretical knowledge when articulating from a vocational to an academic course.

Hospitality Management follows a horizontal discourse for the first three years of studies, having to articulate to a vertical discourse for progression to post-graduate studies, changing the rules for these students. When looking at the pedagogical relationships between the collection and the integrated codes, there is a stark contrast in the approach to knowledge and pedagogy. The collection code tends to have a pedagogical approach that "proceeds from the surface structure of the knowledge to the deep structure, allowing only the elite access to the deep structure and thus access to the new realities" (Bernstein, 1975: 60). The integrated code has a contrasting pedagogical approach which "is likely to proceed from the deep to the surface structure" (Bernstein, 1975: 60). This is, in simple terms, heading in a different direction to the collection code, which would make articulation in the middle (between under-graduate and post-graduate) complicated and complex.

Bernstein notes that "any attempt to change classification strength may be felt as a threat to one's identity and may be experienced as a pollution endangering the sacred" (academic knowledge). Recognition is also given to the changing of one's educational identity being accomplished "through a process of re-socialization into new subject loyalty" (Bernstein 1975:56), obliging all hospitality management students to undergo a process of re-socialization when articulating to the academic after completing their undergraduate studies in a vocational knowledge system.

The question of successful articulation from a horizontal knowledge structure to a vertical knowledge structure now becomes questionable, not because one is better than the other, but because they are so fundamentally different at the core of their structuring and formation.

2.5 Communities of practice.

The theories and findings of Etienne Wenger (1998) relating to ”communities of practice” (CoP’s) will be used to provide a background to how both students and lecturers become socialised into specific fields of study or disciplines, and the application of vocational knowledge and skills. In the discussion the concept of ‘community of practice’ will be outlined, followed by an examination of the relation of new students to the discourse of practice, and the development of identity within a discourse.

The term "community of practice" is used by Etienne Wenger (1998) to provide a perspective on knowing and learning in an environment of apprenticeship or skills knowledge transfer, or informal learning. Although Wenger investigated learning of this nature relevant to apprenticeship learning, the application into any career-focused and vocational education is of value in this study, where the vocational knowledge may not necessarily be found in textbooks, but learning by taking an active role in processes and practices related to a craft, or operational environment, such as a subject in the hospitality management course: food and beverage operations.

According to Wenger, who recognises that learning is a social process as well as a cognitive process, 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" (SAQA report, 2007:21) and refers to the codes of behaviour and practices within a community. The learning that happens is considered ‘situated’ learning in terms of "legitimate peripheral participation" (Lave and Wenger1999: 21), implying that participants are legitimate learners in a specific environment of skills learning, participating from the periphery until competent enough to be drawn into a

process or skill. By participating in the learning process either from the periphery or at the core, allows each individual the "opportunity for learning, as outsiders and newcomers learn the practice in concrete terms, and core members gain insights from contacts with less-engaged participants" (Wenger, 1998:23). This particular form of learning only occurs when there is active and legitimate participation in the learning process by the participants.

The learning is based on more than observational practices, it crucially involves meaningful "participation" and "interaction" as a way of learning – "of both absorbing and being absorbed in – the culture of learning" (Lave and Wenger, 1999: 22). In the hospitality industry peripheral learning takes place in the practices occurring while for example, preparing food for a guest. The culinary skills are acquired in the classroom / kitchen laboratory from lecturers who are masters (and mistresses) of their craft or the knowledge and skills of the lecturers, most of whom have been employed in the industry prior to becoming educators.

Communities of practice structure an organisation's learning potential in two ways: through the knowledge they develop at the core, and through interactions at their boundaries. These defined two areas – the core and the boundary become important in the learning process, by distinguishing between watching and participating. It defines the difference between being an observer to being a core member. It determines whether an individual is entrusted with the knowledge or just allowed a glimpse.

The characteristics of a true community of practice reflect that the community has sustained mutual relationships; a shared discourse; shared stories and jargon; shared ways of engaging in doing things together; knowing what others can and cannot do; and, the rapid flow of information and propagation of information. The hospitality management diploma reflects a community of practice related to the hospitality industry and workplace, the lecturing staff; especially those involved in the skills teaching, are all from the hospitality industry and therefore carry the practices and discourse into the classroom. At first the students are peripheral

participants, and then become part of the core as their skills and knowledge increases, and they exhibit the characteristics necessary to be identified as a community member.

A shared domain of interest identifies any community of practice. By sharing a competence that sets the members of a community apart from other people, the members become committed to that domain, whether this may be recognised externally or not. So, for example, within the hospitality management diploma, lecturers operate as a community of practice, where members with relevant skills and knowledge interact with the students with the purpose of teaching practices found in a hospitality environment. The domains of accountancy, medicine or philosophy are all different in nature, language and discipline, making it insular to people practicing in the domain. Learning in each of these domains may be restricted to understanding the language or discipline, and having access to a source of the knowledge through a tutor, or a person considered qualified to transmit the knowledge and having understanding of the discourse.

Whilst pursuing an interest in a specific domain, members take part in joint activities and discussions, help each other, and share information. Wenger (in SAQA report 2007: 19) indicates that "they build relationships that enable them to learn from each other". This does not imply meeting on a daily basis, but rather that some interaction is necessary, whether this is real or virtual. Chefs create this learning community by holding regular competitions, writing articles and cookery books, while training new chefs in the working environment.

The third identifying characteristic of a community of practice is that it is merely a community engaged in a practice based on a particular interest. Members of a community of practice are practitioners: "They develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems – in short, a shared practice, which takes time and sustained interaction" (Wenger in SAQA report 2007: 19). Participation, nurturing, sponsorship and support are vital for the members to be able to learn constructively from each other and to be socialized

into the identity of the community of practice. The identity of a hospitality practitioner differs from the identity of a medical nurse, and this in turn differs from that of a cheese maker, as they are all socialized in different communities of practice (Wenger in SAQA report 2007:20).

Wenger claims that the three characteristics described above provide a valuable learning environment, which has more flexible boundaries to learn than those boundaries found in a more formal learning environment. The flexible boundaries allow for participants to become part of the learning process by means of a participation structure which provides the "opportunity for learning, as outsiders and new comers learn the practice in concrete terms, and core members gain insights from contact with less-engaged participants" (Wenger, 1998: 25).

Similarly a community of practice exists for each of the academic, professional and vocational learning environments. It influences the way lecturers interact with each other, the way in which status is assigned to members, the way knowledge is shared and acquired, and the way in which value is placed on acquisition of knowledge. A student 'learns' the behaviour codes, the discipline, and 'knows' the practices within a selected field of knowledge, by becoming immersed in the community for the period of study. A traditional university conducts its matters in keeping with accepted practices and principles, and these may differ from the practices and principles held in regard in a professional or vocational environment. The domain of business studies has a community of practice that understands the world of business practices, many of which would not conform to strict scientific scrutiny of an academic mind. Added to this is the vocational terrain of hospitality, which values application of principles and practices for acceptance of the member into the domain or community. Peripheral participation is especially relevant to the communities of practice found in studies where there is a vocational and business professional component, adding the work dimension to these studies as an additional community of practice into which the student is integrated.

According to Wenger (1998) all disciplines create a "community of practice within the group, where the intricacies of the job, exploration of the work, all construct an image of the company (institution) and develop a sense of yourself as an employee (student)". A danger or liability to any community of practice is isolation, of remaining closed to developments and new arguments, by defending the status quo. The community needs to continue to interact and evaluate its own practices, to ensure relevance and the worth of the practices and teachings in a changing environment. Reference is made to the "dynamic knowing" that makes a difference in practice that "requires the participation of people who are fully engaged in the process of creating, refining, communicating, and using knowledge" (Wenger, 1998:27). The environments in which the learning occurs are not static, therefore the learning is not static, but changing with new challenges, demands facing the community, and expectations of the environment in which the community operates.

The formation of a social identity is also a gradual informal process that is lived, negotiated and which constantly evolves in the light of new experiences and how it is construed by an individual within communities. In his "stages of development" Wenger (1998:28) discusses the movement of communities of practice through various stages of development which is characterised by different levels of interaction among the members and different kinds of activities. Furthermore organisations need to understanding the processes and conditions required by learning communities to evolve and interact with other members within the community, in order "to develop the capacity to create and retain knowledge" (Wenger, 1998:28) Wenger identifies the need to build organisational and technological infrastructures to encourage participation and interaction between the members, and that the organisational planning does not dismiss or impede, but rather recognise and support the requirements to develop learning communities of practice.

For a lecturer or student to become familiar and competent within a discipline, he/she needs to become immersed into the community of practice in order to learn. What constitutes a community of practice in an academic and vocational field? This is

a crucial question to be asking in this study because it throws light on the socialisation processes that are embedded within "communities of practice", how these articulate the academic and vocational in the development of skills among people and the acquisition of qualification which accredit people as members of a particular "community of practice". Involvement in the practices of a vocation, such as hospitality, are constructed within communities of practice and shapes the identity of its members, as identity helps us "to sort out what we pay attention to, what we participate in, and what we stay away from" (Wenger, 1998:29). The awareness that the concept of 'practice' influences theory and practice in many domains is important in this study, as a vocational student would need to take on the identity of an academic student, after being socialised into a vocational identity and its community of practice.

The identities of people in both the vocational orientated approach and traditional academic approach to teaching and learning, including programme design, contribute to the challenges in the workability between these parties. Members of the vocational and the academic "communities of practice" perceive each other's world relevant to their own experience and define their identities within such frames. Using Wenger's notion of "communities of practice", thus, will make it possible to take further the issues raised by Bernstein and Young, and would be able to provide this study with a way to interrogate what members within the hospitality industry see as crucial for defining their "communities of practice"; what needs to be done by someone who wishes to become a member of such a community, and how they view this articulated with a different and more academic oriented identity and community of practice.

Membership into a community of practice can be established by an individual on deciding whether he or she can add 'value' to that community. A community of practice in a vocational or academic orientation allows members to share the values and language of the field with others in the field, allowing for a discourse typical to that specific community. In turn existing members of a community make an internal judgement of the member's ability to contribute to the group.

A student who changes faculties, or follows an articulation pathway into a new community of practice within another faculty, would find the practices and learning spaces unfamiliar, requiring an adjustment or redefinition of the learning spaces within the new faculty or department.

Wenger, thus, brings to the fore the concept of "communities of practice", and by investigating the identity of various communities of practice that could be found in vocational and traditional university teaching and learning, and proposes that by not being able to identify these communities of practice, institutions cannot create or provide the structures to support the planning and effective execution of the programmes and learning opportunities.

3 CHAPTER 3: RESEARCH DESIGN

In order to determine whether articulation between the vocational and academic is possible for the purpose of successful progression to post-graduate qualification, a qualitative research design was chosen, as I was concerned with conducting interviews with selected participants in order to obtain their perspective and understanding of the HEQF structure, articulation and progression challenges, and the changes in HE institutional forms. The interview process allowed for an insight into multiple realities: those of the UJ management, hospitality management staff, and from SAQA.

The research that was conducted for this study included doing empirical and conceptual research. Conceptually, as outlined in the theoretical framework section, theories were used to argue the differences and similarities between academic and vocational knowledge forms, and to formulate an argument regarding the probability of a successful articulation and progression from the vocational to the academic in Higher Education in South Africa.

As also indicated in the theoretical framework section, the changes in the National Education Qualifications framework (HEQF) for Higher Education (HE) were examined to determine the anticipated articulation and progression pathways for vocational studies envisaged from 2008 in the Higher Education landscape, in order to analyse the changes brought about, and the subsequent implications for programmes, students and staff.

As the UJ is the product of changes within the institutional structuring and merging of institutions of Higher Education, especially relating to comprehensive universities where traditional higher academic education and higher vocational education is offered within one institution, questions relating to the understanding and structuring within such an institution were also examined.

Data regarding the understanding and implementation of articulation and progression opportunities from the vocational to the academic was obtained empirically by using structured interviews. The kind of evidence that is required in the study relates to the understanding of the HEQF by management and educators, in order to provide the structures and support of successful articulation and progression at a comprehensive Higher Education institution, the UJ. The recorded interviews were transcribed and the findings and analysis of the data is provided in more detail later in this Report under the sections that deal with these.

4 CHAPTER 4: RESEARCH METHODOLOGY

4.1 Selection of the methodology

Qualitative research, in which "data will be collected in a face-to-face situation by interacting with selected persons' in their settings" (McMillan & Schumacher, 2006: 315) was used. The purpose of this research study was exploratory and explanatory; in order to indicate the possibilities and constraints regarding articulation and progression structures, paths and opportunities for students to proceed with vocationally oriented Higher Education qualifications beyond the undergraduate level. The interviewing method of data collection was used. "The major steps in constructing an interview are the same as in preparing a questionnaire: justification, defining objectives, writing questions, deciding general format, and pre-testing" (McMillan & Schumacher, 2006: 203), resulting in the choice of both structured and unstructured questions being prepared for the interview in order to guide the respondents to the focus of the questioning around the articulation and progression for the qualification on the 2008 NQF. Each interview followed a structured interview design, and was recorded by taking notes, as well as the use of an audio recorder. The recordings were transcribed to ensure accuracy of the data. The interview was in a pre-determined format, with the same questions being asked of each participant. The audio recordings of the interviews allowed for greater accuracy of the completed transcription. An opportunity for expressing of personal thoughts and interpretations was also given to each participant. Responses were then summarized, as per the attached appendix V, using open coding. The responses were then cluster coded by headings listed to determine common themes.

A pre-testing of the structured questions that formed part of the interview was completed, transcribed and the responses validated to be of value to the research, before the individual interviews were commenced. This was completed with the Head of Tourism within the STH at UJ, and used in the interview analysis to obtain a comparative response within the School of Tourism and Hospitality.

A literature review of primary and secondary literature relating to vocational and traditional university educational and course structures was done to explore theories relating to educational discourses, as well as the possibilities and constraints for articulation and progression of the vocational and academic studies and the organisational and structural requirements, especially in relation to the works of Bernstein, Young and Wenger. SAQA policies regarding the NQF framework also form part of the literature review for the research. Course registration regarding FET courses was used to clarify the differences between the diplomas offered at Technical Colleges, and the diplomas offered at Universities of Technology and Comprehensive Universities, such as the UJ; in order to facilitate understanding of the diplomas offered at Technical Colleges compared to the vocational qualifications offered at Higher Education and Training. The articulation and progression questions relate only to the issues at Higher Education and Training level, excluding issues relating to Further Education and Training.

Drawing on the works of Bernstein, Young and Wenger made it possible to look at experiences of integrating the academic and vocational knowledge forms, in order to determine the structures created for both vocational and traditional university qualifications, and the pathways existing for post-graduate studies.

The literature review, the interviews with policy makers, management of the UJ, and managers of the courses in STH "provide a triangulation which involves the use of numerous data sources, maximizing the probability that the emergent assertions are consistent with a variety of data (McMillan & Schumacher, 2006: 325).

4.2 Selection of participants

For this study the University of Johannesburg was purposefully selected to provide access to the faculties and departments chosen for the case study. A further reason relates to the unique situation of the STH being the only HE vocationally-oriented Hotel School within a comprehensive university context in South Africa currently. The research made use of eight selected persons' from UJ, including management and lecturing staff in the STH and an interview with a senior management official from

SAQA. The second request for an interview with SAQA did not materialise due to changes in the Educational Ministry after the 2009 elections, changes within SAQA and the departure of some SAQA officials from SAQA.

The interview held with a management official in SAQA regarding understanding of the conception, formulation and implementation of the new framework, and its design in terms of the policy put forward for Higher Education was conducted. This was used to determine how the articulation and progression structures and paths between the vocational and the academic are envisaged from SAQA's perspective.

Interviews were also conducted with selected persons or participants who are part of the decision making management levels within the UJ. This allowed for in-depth questioning during the interviews regarding the educational structures established at the UJ. Interviews were held with the Dean and Vice-Dean of the Management Faculty to determine how the institutional structure at the UJ is expected to be designed to deal with both vocational and traditional university education. The hospitality qualification falls within the Management Faculty and permission for articulation was granted by the Dean. The Vice-Dean was in office at the STH when the merger took place, and is responsible for quality assurance within the Management Faculty of the UJ, providing a perspective from both the national diplomas and now the academic courses within the Faculty of Management.

An interview was held with the Director of the STH, where the ND: Hospitality Management is offered. Questions were asked related to perceptions and intended planning to meet the articulation and progression expectations of the NQF, especially those related to the ND: Hospitality Management course. The departmental head of the Hospitality Management course was interviewed in order to establish conceptions of vocational practice and opportunities for articulation and progression for the students of the school.

A total of eight interviews at the UJ, with the interview with a representative of SAQA were used to inform the research.

4.3 Explanations of the questions used in the interviews.

The questions were prepared in order to elicit a response relating to:

1. The merging of institutions of Higher Education in South Africa, and both the perceived reasons for the mergers, the outcome of the merging of a traditional academic institution and a Higher Education vocational institution to form a new form of institution known as a 'comprehensive university' . The questioning extended to elicit responses relating to management and lecturing staff experiences and responses relating to such a merger at the University of Johannesburg.
2. The next section of questioning focused on the staff profiles and their teaching and learning experiences in the new institution. The purpose was to gain staff perspectives relating to possible similarities and possible differences between what is understood as academic and vocational in staffing requirements, teaching strategies and perceives student experience. This extended to questions relating to how students are socialized in the academic and vocational teaching and learning environments.
3. The questioning then proceeded to enquire about curriculum development and practices in vocational and academic environments, including how judgements are made of the course and curriculum. The questioning extended into programme delivery and assessment practices in order to determine perceptions relating to vocational and academic higher learning.
4. Curriculum and framework issues followed in order to determine understanding of curriculum development and the required educational and institutional structures required to make learning effective for students.
5. A section of questioning was included to discover understanding by respondents of the differing forms of knowledge and the subsequent implications for academic and vocational learning environments.
6. Questions relating to the awareness of the HEQF, the previous and present structure of the HEQF, and the implications brought about by the changes in the structure for institutions and vocational students followed. The questioning extended to possible issues relating to academic credit formation and transfer in higher education institutions, and the possible use of 'bridging' programmes.

7. Questioning then proceeded to delve into the realities of institutional finance and government subsidies, especially the formula used to subsidize post-graduate studies, and the subsequent restrictions on post-graduate vocational studies for diploma students.

8. Finally academic status and research output related questions were used to determine academic practices and identification of status within the Higher Education environments. Subject specialisation questions and questions related to study development opportunities for staff to further their qualifications and skills was included in the questioning to determine awareness of vocationally oriented and academic oriented staffing requirements.

A copy of all the schedules used in the interviews is attached to the Appendix of this Report.

4.4 Research ethics.

Application for research ethics clearance was made to the Wits School of Education of the University of the Witwatersrand Research Ethics Committee (See Appendix for the Research Ethics Clearance letter). Permission for the research to be done at the UJ was sought from the Dean of the Faculty of Management. Permission to complete the interview was obtained from SAQA for the respondent there.

Participants were ensured of confidentiality. Participants were required to sign a consent form, agreeing to be interviewed. Confidentiality and anonymity is achieved through the use of numbered interviews and questionnaires, thus coding the data. No names are used, although the positions of the interviewees are used as part of the responses, in order to compare the responses throughout the hierarchy of departmental and institutional structures: from senior lecturer to heads of department to deans of faculty, to management at the UJ responsible for academic planning and development. As such, whilst care has been taken to ensure confidentiality and anonymity throughout this Report, given that institutional designations are used to distinguish the different responses of those interviewed complete anonymity is not possible to be guaranteed in this Report.

In the analysis I looked for recurring ideas or meanings that may become themes (McMillan & Schumacher, 2006: 367). These themes come from the interviews and from answers regarding articulation and progression. By grouping the responses on an analysis sheet it is possible to identify the themes, and to identify the variable responses to the themes.

4.5 Limitations and responses.

Two of the selected participants were unable or not available for questioning: one respondent from SAQA; and the VC of the University of Johannesburg who redirected me to the Head: Academic Development at UJ.

The average interview took 90 minutes to complete, allowing for explanations and questioning for clarity on the side of the participants. No pressure was exerted on participants who were unwilling or not knowledgeable to answer in an area of questioning, this is recorded as a blank on the interview analysis.

Limitations include the depth of responses relating to educational knowledge structures and codes (Bernstein), as well as the educational differences between academic and vocational knowledge forms (Young). However this limitation was useful to determine the level of awareness of these matters, which would be critical in understanding the implication and restraints when implementing vocational and academic courses in the same environment at a Higher education level.

A further limitation could be the responses from the vocational lecturers, as their responses revealed an emotional insecurity caused by lack of awareness of requirements and structures in the new comprehensive institution in which they found themselves after the merging of two institutions of Higher Education. However the responses were used to indicate the level of insecurity and lack of clarity among them of what is expected and valued in the new institution, the comprehensive university.

5 CHAPTER 5: FINDINGS.

5.1 Introduction

Once the interviews had been transcribed the data was collated and analysed using an open coding application to cluster the information from the respondents. The clusters are identified and findings summarized in tables under each heading.

The merging of educational institutions in South Africa will be used to provide a circumspect for the experience of academic and vocational education.

5.2 The merging of institutions of Higher Education.

Questions related to the merger of the TWR and RAU into the UJ, and the subsequent implications for the academic and vocational courses, institutional planning, staff and resources; as well as recording the experiences of management, staff and students.

The responses relevant to the merger have been clustered in the table below:

Questioning re: The Merger	Respondents:
Perceptions of the Origin of the Mergers.	Lack of consultation. Purely political agenda. Financial considerations of Government Need for transformation of Education. Need to rationalize facilities.
Staff Experiences of merger.	Threatening experience, insecure about role. Fear of loss of identity. Distrust of consequences. Confusion around implementation. Lack of leadership.
Positive impressions.	Opportunity for research development. Opening horizons for re-evaluation of programmes. Access to wider student base.
Negative impressions.	Fear that vocational diplomas may be eliminated. Confusion regarding articulation and progression arrangements for diploma courses. Increased access requirements for students.

Student experience.	Differing emphasis between academic and vocational at HE levels – concern for status. Orientation / socialization to studies different. Differing intake requirements between vocational and academic courses. Restrictive intake requirements.
Staff profiles.	Academic - emphasis on discipline knowledge, and post-graduate qualifications. Vocational emphasis on subject knowledge with industry application. Both profiles need to be educators.
Curriculum development.	Academic is discipline driven – discipline determines curriculum. Vocational is industry and re-contextualized discipline driven. Market related. Collective research needed to gain competitive edge.
Assessment of students.	Continuous assessment in outcomes- based. Traditional in academic. Theory versus application and abstract. Standards for articulation and progression confusing.

When answering the questions relating to the reason for merging institutions of higher education in South Africa, a common response from all the participants interviewed was that a "political transformation" was called for in 1994, and that this included the educational system. A break from all that the apartheid system represented, of exclusion, racism, unequal opportunity, social and racial separateness, was necessary for transformation to occur. Integrating, both from an educational philosophy and a social transformation objective, was perceived as necessary to correct the inequality in education.

STH staff referred to the move being "political rather than rational" (Interview with Senior lecturer, Hospitality: STH, UJ, 2009), as it is perceived that the decision to form Comprehensive Universities was taken with little forethought for the possibilities of there being a successful merger, indicating a sense of TWR lecturers not feeling welcome and acknowledged in the merger.

Senior UJ representation indicated an awareness of political manoeuvring for rationalization in education, equality of language and race representation in Higher

Education; although one respondent included a global awareness which was reflected in the SAQA response (Interview with Vice- Dean of Management Faculty: UJ, 2009). A "forced decision with no choice" (Interview with Head of Academic development: UJ, 2009) is raised as a concern; concluding that the lack of opportunity to raise arguments against the merger which resulted in a decision to consider court action (Interview with Head of Academic development: UJ, 2009). The previous RAU was strongly opposed to such a merger, as it felt threatened by the possibility of 'lowering of standards and status' as a result of a vocational institution merger. There is the presence of a parent/child ethos, as reference is made to "we have to let people know that we are a University now" (Interview with Head of Academic development: UJ, 2009); and reference to: "we have to pull the Technikon part of the University up" (Interview with Head of Academic Development: UJ, 2009). The "communities of practice" of Wenger (1998) within both vocational and academic lecturing becomes evident as both academic and vocational lecturers reflect a distrust of one another, claiming poor recognition for perceived status, function and role in educational circles. Although there may not have been an understanding by the interviewees of why distrust and threat responses were being felt, the "perceived pollution" of each others domain is identified by Bernstein (1975) as the process endangering one's educational identity.

"Social transformation" would follow as a result of political and educational transformation, allowing for equal opportunities in the economy. This could only be achieved if there was opportunity to gain access to knowledge, and good education was perceived to be obtained in the previously "white" HE universities and colleges. Respondents reflected both financial and racial integration as a reason for the mergers, especially that of the TWR and RAU to form the UJ. Bernstein (1999) refers to the "rules for distribution", where those in power regulate the access to knowledge. Inequality with regard to access to education under the Apartheid system of the previous government is understood to have been corrected by the new ANC government through this process – it is interpreted by the respondents as a purely politically driven process.

"Ineffective universities", especially those in the South African rural areas (Interview with HOD Tourism: STH, UJ, 2009), resulted in graduating students who were not employable. A lack of funding, research capacity and resources are perceived to be reasons for the "ineffectiveness", and by merging HE institutions, a sharing of, and access to, funding and resources would remove this inequality. "Financially challenged institutions" (Interview with HOD Tourism: STH, UJ, 2009) had become ineffective in a country where access to knowledge and employable students was being demanded as part of the new democratic dispensation. Further response related to the "sharing of resources" in Higher Education (Interview with HOD Hospitality: STH, UJ, 2009), again reflecting the need for equal resources in all HE institutions. The National Policy for HET is clear about the fair distribution of resources and funding to institutions of HET, which is clearly supported in the principle of merging institutions on South Africa (National Plan for Higher Education, 2001; Section 3)

"Institutions had to become blended – a challenge of incredible diversity" (Interview with Head of School: STH, UJ, 2009) reveals a common thread for the need of a merged system, making the mergers part of the attempt to integrate vocational and academic HE in the South African educational landscape. This is in contradiction to Young's view that blending of vertical and horizontal knowledge forms in institutions are of concern. The way knowledge is organised in an institution dictates the nature of that institution; to be either vocationally or academically focused. In the process of presenting both within one institution, the challenge is to balance the status attached to each of the two types of qualifications in a binary divide (Young, 1998).

An awareness of potential differences between academic and vocational education appears in "we were playing in two different leagues" (Interview with Head of Academic development: UJ, 2009). This also reflects in a response that refers to the merger as "a poor choice to merge a Technikon with a University" (Interview with HOD Tourism: STH, UJ, 2009). The choice of a merger partner is indicated as not ideal, as TWR and RAU did not share some common areas of study, which TWR *did* share with the University of Witwatersrand, such as engineering, mining and

medicine (Interview with HOD Tourism: STH, UJ, 2009). Reference is made to "sounds nice on paper to combine vocational and academic, not sure it will work in practice" (Interview with Dean of Management Faculty: UJ, 2009) gives the impression that the merger was problematic at all levels within the institutions. The challenges related to implementation are argued by Bernstein (1996,1999), with reference to status, power relations and rules of distribution There appears to be a sense of an "inferior/superior" mindset, resulting in the lecturers of vocational courses feeling it necessary to defend their status in the university arena.

Reference to the historical divisions between Universities and Technikons has been brought into "sharp focus" (Interview with Director: SAQA, 2009), reflecting a historical educational divide between the vocational and academic educational offerings available at the HE level in South Africa. This focus is further reflected in the UJ responses that indicate that the RAU and TWR merger was not received well by either party, resulting in mistrust and apprehension regarding the success of the merger. The STH, coming from a HE vocational institution (in TWR) fell victim to the divide, as no HE academic hospitality programme exists within any other university, resulting in academics questioning the place of hospitality within a university. This is supported by Young (1998) when referring to the challenges posed by combining differing curriculum and knowledge, in one institution.

Giving the complexities around mergers, a clearer definition of 'comprehensivity' is being debated (Interview with Head of Academic development: UJ, 2009): either to mean it in the sense of the identity of an institution, or in the courses offered. The subtle difference here can be identified in the VC of the UJ indicating that "we are firstly a University – that offers a comprehensive *choice* of diplomas and degrees", versus the UJ being a Comprehensive University with "equal emphasis on both vocational and academic matters" (Interview with Head of Academic development: UJ, 2009). Clear identity of the institution is required for effective knowledge transmission. This is reflective of the arguments put forward by Wenger (1998) surrounding identities and contribution of centralised and marginalised participants in the teaching and learning process.

Respondents also raised concern regarding the effectiveness of such large institutions (Interview with Vice-Dean of Management Faculty: UJ, 2009). Within that is concern for diversity, and consideration for the 'smaller fish' that could become marginalised in favour of more financially viable courses, which by nature of the format, class sizes, popularity and financial viability will tend to favour the academic courses at the University, where larger student intakes can be accommodated, as opposed to the smaller groupings in the vocational classes. A theory lecture to 300+ students is not uncommon at a first year academic level; whereas in the culinary practical classes, a maximum of 16 students can be accommodated at one time. Due to the nature of their content and class size, the vocational courses are expensive to offer. Limiting class sizes decreases the student/lecturer ratio, further challenging the financial viability of offering the hospitality course. The orientation and teaching methodologies of vocational and academic programmes are different. The level to which students are able to participate as either centralised and peripheral players influences their learning experience (Wenger, 1998).

The opportunity to "introduce research" into vocational courses (Interview with Senior lecturer, Hospitality: STH, UJ, 2009), reflects the non-research emphasis of the previous Technikons, as research was perceived as an academic activity that had not been emphasized in vocational higher education. Perceived advantages of such a merger include the opportunity for "new and exciting things to emerge from the mergers" (Interview with Head of Academic development: UJ, 2009), and the opportunity to now engage with research, community service and teaching (Interview with Head of Academic development: UJ, 2009). The perception exists that there are few research possibilities in the vocational programmes. Introducing a research emphasis to vocational HE programmes would increase the academic status of the vocational courses, and the lecturers. The opportunities to publish applied (vocational) and academic research in the hospitality industry needs to be embraced by both lecturers and students.

STH management reflected on the opportunities offered by the merger regarding financial, language and resource sharing, as there were possibly too many institutions of higher learning in one country (Interview with Head of School: STH, UJ, 2009). A "political experiment" (Interview with HOD Tourism: STH, UJ, 2009) imposed on two strong institutions to evaluate what could emerge is raised as a reason for merging an academic and vocational institution. The reasons for the merger, as well as 'who' did the leading in the merger is mentioned – this is seen as a "welding of social dynamic in the broader political system" (Interview with Head of School: STH, UJ, 2009). It is felt that the process and power was in the favour of the RAU, which responded more strategically to the TWR, who tended to be "more naïve and ignorant of the level of difficulty of a merger" (Interview with HOD Hospitality: STH, UJ, 2009).

Reference made by the SAQA respondent indicated an awareness of the differences between the two institutions to be merged – "the TWR was interacting more with the economy and industry" (Interview with Director: SAQA, 2009); while RAU is perceived as a "financially strong institution with a good academic record" (Interview with Director: SAQA, 2009). The interaction with industry is perceived as "not having been given credit or value" (Interview with Director: SAQA, 2009) and this identifying characteristic of a Technikon could be used to discover the value of industry interaction in Higher Education, but that it had not been granted enough value or credit regarding the value and worth of close industry connections with educational institutions. In this regard the STH has an internal industry board, with selected hospitality and tourism representation playing a pivotal role in the activities and learning at the school. The internal representation of the hospitality and tourism role players at STH allows for close co-operation and support for the school and the students.

Reference made to the perceived workload differences between academic and vocational lecturers indicating a shift from a workload model that dedicated time to vocational skills and competencies, now being replaced with the demand for

academic activities focusing on research and publications (Interview with HOD: Hospitality, STH, UJ, 2009).

Not only does the UJ suffer from merger challenges, but being situated on campuses in Soweto, Doornfontein, Bunting Road and the main campus at Kingsway, lack of communication and geographically differently placed campuses is sited as a reason for a lack of unification in processes and staff as well. There is clear acknowledgment that more needs to be done before the process can be considered complete (Interview with Vice Dean of Management Faculty, UJ, 2009).

The UJ responses reveal an inward and localized emphasis which is contrasted by the respondent from SAQA who has a distinguishing voice on two main issues viz. "globalization and transformation in a changing local political environment", and an international financial and educational awareness. "It is around transformation - about globalization. SA is in a world that is becoming globalized" (Interview with Director: SAQA, 2009). This reflects an outward and external view from SAQA of the requirements of a national educational system that needs to be fair, efficient and cost effective in an international arena, while being transformational and redressing a political inequality of the past. Compared to the external and international focus indicated by SAQA, the UJ and STH revealed an inward thinking focus, concentrating on the merger process, and the implementation of a system which is perceived from the start as being problematic and "not thought-through or problematic" (Interview with HOD, STH: 2009). This may be explained as being in a survival mode during the merger, and may still be felt as the institution reaches the post merger phase of implementing experience in education.

All the respondents concluded that although the merger process was only complete in formal terms, the incomplete integration of staff and the changing of a 'mindset' would require time and consideration. The need for rationalization, making UJ positions, salaries, working conditions and benefits the same for all staff across the institution is indicated as necessary to satisfy the need for identification of the staff with the new institution. This required adaptation in thinking from both academic and

vocational departments within the new institution. The mindset and positioning relates to Wenger's (1998) community of practice characteristics – and that new characteristics and new communities of practice will require time to develop.

5.3 Programme evaluation.

Questions regarding programme evaluation probed the levels of understanding of the differences between programmes traditionally offered by either HE academic or vocational institutions.

The responses relevant to the evaluation of programmes have been clustered and tabled below:

Questioning re: Programme Evaluation	Respondents:
Influences.	More autonomy in academic learning More freedom to explore new knowledge Vocational is underpinned by academic knowledge. Vocational is market related.
Evaluation of programmes in a merged institution	Vocational – combining skills with applied academic knowledge. Differences between FET and HE vocational learning require acknowledgement Credibility is linked to clear understanding of similarities and differences.

Questions relating to programme evaluation revealed that "universities are different in the sense of academic freedom and autonomy" (Interview with Director: SAQA, 2009.) Academic courses have a clear academic focus, relating to a specific discipline (Interview with Director: SAQA, 2009). The knowledge forms are of the collection code, and can vary between the pure and impure variety forms of knowledge (Bernstein, 1996).

Curriculum content and emphasis is determined by the discipline within the institution. This differs from a "curriculum determining a vocational course focus, where the focus is on the practice of the vocational, the immediate task at hand, and

driven by the skill requirement of both industry and the country" (Interview with Head of Academic development: UJ, 2009). The integrated knowledge form re-contextualises the collection form into a specific application, such as the hospitality industry (Bernstein, 1996).

Although this cannot be ignored for the job creation requirement of having skilled labour, vocational courses are considered to have less status. Vocational education is stated as being "of an integrated form, where knowledge and understanding is merged with skills and application" (Interview with Vice-Dean of Management Faculty: UJ, 2009).

SAQA has clear focus on redressing the educational ills of the past, challenging the historic thinking of hands and head education, and exposing the 'thinking and knowing' that happens in vocational education. The patterning of "more work and more commitment" in academic education needs to be balanced against the need to make vocational education more about thinking about what you are doing, and "raising the bar for vocational education at the Higher Education level". (Interview with Director: SAQA, 2009).

A reflection of whether a "need to look around to determine is there is a need of such a hospitality related course (Interview with Dean of Management Faculty: UJ, 2009) indicates a move to be aware of industry knowledge requirements relating to academic and vocational courses. Reference is made to "international comparisons" (Interview with Head of Academic development: UJ, 2009) including the problem of playing "catch-up" (Interview with Head of Academic development: UJ, 2009) versus "leading the pack" (Interview with Head of Academic development: UJ, 2009). SAQA and the management of UJ both reflect on the need for "more dialogue regarding understanding the differing role of academic and vocational education within the Higher Education landscape" (Interview with Dean of Management Faculty: UJ, 2009).

5.4 Knowledge Codes and Structure

In order to think about whether articulation between vocational and academic education is feasible, it is first necessary to investigate the knowledge codes and structures supporting both academic and vocational forms of knowledge. The information gathered attempts to answer the question: can vocational studies successfully articulate with academic studies at post-graduate level?

The responses relevant to knowledge codes and structures have been clustered and tabled below:

Questioning re: Knowledge codes and structures	Respondents:
Understanding of different knowledge frameworks:	Unaware of theoretical reasons, was a difference between academic and vocational. What is the difference? There must be some frameworks. Integrated in vocational knowledge, subject matter overlaps
Degree knowledge structured by:	Not based on product or industry, driven by discipline, channelled knowledge. Theories and models. Experiments used.
Vocational knowledge structured by:	Career oriented. Important to contextualise and apply knowledge. Questioning a place in a university.
Factors influencing course design:	Academic – specific discipline dictates contents and design. Vocational – structure should follow function. Need to keep in touch with technological trends. Industry knowledge important. Need for a strategy.
Experiences by vocational students:	Technologists have less income and status. Vocational required to be operational, but theoretical to be managers.
Experiences by academic students:	Seen as being more specific in knowledge acquired. Thought of as been more difficult.
Knowledge codes:	Little understanding, included reference to emotional intelligence, spiritual knowledge, and

	physical knowledge. Written forms, skill forms and apprenticeship forms mentioned.
Bernsteinian codes:	No insight, little understanding of knowledge codes and structure. Few responses. One respondent referred to collection codes that are closed.
Combining different knowledge forms:	Little understanding. Cannot merge them. Run in parallel/ incompatible. Implications for programme recognition Meeting exit level outcomes for each qualification is of concern. Programme recognition. Workplace demands are important. Confusion regarding relationship between knowledge forms. Value must be complimentary. Not possible.

There are two codes that can be used to distinguish in a curriculum: collection and integrated. Firstly, the collection code where the "contents are clearly bounded and insulated from each other" (Bernstein, 1975:49), where the contents of a curriculum stand insulated and isolated from, the content of other curricula or courses. Next is the integrated code which is "a curriculum where the various contents do not go their separate way, but where the various contents stand in an open relation to each other" (Bernstein, 1975:50). In the integrated code there is an open relationship with other subjects and disciplines on the basis of a relational idea.

Respondents generally had little theoretical understanding of Bernsteinian speak, but did reveal an awareness of the differences. There "had to be a difference in the structure and framework of academic knowledge versus vocational knowledge" (Interview with Senior lecturer, Hospitality: STH, UJ, 2009). Although STH staff grasped the integrated code concept, (Interview with HOD Hospitality: STH, UJ, 2009, Interview with Senior lecturer, Hospitality: STH, UJ, 2009), responses revealed a lack of clarity and confusion of the different frameworks. A suggestion is made to keep the "academic and vocational in parallel with each other" (Interview with Vice-Dean of Management Faculty: UJ, 2009); while reference is made to the "academic

as more theoretical and the vocational as more practical or applied". (Interview with Director: SAQA, 2009). This is contradicted by Young (1998), who clearly argues for recognition of the differences and design of courses within knowledge forms, with clear progression for post-graduate studies built into any course design and content.

SAQA, in its response, indicates a need to "redress the thinking about knowledge and knowledge codes, and to curb the alienation of vocational as the perception of those who just do, and don't think; and the belief that academic work is just theories" (Interview with Director: SAQA, 2009).

With regard to the influences on curriculum design there is general agreement that there is a need for a strategy and redesigning, with some seeing this as something that should be informed with, and by, research. The possibility for an academic hospitality degree within the STH is raised, as this would address the articulation and progression issues by following an academic path that would progress to post-graduate studies, with no need for articulation. "Students would progress along the traditional academic path to higher qualifications within the STH" (Interview with Dean of Management Faculty: UJ, 2009).

UJ Management responses relate to a few projects being done in relation to this, but in general there is lack of clarity in this regard. Responses refer to the perceptions that "one is more written the other is more practical" (Interview with Senior lecturer, Hospitality: STH, UJ, 2009) which indicates an awareness of differences, not necessarily with clarity of understanding of what precisely constitutes these differences.

When questioned about Bernsteinian codes some expressed the view that different status should not be given to academic and vocational education. Some saw the academic as more discipline based, whereas vocational education is seen to have no discipline base and is more linked to everyday knowledge, but the potential to become more academic was acknowledged. Collection and integration codes are not

clearly understood, resulting in confusion relating to articulation and progression options for students.

Clear links between and across programmes is critical to the success of any implementation of educational paths for students, and the opinion reflected that collection and integrated codes cannot be merged in the articulation and progression process; as expressed "you cannot merge them, you can run them in parallel, as the underpinning knowledge is different" (Interview with Vice-Dean of Management Faculty: UJ, 2009). The insight into differences is clear with regard to collection and integrated knowledge codes (Bernstein, 1975).

Respect for the differences between academic and vocational education is repeatedly raised: "one does not out-value the other" (Interview with Senior lecturer, Hospitality: STH, UJ, 2009); reflecting that the vocational seems to be looked down upon and that there is pressure on staff to do more research, publish and acquire more qualifications in order to be acknowledged by their academic peers. At the same time it was also noted that there are significant changes in industry too, reflecting a consciousness of changes in the industry where hospitality graduates are employed, requiring re-evaluation of the existing courses to meet the new demands.

Regarding responses to questions relating to the structure of academic and vocational knowledge, there is generally a lack of clarity about this, with some seeing the need for "greater integration to happen and the need for the vocational to become more academic" (Interview with HOD Hospitality: STH, UJ, 2009). From an academic perspective the message is clear – a post-graduate degree is a post-graduate degree (Interview with Head of Academic development: UJ, 2009), implying that the conditions and criteria for post-graduate studies are one and the same, eliminating the need for separate qualifications for vocational studies. If this be so, progression to Higher Educational levels can then only be achieved by articulation to courses that have access to higher qualifications at the honours, masters and doctoral levels on the HEQF in an academic, and not vocational, form.

5.5 Changes in the HEQF

The HEQF levels and qualifications changed in 2009. The questioning aims to determine the level of understanding of both the old and the new levels, and the proposed articulation and progression pathways envisaged by the Department of Higher Education.

The responses relevant to the changes in the HEQF have been clustered and tabled below:

Questioning re: Changes in the HEQF	Respondents:
Challenges of the new HEQF	Not sure. Seen as another bureaucratic process. M-Tech and D-Tech unknown. Qualification comparisons difficult. Changes were needed to levels and level descriptors. Need for clear academic policy
Perceptions	Seen as not thought through. Influenced by academics.
Use of models	Little known.
Implications for post-grad studies	A more coherent system that would allow for appropriate differentiation. Little understanding and insight revealed. Their view? Technikons make Universities feel threatened. UK and New Zealand models exist
Intention to provide for HE	Cannot be constraining. Little understanding expressed.
Possibilities for students	Fewer opportunities for vocational students.
Implications for HE	Financial and qualification recognition for diploma students and programmes. Allows for development of new courses. Extension of time required when articulating
Reasons for removal of B, M and D-Tech degrees	Conflict with academic degrees – no need for these qualifications. B-Tech removal is a problem, as the advanced diploma is new work.

The respondents expressed a lack of clarity of the new 2009 HEQF, but did express that there was a need to rationalise qualification structures. As there are no changes to an academic progression, little concern or interest was expressed by the academic interviewees. There was lack of clarity of what could have been used to inform the new framework, but some saw Technikons as being under threat, and that greater differentiation between academic and vocational education would be a result. References are made to Australian and New Zealand experiences, where "articulation to other higher level courses is facilitated" (Interview with HOD Hospitality: STH, UJ, 2009). On being questioned of other possible reasons for the changes to the HEQF a lack of clarity is expressed; and the "need for a doctorate within hospitality or tourism is seen as unnecessary by some" (Interview with HOD Tourism: STH, UJ, 2009).

Regarding the intention for the changes on the 2009 HEQF, an increase in possibilities and increasing the status of courses was noted as well as having more career options but some expressed concern about effects on students. The opportunity for clear articulation pathways from one course to another is understood to be a purpose of the new HEFQ, however "implementation of articulation is seen to be problematic" (Interview with Dean of Management Faculty: UJ, 2009). Meeting the needs of all the levels on the HEQF would "require re-curriculation of courses for the purposes of alignment, but that this would allow for the attraction of students from the lowest to the highest levels" (Interview with Dean of Management Faculty: UJ, 2009).

When asked for comment regarding the possible opportunities for students on the new HEQF many were unclear, but some noted more options and more career paths being made available. But the problem about the "quality of students coming into universities" was raised, requiring "clear guidelines for acceptance of incoming students in order to ensure that the students could cope with HE" (Interview with HOD Hospitality: STH, UJ, 2009). Regarding the possibilities for students to access these articulation routes various implications were noted, such as a need for more clarity especially related to the role of institutional planning and institutional support.

This implied "the need for a top-down approach, from University policy and procedures to implementation within the faculties and departments" (Interview with Vice-Dean of Management Faculty: UJ, 2009). Once the structures and policies were in place generally the increase in possibilities and increasing status was noted as well as students having more career options, and study direction at post-graduate level.

SAQA identified the need for a "space for people to develop more things – identifying also a clear process that can be taken" (Interview with SAQA, 2009), repeating the response that responsibility lay with the institution itself to identify, clarify and resolve articulation options.

Regarding possible advantages of a changed HEQF many were unclear but some noted more options and more career paths being made available while presenting reservations regarding meeting the needs of students, the institution and the new HEQF. Once again, the problem about the "quality of students coming in to the institution was raised" (Interview with Dean of Management Faculty: UJ, 2009), raising an awareness for student expectations, and "being able to deliver options and articulation routes transparently" (Interview with HOD Hospitality: STH, UJ, 2009). Questions regarding possible implications for HE indicated various implications and the difficulties, expressing the need for more clarity. There is understanding that all diplomas are implicated, and that Universities of Technology would be affected by the changes, "resulting in all post diploma students would have to articulate to university degrees for the purpose of progression to a higher level" (Interview with Head of Academic development: UJ, 2009).

Regarding the reasons for the removal of the higher levels for diplomas, SAQA identified the debate raging about this and that it is unclear at the moment. The need for consistency was noted, as well as the opposing opinion that "articulation to degree courses would not solve the problem" (Interview with Vice-Dean of Management Faculty: UJ, 2009). Concern is expressed regarding the route towards achieving specialisation, compounded by the lack of clarity. Many saw this as premature and problematic, as the "existing gap between diplomas and degrees for

post-graduate studies would probably require a bridging course to assist students" (Interview with Dean of Management Faculty: UJ, 2009).

The 2009 HEQF clearly leaves the decision making regarding movement between and across the HEQF to individual institutions of Higher Education, as SAQA noted that "academic freedom and autonomy" are important in academics, and that "setting up a regulatory framework is *not* an option" (Interview with SAQA; 2009). Respondents noted the there is a need for articulation and coherence, as well as the many and varied qualifications which exist needing to be rationalised. How specialisation can be achieved was raised as a question, with confusion existing regarding "credit acquisition and transfer between institutions, programmes and across the HEQF" (Interview with HOD Tourism: STH, UJ, 2009). A lack of clarity exists and clarity in terms of career paths and more coherence was needed for departments to respond to the articulation requirement of HE. "RPL being unhelpful was also expressed" (Interview with Head of School: STH, UJ, 2009), as the process is seen as "idealistic and simplistic, with implications for practice, with a lack of institutional support for implementation, and confusion regarding standards". Careful structuring, planning and keeping detailed records are mentioned as requirements for effective implementation of RPL, in order to eliminate confusion regarding procedures and acknowledgement of standards.

SAQA acknowledged that "the student experience was possibly not looked into during the process of creating a new HEQF, and that research and debate would be necessary to ensure that student experiences are considered whilst promoting life long learning" (Interview with SAQA; 2009). The possibility of bridging programmes and courses will need to be explored for each diploma. The "respect for, and recognition for the value of vocational education would facilitate the process, as clarity would allow for the exploration of possibilities and solutions" (Interview with Senior lecturer, Hospitality: STH, UJ, 2009).

The UJ management responses to the challenge indicated that high level management talks are happening, and options are being explored. The focus "lies on

staff development at the moment" (Interview with Vice-Dean of Management Faculty: UJ, 2009) as many of the ex-TWR staff do not have a master's degree – a minimum requirement for lecturing staff within the UJ. Uplifting the qualifications of lecturing staff is seen as the first step towards a general uplifting of the vocational diploma standards. The process has "been commenced by focusing on lecturing staff who require higher qualifications as required by the University" (Interview with Dean of Management Faculty: UJ, 2009). This is seen as a pre-requisite to facilitate higher qualifications, research and the resulting publications for vocational lecturers. Academic support and development are available but suitably qualified staff is needed, and the different mindsets of vocational and academic need would require shifting.

Further questioning regarding the option of bridging as a means to assist vocational and academic students into post graduate academic courses indicated that this may be necessary for a minority of vocational students only, which needs responsible monitoring and management. The implications of bridging for articulating students is perceived as a negative implication for diploma students, as only 50% of the undergraduate modules can be accepted as an entrance requirement, which has time and cost implications for all diploma students.

The present concern for the Hospitality Management course is the loss of students to other departments, such as the MPhil, to which articulation has been made possible, with the "subsequent loss of research output, and financial opportunities within hospitality and tourism per se" (Interview with HOD Tourism: STH, UJ, 2009). The movement of students, and staff, to faculties willing to facilitate progression to higher degrees is not enhancing the reputation or research output of hospitality and tourism, or other ND vocational qualifications.

5.6 Articulation Challenges.

Articulation refers to the movement from one field of study to another – a student studies at an undergraduate level in one course, and changes to another course for post-graduate study. Articulation paths for academic courses are usually planned as part of the post-graduate studies for that discipline.

The responses relevant to articulation challenges have been clustered and tabled below:

Questioning re: Articulation Challenges	Respondents:
Articulation possibilities:	Academics do not want students to articulate. Programmes run in opposite directions, purpose and design does not allow for articulation. Articulation only at post-graduate level: not possible as students are not socialised properly. Articulation paths non existing. Lack of clear understanding of implementation. Data required for correct articulation route. Concerns about level at which articulation will take place / academic credit retention.
Outcomes for vocational students	Seen as detrimental. Concern for academic readiness. Concern for need for vocational students to progress to post-graduate studies
Outcomes for academic students	Not affected, usually built into course design
Management with UJ	No clear message as yet. Confusion regarding meaning and implementation – just a theory. Needs to be designed within institution. Research needed regarding demand and need

The effect of articulation on vocational students was seen as detrimental, with many respondents expressing concern about whether many students at HE were in fact academically oriented. Interestingly this concern is also expressed regarding "students enrolled for both academic and vocational programmes". (Interview with HOD Tourism: STH, UJ, 2009) with no clear understanding of what the differences are, or what the opportunities are for further studies. Vocational students were also

viewed as "being all-rounders, with little progression of course structure in the undergraduate course, therefore hindering post-graduate studies" (Interview with Vice - Dean of Management Faculty: UJ, 2009). The lack of progression within undergraduate vocational courses alludes to one of the primary requirements for progression to further post-graduate studies in any field of study.

The responses clearly reflect a need for better first year HE student information regarding the purpose of, and structure to, any HE educational course. Students require clarity regarding about the difference between a degree and a diploma course, where they need to locate what they do within a particular context, and to apply what they learn. A UJ management respondent indicated clearly that "we do not want students to articulate" (Interview with Head of Academic development: UJ, 2009), which highlights the importance of student enrolment in the correct programme – either academic or vocational, from the beginning. Lecturing staff of both academic and vocational courses raised this concern of correct enrolment as a requirement for successful planning and implementation of any articulation and progression opportunities. Correct information regarding programmes, courses and progression opportunities may be seen as a marketing requirement for all institutions of higher learning.

When questioned about how the differences between academic and vocational course structures would be managed within the UJ, the respondents indicated that "clarity is needed and that staff need more qualifications and need to do more research in the vocational programmes" (Interview with Dean of Management Faculty: UJ, 2009). Concern with "industry fit of changed course design" was also raised (Interview with Senior lecturer, Hospitality: STH, UJ, 2009) indicating that a new academic programme would be different from the existing vocational programme and that the industry would need to evaluate the product (students) of the programme. Emphasis is placed on the "need to manage and structure the process, and that this would need to be an institutional guideline" (Interview with HOD Tourism: STH, UJ, 2009).

There is acknowledgement that "articulation needs to be provided for and that the vocational needs to become more academic, but that this process is not clear" (Interview with Vice - Dean of Management Faculty: UJ, 2009). A lot of confusion prevails amongst all of the respondents revealing uncertainty as to whether "articulation is possible, feasible or even needed" (Interview with Head of Academic Development: UJ, 2009). The response that clear pathways from undergraduate to post-graduate studies need to be considered and that in some cases (vocational studies) progression will not be possible. This would result in a "need for articulation to an academic course, and that this should be made available for vocational students" (Interview with HOD Tourism: STH, UJ, 2009).

This reflects the vision of SAQA. Feasibility of articulation in practice reflects concern for "articulation possibilities and options, which are perceived to be limited" (Interview with HOD Tourism: STH, UJ, 2009). Recognition of vocational education by academics is expressed as being "problematic, therefore articulation to academic programmes could be resisted by departments into whose programmes the vocational students would articulate" (Interview with Dean of Management Faculty: UJ, 2009). Re-curriculation is indicated to be a prerequisite for articulation and progression, as then the "course design at the undergraduate level would be designed to marry into the post-graduate courses" (Interview with Head of School: STH, UJ, 2009).

Articulation and progression between HE universities and Universities of Technology, or private providers also poses a challenge, as "differing standards and entrance requirements at different institutions could implicate the smooth transition from one institution to another" (Interview with Head of School: STH, UJ, 2009).

In summary the respondents provided detail regarding the opinions and understanding of articulation and progression, revealing the perceptions and limitations of a complex and confusing framework regarding vocational knowledge and education.

The evidence indicates little integration is happening, with no clear pathways to post graduate studies for under-graduate HE diploma students. There is confusing institutional and departmental understanding of the implementation of the 2008 HEQF, and little clarity regarding the implications for the newly created HE institutions, Comprehensive Universities, where diploma and degree HE programmes are offered. Little change is observed within the traditional university programmes in these institutions, but the implications for the HE vocational diploma programmes are more complex, requiring understanding of the knowledge forms and structures underpinning both the academic and vocational.

The university will be required to facilitate both articulation and progression according to institutional guidelines, policies and procedures to meet the requirements of the HEQF and the SAQA expectations to create the pathways required by all students wishing to progress to post-graduate levels.

The discussion of articulation and progression challenges will be taken forward in the analysis of the findings.

6. CHAPTER 6: ANALYSIS OF FINDINGS.

6.1 Introduction.

The analysis of findings is dealt with section by section to correspond with the structure in the previous chapter. The merging of the institutions of Higher Education; programme evaluation; knowledge frameworks and structures; the changes within the HEQF, and articulation challenges form the headings of this section.

6.2 The Merging of Institutions of Higher Education.

The political need to transform education and create equal access for all citizens, is a priority of the ANC government. Access to education with viable progression pathways is necessary to implement the HEQF, and this is where a level of concern exists. It is the choice of any HE institution to choose whether they will offer any qualification type in the HEQF (DoE, SAQA, and CHE, 2008), and as such, will manage the progression and articulation it selects. The combination of vocational and academic HE courses in Comprehensive institutions leaves the choice of career or study pathways offered, to the institution.

The merging of institutions, especially the creation of Comprehensive Universities, of which the UJ is one, has resulted in HE vocational and academic programmes being offered within one institution. There is little understanding of the role, the function and the status of both academic and vocational learning at a HE level. Among the vocational lecturing staff feelings of mistrust, suspicion and threat regarding their academic worth in vocational programmes are clearly expressed, along with the academic lecturing staff expressing doubts and questions regarding the placement of vocational education in an academic environment, possibly diminishing academic status of the institution. Wenger (1995) and Young (2006) refer to challenges posed to newly created places of learning, where academic and vocational learning are offered within one institution, and identify the lack of direction and emphasis that accompanies such mergers. The experiences reflect the threat for the members of

both the academic and vocational learning environments, as the characteristics and behaviours of each community; the teaching and learning codes and practices, differ. Young (2006) speaks about the "tension points" which are formed when decisions have to be made regarding the focus of an institution, which is challenged with the prospect of being both academic and vocational at the same time. The tension points exhibit themselves within the lecturing community, the students and the physical environment; as comparisons are made of academic status, working conditions, resources and students. Without acknowledgement of the differences, rather than a comparison of the perceived strengths of weaknesses of academic and vocational in isolation, any integration becomes clouded in a protective stance by both parties.

The data shows that the implementation of the merging process, especially between the vocational and the academic, is not happening. The reasons, according to Young (2006) can be found in the preconceived idea that planning integration and / or articulation on paper would lead to the practice following, and that implementation can be seamless. Continuous change within institutions, educational frameworks and the combining of academic and vocational programmes within one institution has been problematic. The questions of inclusion of which diploma courses into which university faculties; the duplication of similar degrees and diplomas once the institution was merged; and the insecurity around redundancy of programmes and lecturers has immobilised rather than motivated, the role-players.

The spaces within HE have changed as a result of the merger, and the adaptation to new spaces, both for students and lecturers, requires the adaptation by, and conditions for, changed communities of practice (Wenger, 2005). The interaction of academics with vocational lecturing staff through the medium of debate, sharing of spaces and experiences, and research will enhance the opportunity for changes in the culture of distrust and negative perceptions of each other. The conditions for such interaction, as indicated by Wenger as having to be: similar agendas, knowledge frameworks and identified communities of practice, cannot be readily created, as time and a conscious extension of communication across the divide are basic elements for the implementation of any integration process. Wenger is

emphatic when questioning the ease with which such integration can be made to work, or at least, happens within an institution.

A new institution, a new agenda of student access, with the support of departmental heads and the faculty deans, would, over time, translate into the creation of changed identities, teaching and learning spaces, and provide the unique opportunity to research, develop strategies and possibly implement a model for the effective, practical and successful progression and articulation. This would not be easy, as the vocational cannot be made to be academic, and progression would require identification of that which has an academic emphasis within vocational programmes, such a management or financial management; and then planning a vertical development of the knowledge within those modules.

6.3 Programme evaluation.

In academic programmes, academic knowledge is of the collection code, is constructed vertically, and is influenced by a discipline within boundaries. (Bernstein, 1975). Therefore the evaluation of an academic programme reveals vertical development of knowledge within a specific discipline, using the theories, research and literature of the discipline within the defined boundaries and knowledge codes.

Academic programmes are seen to have more autonomy creating freedom to explore new knowledge. Degree programme compilation, such as a BA degree, offers module choices. Students are able to select their preferences from a range of module offerings to obtain a degree, leading to a general degree at undergraduate level, offering no particular area of specialisation. Post-graduate progression allows for the specialisation in a masters or doctorate degree.

By contrast, evaluation of vocational programmes reveals integrated knowledge codes and forms, where the knowledge has been de-classified to apply to a specific curriculum. The vocational knowledge is structured horizontally, weakly bounded, to be applied within a specific context. (Bernstein, 1975). Diploma programme compilation is more structured, with most, if not all, of the module offerings being

compulsory in order to graduate within a career- focused diploma. There is a specific career focus, with all the modules of the programme being related to the outcome of the diploma, such as the hospitality management diploma.

These similarities and differences in knowledge forms, Young (1995) argues, are not considered in the design of syllabi or curriculum for programmes. Unless this is done, discourse moves to an ideological level where it is then fought out between proponents of strong integration of different kinds of knowledge, and the defenders of binary division. There are limits to what can be achieved with curriculum engineering and that just moulding one curriculum to match another is recipe for failure. Academic and vocational knowledge frameworks and codes, and the way in which knowledge is created and informed, must be taken into account before assuming that academic knowledge can just flow seamlessly to vocational knowledge, or vice versa.

According to Young, the presence of two forms of programme curricula in one institution leads to a disjuncture within the institution, as reflected in his statement: "in the attempted integration of knowledge forms, types of institutions, political, social and economic agendas, together with international pressure and influences, the HEQF has blurred the purpose, design and function of education, and knowledge creation, resulting in "ineffective outcomes" for Higher Education (Young, 2006). This is reflected in the data, where confusion exists around the place, role and status of the diplomas within the UJ as a comprehensive institution.

The historical background divide between academic and vocational is indicated by the coding of the data. Using communities of practice (Wenger, 2006) we can further differentiate between the practices that accompany the learning in vocational and academic environments, and programme design. Lecturers in the vocational programmes are usually encouraged to have links with the industry related to the programme. Therefore most of the lecturers in the hospitality management programme have had working experience within the industry; the theory of a module is related to the practices in industry. Lecturers in the academic programmes are

post-degree graduates, with discipline knowledge that is debated, tested, researched and complied based on theories leading to the development of abstract thinking.

The members of the different communities of practice identify the other members of the community by means of hierarchal membership, being a centralised member of a community, as well as being aware of the codes of conduct and behaviour established within that specific community. Outsiders are identified as such, which will explain the acceptance or rejection of new members – the vocational lecturers may not be graced with status and acceptance in academic circles.

Student experiences are furthermore moulded by the environment in which they study – within an academic discipline or career focused vocational programme. Acceptance when articulating into a differing programme, either academic or vocational, means that the community of practice for the new environment is not a familiar one, branding the new participant as a new recruit. What is therefore required to be identified as a participant in either the vocational or academic environment is not clear for both lecturers and students, posing a complication for when progressing into a differing environment. Conditions for acceptance into a new community are based on an evaluation by the other members of the role the person is capable of playing, the strength of that role, and the contribution that can be made. Acceptance is key to successful integration into a different community, and for diploma students, progression is likely to be complicated and complex. Integration is not only about policy, form and structure of education institutions; it is about real people in real practice, who are sensitive to distinct differences.

The question becomes whether differing communities of practice (CoP's) can be changed and brought together, and if so, what conditions would have to be met? Communities of practice are fluid, ever changing, according to the participants and the practices of that community (Wenger 1995) Integration of vocational and academic communities of practice may be achieved through communication, opportunities to debate, and to show evidence of being a contributing member of a specific community. This will take time and evidence of the ability to be a member

that would be accepted by a community. For students this would mean being initiated into a differing community of practice if they were to articulate from vocational to academic courses. For student entering post-graduate studies from a vocational programme, they would have to integrate and to be admitted to an academic environment.

Integration between the academic and the vocational demands a redefinition of practice within the institution, with both the academic and vocational communities of practice within programmes being identified, acknowledged, and respected.

6.4 Knowledge Frameworks and structures

The responses reveal a lack of understanding of the differing frameworks between academic and vocational knowledge creation. Respondents expressed awareness of the differences between the two knowledge forms without being able to define what they are. This may in part be due to a limited awareness of educational theory, and the theories of teaching and learning. The works of Bernstein (1975), which explains and outlines the differences between academic and vocational knowledge forms, is not generally known outside of studies in education, resulting in limited awareness of the explanations of the differences between them. Curriculum and syllabus design does not appear to take the inherent differences into consideration, with the result that understanding of curriculum design heading in two different directions, is not considered when deciding that one programme can articulate into another.

Lack of differentiation in hospitality itself further complicates the image of both studies and requirements for, careers in the hospitality industry. The presence of both collection and integrated curricula (Bernstein, 1975), of both horizontal and vertical knowledge frameworks (Bernstein, 1975) in hospitality studies (vocational) and hospitality management (academic structures) needs clarification. The vocational based field of hospitality studies is offered at FET levels, whereas the hospitality management is offered at HET levels. Young (2006) observed the differences found at HE levels, and expressed concern for the conflation of these two facets of

vocational learning. To make fluid the boundaries between work and home is not in the interests of academic studies, and the knowledge and the frameworks thereof, of vocational studies at a HET level requires careful consideration. As classification focuses our attention on boundary strength as the critical distinguishing feature of the division of labour of educational knowledge (Bernstein, 1975), the boundary strength becomes a critical determining factor in the type of curriculum which facilitates the progression of studies from an under-graduate level to a post-graduate level.

To extend on the notion of academic and vocational knowledge within diplomas, it is necessary, as was indicated in the background chapter, to differentiate between the modules in any diploma. The vocational cannot be developed vertically, and yet there are modules where the knowledge is presented in a declassified form, making it content or career specific; such as management, accounting, marketing and human resource management which have their origins in their theories and principles within the collection code or academic knowledge form.

When applying this to the ND: Hospitality Management it means that the vocational within the diploma can never articulate or progress beyond level 6, as the knowledge structuring is horizontal. However, the management, accounting, marketing and human resource modules may be able to be articulated into matching degrees within an academic framework, but only if they have been taught and learnt within those frameworks at diploma level. Herein lays the challenge of possible integration of the programmes. Integration can only occur within the modules which are constructed vertically/ or have an academic knowledge construction. The deconstruction of the knowledge, to make it module specific, such as management in the hospitality industry, will have to be removed in order to make it discipline, or management specific, rather than hospitality specific. Therefore the curriculum development of all diploma programmes becomes challenged – questioning the very foundation of a diploma programme, which is designed to be industry or career specific in the first place.

Therefore in summary: Academic and vocational education and training are different. They are different in terms of organisation, classification and framing (Bernstein, 1975) and in terms of processes of socialization and identity within communities of practice (Wenger, 1998). The challenges facing any integration of academic and vocational knowledge, academic and vocational courses at a HET level, and integration of social and political ideologies into an educational framework such as the HEQF have been identified and debated (Young, 2006), revealing a lack of awareness of educational principles and knowledge structures, and a lack of consideration for academic boundaries and frameworks found in vocational and academic knowledge forms. The differences do not seem to be adequately recognised in either policies or elsewhere within organisational structures and practices. Nor do the purposes of the vocational and academic in the programmes design and delivery in the first instance.

6.5 The changes in the HEQF

Changing the number of levels on the HEQF from 8 to 10 levels clarified the level differentiation for the masters and doctorate degrees. However the removal of the D-Tech, M-Tech and B-Tech degrees in the new HEQF has changed for the diploma programmes, replacing the B-Tech degree with an Advanced Diploma at the fourth year of study.

All degree programmes progress with no change to a Masters degree, followed by a doctorate degree. It is here that any student progressing with their studies from a diploma would have to articulate to an academic course in order to progress. The ability to articulate successfully would have to pre-conclude that all learning takes place in a similar way, and that all knowledge structures and codes are the same. Bernsteinian theory regarding the structuring and coding indicates that there are clear differences in the way in which vocational and academic knowledge is created,

which supports Young's statement that "seamless articulation and progression" between the differing forms of knowledge would not be possible.

Until now clear articulation pathways existed for HE vocational studies, leading to a B-Tech, M-Tech and D-Tech degree. Clear articulation pathways exists within the framework of the 2008 HEQF for both academic and vocational learning, but no clear articulation pathways appear to be established specifically for vocational diplomas. There appears an assumption that vocational can articulate to the academic seamlessly – yet little clarity on how, to what and under which conditions, if at all, possible.

Further implications regarding articulation to degree programmes reveal both time and costing implications. The rules governing articulation indicate that no more than 50% of any programme may be used to articulate to another programme, leaving all diploma students and students articulating to other courses having to play "catch up" before being allowed to progress with their studies. In estimation this could be an additional 2 to 3 years of study before any progression can occur, if the student has to progress through 3 years of new undergraduate work first.

The 2008 HEQF has indicated the pathways it envisages, the question remains as to whether this can be put into practice. Institutional support, faculty and department or school decision, and clearer guidelines regarding any implementation seem a void at this time.

6.6 Articulation challenges

The findings indicate that there is resistance by management and academics to allow any articulation from the vocational to the academic. As this would be a requirement for all students wanting to extend their studies to post-graduate level, the question needs to be asked as to whether it will be an option selected within any HE institution for the students. Clear explanations regarding the vocational and degree courses would need to be in place to support student decision-making regarding the

programmes they wish to follow, and whether progression pathways are available for post-graduate level.

Progression and articulation implications for vocational programmes require recognition of the differing knowledge codes and structures, recognition for the communities of practice that exist in all academic and vocational learning, as well as consideration for the debates which focus on the chances of success for existing progression and articulation routes.

The question needs to be asked of articulation as to: where to? In practice, where do the students enrol for post-graduate qualifications after completing the advanced diploma? This remains the challenge for any vocational HET programme. Are HET diplomas and their vocational knowledge areas able to articulate to any institutional module offering within HET? Bernstein indicates that vocational knowledge is not specialised at all, in terms of knowledge, and therefore cannot. It may be argued that further development and specialisation of the *skills* is possible, within the workplace, or within skills development programmes and courses, but not within academic post-graduate programmes. It is the academic knowledge of any programme that progresses, and to be able to articulate means that the underpinning knowledge needs to support post-graduate learning.

The data reveals differing views regarding integration of a vocational and an academic institution during the merging of HET institutions. The data regarding the integration of HET institutions, of the Technikon Witwatersrand and the Rand Afrikaans University, revealed a sense of threat. To the previous academic and university interviewees, the threat of differing courses and standards results in a protective and controlling outcome where it is felt that the diploma courses have to be upgraded and brought in line with academic thinking and processes. On the other hand the previous Technikon and STH department interviewees expressed a sense of loss of identity, finding themselves in an environment which they do not understand and which in turn, does not understand them. The strong connection the lecturers have with the hospitality industry provides the link to the "community of practice" of

hospitality, and this link has not been given value or credit within the university. This is explained through the work of Wenger (1998) where 'communities of practice' in vocational and academic environments develop and become established; and as in the case of hospitality, extended into the hospitality industry. The close connection of the lecturing staff with the hospitality industry, and lecturers having first hand experience of the working world within the industry, reflect a hospitality way of thinking and doing.

With regard to the HEQF and knowledge forms, the responses indicated a lack of clarity and information. Generally there is a lack of awareness of the 2008 HEQF changes, with little understanding into the challenges presented by the new structure for vocational courses on the HEQF. The change in structure has implications for the STH, as all diploma courses articulate to an academic programme for progression. Two Comprehensive institutions in South Africa are reported to be polarising differently, with the Nelson Mandela Comprehensive Institution in Port Elizabeth taking on more of a technological/vocational approach (Interview with Director: SAQA, 2009) whilst the UJ is taking on more of an academic emphasis. This academic approach will have implications for all the diploma courses inherited from the Technikon Witwatersrand, as progression can only occur in a curriculum that is structured vertically representing an academic knowledge form.

The requirements for the effective implementation of an integrated approach, whilst integrating academic and vocational qualifications in the same institution of HET, appear not to be in place; and while an 'integration' approach may be driven by international, economic and political forces, the education and knowledge requirements have not been dealt with (Young, 2006). Concern is expressed for the 'misuse' of education and knowledge for political and ideology purposes, as expressed that the full value and place of HET vocational education is being overlooked and that the HEQF favours academic studies only, as there are no changes to the access and progression pathways for the courses within academic institutions. There appear to be policy gaps regarding implementation of the new HEQF for both the institution and the STH. Policy changes and gaps appear to reflect

instability in the education system, with lack of clarity regarding implementation and application, and confusion regarding direction for vocational and academic learning (Young, 2005).

There are differing views about whether the integration should be pursued or de-linking should happen and possible parallel structures be allowed to operate. A parallel structure is supported by Young (2006), who argues for recognition and status for both, and a fuller understanding of the operations of each before integration is attempted. Some interviewees, however, view many advantages to making the vocational more academic and ensuring that the mergers and integration work. It is further evident that the shifts are to be from vocational to academic and not the other way around as the post-graduate degrees fall within the academic knowledge fields, and specialisation takes on the discipline knowledge, as opposed to the career-focused knowledge.

While reflecting on the student profile, a difference in the student profile between academic and vocational students is noted. Students applying for entrance to the ND: Hospitality Management are interviewed individually after their Grade 12 academic status indicates a 'score' that meet the university's criteria for acceptance. The interview process verifies the awareness and desire to enter the hospitality industry, and to ensure that the student is aware of the academic and vocational demands of the course. At present the new student interviews revealed a change from the traditional ratio of 50% vocational / 50% academic interest and ability in the student; to 10% vocational / 90% academic interest and ability; which changes the profile of the student that the department accepts into the HD: Hospitality course.

This presents two changing profiles – that of the lecturers, and that of the students. However the lecturers support the integration into an academic environment, accepting the challenges and changes this would represent. The integration of an academic 'feel' to the diploma is also supported, with the awareness that the process

is not as straight forward as just making the course academic, but that the re-curriculating would require careful consideration.

Lack of differentiation in hospitality itself further complicates the image of both studies and requirements of, and for, careers in the hospitality industry. The presence of both collection and integrated curricula (Bernstein, 1975), of both horizontal and vertical knowledge frameworks (Bernstein, 1975) in hospitality studies (vocational) and hospitality management (academic) needs clarification and clear explanation for the institution, department, lecturers and students. To make fluid the boundaries between work and home is not in the interests of academic studies, and the degree of vocational studies at a HET level requires careful consideration.

7. CHAPTER 7: CONCLUSION

This research Report has been concerned with the articulation and progression across the HEQF, with special reference to the articulation and progression demands for vocational diplomas in Higher Education. Although the study has been case specific to the issues relating to the ND: Hospitality Management course at the University of Johannesburg, the articulation from diplomas to degrees would be relevant to all students wishing to further their studies by progressing to post-graduate studies according to the HEQF structures.

The merging of HE institutions, and, in the case of this study, that of an academic university with a vocationally-oriented Technikon to form a comprehensive institution has only so far happened to some extent in relation to staff profiles and organizational arrangement. Very little, if anything has been done in terms of understanding of curriculum design, delivery and assessment, which translate to meaning that 'old' practices are still in use, and shifts have as yet not occurred. The barriers between the academic and vocational still remain, and changes appear to affect the vocational departments more than the academic departments. There is a clear ranking order and the attendant senses of feeling condescended upon and inferior in the ways in which vocational education and staff are viewed in relation to academic education and staff. The experience is one that is not positive or supportive.

There is also no clarity about how comprehensive universities and universities of technology relate to each other and how these affect articulation and progression, both from management and from departmental staff with the task of implementing the merging of the vocational and the academic in one institution. There is a lack of clarity about the HEQF among STH personnel, and to a lesser extent among the UJ staff generally, which would have implications for the vocational departments where the HEQF changes have the biggest impact on their organisational planning.

Little understanding exists of the differing knowledge forms in academic and vocational knowledge, and the implications or restrictions that knowledge structuring has on any articulation at post-graduate levels. In effect academic knowledge is discipline specific, and can be extended vertically into post-graduate qualification levels. Vocational knowledge is context specific, and the extension is horizontal in nature. In summary, the acquisition of the knowledge happens is opposing directions, not in a similar linear construct; making articulation from the one to the other complex and confusing for the students.

Debates relating to the meaning and understanding of "comprehensivity" linger in the management offices, with mixed messages and signals being received by lecturers on the ground. The UJ is positioning itself as an academic institution offering a comprehensive basket of courses, a position which has a clear message for the vocational, the lecturers and the implementation of courses: one that supports the academic courses and structures primarily.

Selection of undergraduate students for academic and vocational courses differs. It is necessary to bear in mind that it takes a particular kind of 'prepared mind' to be able to deal with the demands of an academic post-graduate environment, particularly for a vocational student. If vocational students are expected to articulate to an academic post-graduate level, the selection criteria will need to be changed, possibly shifting the focus of vocational learning, even at undergraduate level to a more academic approach. Although an academic focus in hospitality studies is lacking in HET, and the option to create a new academic programme which would lead to post-graduate studies possible at UJ, it would be a move from the conventional South African approach to hospitality - which is a combination of the vocational and the academic - to an academic approach. The option of the creation of a new curriculum designed programme would mean that the discipline driven approach of academic knowledge would be implemented in the curriculum from the planning phase. The existing diploma cannot be re-curriculated, as it has a horizontal knowledge structure, and therefore cannot be vertically progressed

Student admission to either vocational or academic HET programmes requires careful marketing. Little explanation, guidance or guidelines exists on the differences between the diplomas and the degrees offered at UJ, or within HET. Students are generally not aware of the differences, post-graduate opportunities, or the implication of time and finance if they wish to articulate form vocational to academic programmes. Marketing should not be comparative regarding which programme is "better", but rather focus on the career and academic opportunities which await graduates in either academic or vocational programmes.

The STH and the UJ have a parochial and inward looking view of education in its academic and vocational dimensions and work with traditionalist views of these. In contrast SAQA uses a broader, outward looking, global and more up to date view of academic and vocational education and the possibilities for their integration. There appears to be understanding of the post-graduate level of a masters and doctorate degree, leaving most of the confusion and debate to focus on the B-tech, and Honours degrees. This is the point of articulation on the new HEQF for vocational students, whilst academic students have clear progression pathways available to them. The interviews revealed a lack of clarity about the HEQF, and further there is no clarity about and neither has there been sufficient work done to address questions of articulation and progression at the STH and the UJ. Concerns about the quality, experiences and careers of students have been raised by all, but no view about how to address these were made clear.

The conclusion can be reached that in order to meet the post-graduate study expectations of diploma students, the institutional planning and curriculum design for the programmes will require curriculum changes if there are discipline based modules in the programme. If not, no articulation or progression will be possible.

Options are available, one being that all vocational qualifications would need to be analysed and the academic components re-curriculated in order to provide students equitable access to abstract theoretical knowledge at the undergraduate level in academically oriented modules. This option, in view of the theoretical arguments

raised, cannot be easily executed due to the differing knowledge codes. The theoretical modules of the curriculum can be re-curriculated to be discipline driven, while the vocational modules remain designed to be context driven. Articulation would also depend on recognition of the academic standards within the discipline modules, and would need to be curriculated from the discipline approach, with clear guidelines and syllabus development. This would not make the vocational more academic, but allow for progression in the discipline oriented modules. The vocational cannot articulate nor progress according to the HEQF.

A further possibility is the investigation into the creation of a new academic 'economics degree' in hospitality management, following an academic pathway from the undergraduate level, and breaking its bond to a vocationally-oriented programme. The course would be designed academically, with limited vocational studies, using the academic B-Commence as a model. This would create the first course of its kind in South Africa, boldly stepping into the academic arena. This will change the nature of the education and training in hospitality, and possibly provides the opportunity to newly develop an academic course in hospitality that will move away from the vocational (van Lill, 2008).

A recommendation would be the realisation that, as indicted in the theoretical arguments, no vocational programme is able to articulate with an academic programme. However, the drive for integration in education and access to higher qualifications within the HEQF means that options will have to be investigated. An option would be to development the vocational and the academic within hospitality separately, allowing for the academic courses to integrate into post-graduate programmes. The choice of the institution in encouraging such development would need to be determined; as it may be an option to only offer vocational programmes to level 7 (Advanced diploma level). The impact on access to academic funding, staff and student development and learning, and status of diplomas courses, are areas that could be extended as research areas within this argument.

An interesting disjuncture exists within this study. Does hospitality management at a HET level, belong in a University? The arguments state that no, it does not. Not in its present form of a vocational programme. However, that is not the argument in a broader context – the UJ is a comprehensive university. A comprehensive university which has been created to provide students with access to a basket of choice regarding vocational and academic HE programmes. It is therefore the "control" of access and progression, according to Bernstein, which requires thought and planning. If integration is meant to be implemented to meet the needs of any agenda, the integration of the vocational and academic requires debate and argument as to its feasibility and chances within HET.

I conclude by raising a concern regarding the opportunity for students to become life-long learners and for the presently structured educational framework pertaining to vocational knowledge and education. Post-graduate academic studies are an imperative for HET institutions, and the need for post-graduate management or financial studies would be a progression route for hospitality management students, and opportunities to fully develop and offer relevant courses needs careful planning and consideration if the implementation of pathways for progression and articulation across the NQF is to be successful.

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9 APPENDICES

APPENDIX 1

Acronyms

B-Tech degree	Bachelor of Technology Degree, offered by the now defunct Technikons, now Universities of Technology
CHE	Council for Higher Education
CTP	Council of Technikon Principles.
FET	Further Education and Training.
HET	Higher Education and Training
HEQF	Higher Education Qualification Framework.
NQF	National Qualifications Framework.
RAU	Rand Afrikaans University (now defunct).
SAQA	South African Qualifications Authority.
SETA	Sector Education and Training Authority
STH	School Of Tourism and Hospitality.
TWR	Technikon Witwatersrand (now defunct).
UJ	University of Johannesburg.

APPENDIX II

Ethics Clearance from University of Witwatersrand

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: 297364

Protocol: 2008ECE264

08 December 2008

Mrs Anna-Marie Taylor

P O Box 113

BEDFORDVIEW

2008

Dear Mrs Taylor

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:

The articulation between and progression across the vocational and academic on the NQF: the case of the school of Tourism and Hospitality at the University of Johannesburg.

Recommendation:

Ethics clearance is granted

Yours sincerely

Matsie Mabeta

Wits School of Education

Cc Supervisor: Dr. N Carrim (via email)

APPENDIX III

Letters to grant permission to hold Interviews

Participant Introductory Letter and consent form for participation in a research study.

University of the Witwatersrand, Johannesburg

Department of Education, Faculty of Humanities, University of Witwatersrand.

Research on the articulation between, and progression across the vocational and academic the NQF: the case of the School of Tourism and Hospitality at the University of Johannesburg.

Description of the research.

You are invited to participate in a research study conducted by Anna-Marie Taylor under the direction of Dr. Nazir Carrim of the Department of Education, Faculty of Humanities, University of Witwatersrand.

The purpose of the study is to investigate the articulation between, and progression across the vocational and academic the NQF: the case of the School of Tourism and Hospitality at the University of Johannesburg.

Protection of confidentiality and voluntary participation.

We wish to assure you that all the information we receive will remain confidential and that your participation will remain anonymous. Your contribution to the study is extremely important to ensure the success of the study. Your participation in this research study is, however, voluntary. You may choose not to participate, and you may withdraw your consent to participate at any time.

Your participation.

An interview has been semi-structured to facilitate obtaining the information required for the study. The interview will be recorded, transcribed and analysed to extract the information required for the study. The transcriptions will be securely locked away for the required amount of time, before being destroyed.

Contact Information

If you have any questions or concerns regarding this study or if you encounter any problems, please contact: Dr. Nazir Carrim at 011-7173059; email Nazir.Carrim@wits.ac.za

A. Taylor at 011 - 559 1042; cell: 082 576 4999; email ataylor@uj.ac.za

I have read the consent form and have been given the opportunity to ask questions. I am prepared to willingly participate in this study. (Please tick in the box)

Yes	Date

Introductory Letter and Faculty consent form for permission to complete a research study at the School of Tourism and Hospitality.

University of the Witwatersrand, Johannesburg

Department of Education, Faculty of Humanities, University of Witwatersrand.

Research on the articulation between, and progression across the vocational and academic the NQF: the case of the School of Tourism and Hospitality at the University of Johannesburg.

Description of the research.

I request permission to complete a research study conducted by Anna-Marie Taylor under the direction of Dr. Nazir Carrim of the Department of Education, Faculty of Humanities, University of Witwatersrand.

The purpose of the study is to investigate the articulation between, and progression across the vocational and academic the NQF: the case of the School of Tourism and Hospitality at the University of Johannesburg.

Protection of confidentiality, and voluntary participation.

All the information we receive will remain confidential and that participation will remain anonymous. Contribution of the STH to the study is extremely important to ensure the success of the study. Participation in this research study is, however, voluntary. Participants may choose not to participate, and may withdraw their consent to participate at any time.

Participation.

An interview will be semi-structured to facilitate obtaining the information required for the study. The interview will be recorded, transcribed and analysed to extract the information required for the study. The transcriptions will be securely locked away for the required amount of time, before being destroyed.

Contact Information

If you have any questions or concerns regarding this study or if you encounter any problems, please contact: Dr. Nazir Carrim at 011-7173059;email Nazir.Carrim@wits.ac.za

A. Taylor at 011 - 559 1042; cell: 082 576 4999; email ataylor@uj.ac.za

Permission granted / denied.

_____

Sign: Dean of Faculty: Business Management, University of Johannesburg

APPENDIX IV.

Interview Question Guideline

Interview Question Guideline Respondent No._____

Date of Interview _____ Transcribed _____

Interviewee abbreviations:

SAQA	South African Qualifications Authority.
UJ	University of Johannesburg.
VC	Vice Chancellor of UJ.
Dean	Dean of the Management Faculty, UJ.
Vice dean	Vice-dean of the Management Faculty, UJ.
A D	Academic development unit of the UJ.
STH	School of Tourism and Hospitality. UJ.
DOS	Director of School of Tourism and Hospitality, UJ
HOD	HOD of Academics: Hospitality / Tourism, UJ
Snr. lecturers	Senior lecturers at STH, UJ

Questions

Section 1: Mergers of Institutions of Higher Learning:

1. The merging of Institutions of Higher Learning in South Africa was brought about by a Government Act in 2003.

1.1 **Can you elaborate on this Act regarding**: **(SAQA, VC, Dean, Vice-Dean, Academic development)**

- How the mergers came about?
- Why mergers were considered an option in South Africa?
- How successful has it been?
- Is the process complete?
- Are more changes envisaged? If so, what and why?

1.2 The merger between RAU and TWR to form UJ: (HOD and senior lecturers)

- What is your understanding of the reasons to merge an academic institution with a vocationally oriented / technologically oriented institution?
- How was this merger dealt with, and how did the different institutions respond?
- How was the "Hotel School" affected by the merger?
- In your perception, is the merger complete?
- What do you consider to have been advantages of the merger?
- What do you consider to have been disadvantages of the merger?

1.3 <u>Different Staff profiles in the merger process.</u>
<u>(VC. Dean, HOS, HOD, Lecturers)</u>

- Where do you believe you "fitted in" in the previous TWR structure?
- Where do you believe you "fit in" in the new UJ structure?
- How do you feel the merger was managed in relation to bringing together an academic institution and a vocationally oriented institution?
- How do you think the merging of academic and vocational knowledge was managed?
- How do you feel the merger affected your teaching as a lecturer?
- Please outline your experiences regarding becoming an accepted, informed lecturer at the UJ?
- Please outline the changes that have occurred in your teaching?
- What do you believe to be positive outcomes of the merger regarding your teaching?
- What do you believe to be negative outcomes of the merger regarding your teaching?
- How far do you believe the merger process to be?
- Any experience you wish to share regarding the being part of the new institution, in terms of your own sense of what you are supposed to do and how you see this in terms of your profession?
- Any further comments?

1.4 **<u>Different Programmes, development, delivery and assessment</u>**.
<u>(SAQA, VC, Dean, Vice-dean, HOS, HOD, Lecturers and Academic development)</u>

- In the merging of institutions and the creation of a comprehensive university, what is your view on how academic and vocational education and training programmes can be brought together?
- What do you think should now be in the curriculum, its syllabus and content especially in relation to the hospitality industry? Who determines what should be in the curriculum?
- How do you view assessments of students to occur and what would this entail?
- Given that there are differences in an academic mode of education and a vocationally oriented one, how do you see the delivery of programmes in hospitality studies bringing together these different modes of delivery? What are the difficulties in this regard and do you think such difficulties can be overcome, and if so how?

1.5 **Forms of Knowledge**.

(SAQA, VC, Dean, Vice-dean HOS, HOD, Lecturers, Academic development)

- Do you think that there are distinct forms of knowledge? If so, what are these?
- According to Bernstein two forms of knowledge exist, a collection code, and an integrated code? (Explain if required). How do you believe this applies to a vocationally oriented programme, and an academic programme?
- How does this specifically apply to the Hospitality Management programme?
- What are your thoughts regarding the bringing together of differing forms of knowledge in one institution?
- What do you believe the implications are for:
  - Lecturers
  - Students
  - Programme delivery and assessment
  - Status of the STH and its efficacy within the hospitality industry

Section 2: The new HEQF has been changed with consideration to articulation and progression in Higher Education.

(SAQA, VC, Dean, Vice-dean, HOS, HOD)

2.1 Changes to the HEQF

- What was used to inform the decisions used to make the changes?
- Were other models, including from international examples, used to inform such decisions? If so, which were these?
- What were the major factors that were considered in the new HEQF? Why?
- What are the changes intending to achieve in higher education in general, and in the hospitality programme, in particular?
- What do you believe has been made possible for students in the new HEQF? How are students affected by these changes and how does it benefit them?

2.2 The B, M, and D- degrees of Technologiae have been removed from the new HEQF.

- Could you clarify the reasons for not having M and D degrees for vocational programmes?
- How do you view development within a vocational career occurring beyond 4 years of study? How are students expected to progress after obtaining their initial B degree?

2.3 The acquisition of credits is a consideration for qualifications.

- Could you explain how the acquisition of credits may assist articulation between and progression across the NQF, in relation to hospitality programmes?
- How is the acquisition of credits intended to work in practise in order to facilitate articulation between and progression across the NQF for hospitality studies?

2.4 Higher Education providers have choices.

- What are your comments on the proposal in the HEQF that it is the *choice and consideration* of a higher education provider to select, plan and request for articulation and progression across the NQF?

- Higher Education Providers differ in what they offer as their qualifications? How would articulation and progression occur in institutions that offer both diploma and degree course offerings? (will explain if needed)

- What would be done by UJ to assist with articulation and progression of diploma and degree courses offered in the hospitality programme?

2.5 Diplomas which are vocational in nature would have to articulate with an academic degree on the NQ framework and academic organisational structures.

- The framework and structure of academic knowledge differs from that of vocational knowledge. How has this been considered when recommending articulation and progression, and how will this work in the hospitality programmes?

- What do you believe are the differences in framework and structure to be?

- How would you envisage this working in the UJ, and in the hospitality programme?

- How will the link between academic and vocational learning institutions and structures be able to ensure articulation between and progression across an academic and a vocationally-oriented syllabus and programme design and how will these be realised in practise?

- How do see such articulation happening for students? How will they be affected?

- What do you see as the main challenges in this regard?
    - For the institution
    - For the staff
    - For the students
    - For the structures
    - For the programmes
    - For programme delivery
    - For assessment practises?
    - How will these be addressed? Are there any plans in this regard?

2.6 Government subsidies to institutions are based on pre-graduate and post graduate formulas, and they are structured to be greater at post graduate levels.

- Would the diploma programmes be excluded by virtue of the non-availability to develop programmes to post graduate levels?

2.7 Academic status and research output. Status of any programme, and the students enrolled for that programme, are dependant on the ability to progress with studies to post-graduate level.

- How do you envisage the status of the programme to be affected, given the removal of the M and D-Tech degrees from the HEQF?
- How would non progression affect the status of the lecturers if academic research output is not possible due to there being no further levels available on the HEQF? Is this the case?
- Would vocational research be made possible in academic programmes? If so, how?
- How are vocational programme lecturers envisaged to be supported if their programmes do not lead to post-graduate levels?
- How would vocational lecturers specialise in an area of study if no opportunities exist for vocational study at post-graduate levels?
- What are your thoughts about "academic slip" (this will be explained) in vocational lecturers?

3. Comments: The opportunity is now given for you to make any further comments you believe to be relevant to the topics discussed.

Thank you for your participation.

APPENDIX V:

Interview Analysis

1	Mergers:									
	1.1. Perceptions of Origin	We have not been part of the debate regarding the mergers. It is around transformation - about globalization. SA is in a world that is becoming globalize. Political off-trading, the apartheid state had to change, also geographical areas. Institutions had to be sustainable. Political will to change things existed	Decision of the Department of Education for transformation of the system and greater efficiency	Informed by Minister of Education - Kadar Asmal. - There were marginal institutions at the time - financially challenged - were merged with others in the area.	Ex -Minister of Education: Kadar Asmal had a lot to do with it - too many institutions, needed to be reduced for effectiveness and efficiency. Not only SA -Global issue - we were following suite.	1994 started political transformation of the country - including training and education. Needed to open access to more SA citizens - problems with through-put, quality at huge cost. FET restructured and a greater degree of clarity about social transformation and education training	Ineffective universities - especially rural, unemployable students; political move to rid of names such as Rand Afrikaans University. Traditional left wing universities were left alone.	Sharing of resources - there was a duplication of resources.	Introduces way of research to Technikons.	Political rather than rational - otherwise all tech would have been merged with unies. Not thought through.
	1.2. Implementation in S.A.	HE must serve the new democratic structure also institutional forms that must serve the country and be sustainable. Must be equal opportunity, non-sexist, same institutional form. Tried to put everyone in a similar pot and treat everyone as equals - new act is saying that there are 3 different things here.	Problem with massive institutions - do they make sense in S.A.	A forced decision - no opportunity to voice opinions - could have taken them to court - cost millions. RAU chose to go the merged route - a heck of a process. - I did not think we could pull it off. Joining with Vista was not easy, but the merger with the TWR was the biggest problem, issue was to get the mixture right as we were playing in two different leagues	Historically disadvantaged institutions allowed to level the playing fields - to try and bring equilibrium. - also profile of staff and students. Small country - cost of too many institutions.	35 Universities - huge diversification due to political legacies, lack of throughput, horrible standards, definite social political kind of edge. Institutions has to become blended - challenge of incredible diversity, different core business. Social transformation.	Experiment to merge vocational and academic, 2 comprehensive - selected as they were considered strong and would cope with turbulence	To share resources		UJ going academic and PE going Tech. So why done in the first place?

	1.3. Status	I have been reading about the debates and the policies issues - has to serve the country as a whole. Some stuff was highly contested - different institutions agreeing or disagreeing. Must serve SA in a globalize world.	Sounds nice on paper to combine academic with vocational -not sure it will work in practice.	RAU was very on the academic side with research a priority, and TWR was vocational and where research was not so important - a lot of resistance.	Appears to be a need for some changes, equilibrium not reached in all.	2 universities likely to de-merge - become dysfunctional due to internal merger dynamics, and a brain-drain has happened	To a certain extent PE has taken more of a vocational route - academics left for Stellenbosch - Technikon staff made HOD's, unaccepted by academics - solution for a problem. Academics think they are superior, only they know how to do things. There had to be consideration for a new way of doing things	Maybe more changes in other institutions, not ours.	Not complete - thinking change takes time.	Recognition of the diploma qualifications are a problem. Almost demanding a repeat of subjects without investigation of contents and the module.
	1.4. Success rate	Lots of contestation - a mixed bag. Some have been successful, other's not. Merging was one way one can confront all the issues at hand directly - especially articulation. I think they did not look at the difficulties students would have to articulate - this is now in focus for possibilities.	Has been successful in that we have a functional university - not sure if it makes sense - this is a totally different story.	I think we were successful - I have been working in the field of change management - you do not know if you are successful for a couple of years? The Faculty of Management was one where the most of the integration had to take place, in terms of subjects, programmes	Largeness of the institutions might be problematic - also distance of some mergers of campuses have influenced process and management	2 questions - 1) Why did you merge?; Larger fish will always swallow smaller fish. 2) Who is in charge: the person must have theoretical and practical knowledge of mergers, and merger principles	Institutions thought through well, have improved quality of some courses. Adjusted curricula and increased pass rate. Some are more vibrant than others - whether influence of mergers or natural life cycle is debatable.	Some successful, others less so Ours was more successful than Nelson Mandela Metro University.	Communication and direction issues	We are not totally merged - different campuses make identification of our faculty difficult.RAU had the upper hand, TWR in minority and told what to do, due to lack of publications and research.

	1.5.Complete status	It is about people, jobs resources - still a number of challenges. Organizational forms is one of them. Did not have the resources to facilitate some of these things - then there will be problems. The issue of articulation is one of the biggest issues.	No idea -VC says it is complete - mergers take 5 years.	Not fully integrated yet - there is a sort of divide amongst staff - there is still a feeling that they are on the Technikon side. We have had to let people know that we are a University now, and that is that - bottom line.	Complete - no further mergers - question fairness of some mergers while other institutions were left untouched. Talk of some unbundling - due to logistical issues - Walter Sisulu - 300 km between campuses. Not complete regarding harmonisation of salaries. Staff are the last to be resolved.	Not yet - another 2 generations. Needs stability to sort itself out - political and social dynamic. Also teaching and learning dynamic - first two usually win for a decade. Cannot merge vocational and academic - you can have a mix within the same school, very difficult to optimise the balance. - Question is always - what will this person do? Where will they be fully functional, what kind of career progression will there be? Also it is easier to make any University work when the business dynamic and economics of scale are under control.	Process is never complete - optom students regarded as inferior - next generation will change that. Reapplication issues for staff for their own position - Tswane. Move of faculties to less acceptable locations within mergers - not always good decisions made- will have to re-look	Not complete - a process. Action is complete – mind set not. As a merger process of the government - complete.	Not at all - initial phases of getting us together is over. Now we need to learn to think the same. Still need policy adapted or getting used to new policies. Still a long way to go.	Not complete.(50%) Lot of differences - TWR vocational mentality / University academic mentality - recognition for each others roles and status is not complete, therefore the merger will not be complete.

2	Experience of mergers									
	2.1 Experience of Mergers at UJ	There is a historic divide - has been brought into sharp focus. Some institutions were affected by the mergers, others not. Universities of Technology now exist - organizational culture is an issue. We are now saying there are separate identities that we need to recognise. - now we must find linkages.	Was not here at the time	Comprehensitivity definition needs to be clarified - still argue and differ in the institution. To me - you can obtain a certificate, and after a period of time a degree - that is comprehensitivity to me. A Master's, a doctorate. Working on the Saltec programme for articulation, It is going very slowly - trying to work out where one should go. We are now in post-merger phase and this phase will bring out a lot of other stuff that has not been attended to. the audit's are already showing this. We have the ideals of being a University, trying to be a University, teaching institution, but at the same time a research institution - we have to explain this - yes we are in the makin	Not vocational versus academic, but rather political. TWR was largely black and RAU largely white. Also Afrikaans versus English - accessibility for students. A new culture is emerging.	We focus on the social, political dynamic plus as underlying business dynamic - easier to make the university work when the economies of scale are under control. Paradox of sorts. Came from CUT - did not merge - business as usual.	Poor choice to merge - would have been better to merge with Wits, as we both have medical faculties. No similarities between TWR and RAU - mining, medicine, art and design - a mismatch.	Who ever made the decision to merge vocational and academic did not think it through.		

	2.2. Ex TWR	They were interacting more with the economy and industry - more real possibilities there. We don't know enough about the interactions - not given enough value or credit. Universities were not the only places of knowledge creation - it has shifted to industry and people are using things. Technikons and the workplaces were closely connected - some real opportunities here. Good interaction - researching work and learning and the relationship that exists here. also Technikons were pulled in different directions. - lacked identity or created an identity which no-one else recognizes.	There is change here.	They need to understand that we are now a University.	Was transformed in many ways - did even out the playing field to a large degree. Saw it in a positive light, opportunity to move forward.	Merged with RAU as it was predominantly white - narrowed for outstanding standards. TWR was largely transformed and totally vocationally oriented and represented the broader black interest - represented two opposite poles - a welding of social dynamic in the broader political system.	Political merger of Vista - not doing well, RAU - doing well. Merger was going to be very hard to TWR who did not strategize. Ignorant of the level of difficulty.	Made sense to merge -not thought through as vocational/academic. Management dealt with it as best they could. Lots of communication, and issues. No choice. Dealt with fine under circumstances.	Did not know what to expect from the merger, did not know what to expect. Negative experience: They did not know what to do with the Hotel School. We got lost - needed marketing and communication. We had a different caliber of student	UJ went quite well. RAU had upper hand -TWR in minority - told what to do, as no research or publications. We are totally unique - did not know what to do with us. But huge advantage form a funding point of view. Huge advantage being the only Hotel school in a University in SA. Otherwise little effect on an operational level - we were left alone.

	2.3. Ex RAU	Development of the creation of knowledge - but the only place of knowledge creation - Microsoft.	There has been change, everyone experiences change	We are a university and we have to "pull up" the Technikon part of the university - highest possible education. - teaching is important, research is important, community service is important.	Largely white - little transformation. Was upset - going to court to prevent. Did not like the Technikon merger with themselves.	Cannot reflect - was not here. Impression that it was a very painful process as the systems were not compatible, way of thinking not compatible, asset bills in terms of academic thinking, vocational thinking, and no real understanding, no real appreciation, as people had not engaged in those specific fields. An arranged marriage of very different partners. Got stuck, ? how do we get through this.	Know a lot about many things - specialize in Honours year. Become a specialist in later studies. TWR you would specialize within 2 years. RAU was afraid of us - of the damage we would do. Made everyone with a D a professor to fill senior posts. Good strategy. TWR did not strategise. - choice then of leadership would then all come from RAU.	A Management issue. Some resistance - superior attitude, also financial implications - RAU stronger. No choice.		Will academics ever be accepted as technological people - why only the one way? No, as they only see a very narrow area.
	2.4. Perceived Advantages	Some innovative and exciting things have happened. Been forced to look at some things. - it is about what people value within our society - tends to be traditional stuff.		There will be a leveling of the playing ground - new thinking and a new approach to the big divide that existed between the academic and the vocational.	Who knows -only 2 institutions on the country - could be to the advantage of the diplomas .STH should use this opportunity to market itself well - opportunity to fill the gaps from skills to doctorate - not going to be easy though. Will be to attract different kinds of students - a strong position.	Challenged thinking and leadership - blend of political, economic and academic sense. Well positioned and slowly forcing itself into the future. I have a positive impression of the evolution - has been very painful. School to stretch itself into the future.	Knew a lot about one thing like marketing - little about economics or law.	The ability to now develop strategic thinkers in Hospitality Industry. Big needs for developing advanced thinkers in this industry - no opportunity to date.	Yes - academic approach rather than vocational approach. More managerial level	For us the academic stamp, financial support from Kerzner gave status.

	2.5. Perceived disadvantages	The point about how people got brought into the thing - who is dominant? Unequal power relationships - mostly Technikon were in a more disadvantages position. The tradition of a University is valued more than a Technikon / vocational side.	People are mentioning that diplomas feel left out.	For others - not sure why they were called Universities of Technology. Here - I wondered many a time why this thing ended up at the University - as I did not believe that this was a University issue at all. Maybe it should have gone to a Technical College. Over the years I have learnt that a lot of academic training needs to go along with this - if I look at the deliverables in terms of Sun International and all those kinds of places - I can imagine it is not just skills - it is a matter of academic. You have to understand the world of management	Loads - institution is very large - become very regulated - both side say the new institution has changed - cultures are different - were different. TWR say we were close to RAU, they say no - they have transformed as well. Distances for meetings - beck and call of others???. Lost its personal touch - most TWR people knew each other - a wonderful place to work. Now lots of red tape	I would not have made that decision - different business, different core business - you land up with a something "in-between" - grey area - not good in terms of rights. There have been a couple of casualties. Process has challenged core business - operational or educational.	University look down upon STH - we only bake cakes and should belong to a FET. No publications or academic journals. "They" believe there is nothing to research. We don't have M's and D's - so "nothing" to research. We need to publish and have M's and D's. In Tourism both a degree and diploma is offered - offerings differ, so confusion of which is better for the student. A lot of emotional energy being wasted.	Three mergers and a move - difficult without academia versus vocational. Otherwise only challenges.	We had close contact with industry - industry and advisory committees - now lost. No perceived support now.	Saw us as catering and entertaining option - no academic status given. They will take a lot of time before they realise the value we have to offer - we are not considered as informed. Merging with the rest of the faculty is not easy - needs attention for unity within faculty. The Faculty has no identity - staff not known - problem with division over campuses.

	2.6. Effect on "Hotel School"		Not sure	We inherited the Hotel School. - concerned as we did not know how to deal with this entity, and it was not what we were used to. I had to get to grips with it -suddenly you have chefs and all these kind of things. I got the impression that these people were highly skilled, they knew what they were doing.	A new school was being created - merger forced a change of the partners in the project - RAU + industry - bit of give and take. School is still insulated, an possibly not as incorporated into the University culture that is emerging - retains its TWR culture	Wake-up call - 40 year history. Has been developing and evolving all it's life - Developed B-Tech degrees. Big fish swallowed smaller fish - no TWR intellectual know - how to deal with new surroundings. Communication break - authoritative parent (RAU). Difficult to prove your value if you have been swallowed. So - diversify your product mix or you will be out of business. Been called upon to stretch itself into the future. Maintain its strength which is know-how and hands-on, now add academic edge -will compare to the best in the world Battle or challenge - to control growth in order to ensure long term stability. Stick to core business.	Thought of as entertainers, not academic work - also to blame for status for not positioning within University. There is too much isolation - no-one else teaches here, so we are not known or understood. Inward thinking of staff has had a negative impact on our reputation.	Requirement of staff to become good teachers and good academia. Also mergers simultaneously between two sections of staff, two diplomas, and new building. Industry perceptions of many mergers left all confused.	Somewhat negative. It was not sure where we should fit in. Now needing a different kind of student, more time of theory than practical, getting people prepared for the industry, now more head knowledge	University inherited something they knew nothing about - did not know how to deal with us. Unique situation. Saw us as convenient for catering needs - could not see our value in terms of education.

	2.7. Role of staff in mergers	Different sections of education and training. Some strains within the Technikons wanted to be like universities.	Should all be the same	I now feel very comfortable with the STH - comfortable with the type of work being done there - end result is good. I sit on the Board - I listen to what people are saying, and I don't feel uncomfortable any more.	Harmonization of salaries not resolved - different status. New culture is emerging, we have to live with each other - arrangement of the campuses has caused stress /hiccups. Now engineering and health will fall on one campus.	Problem if they are stuck in the past - need to realise we are dealing with a totally different institution - like changing jobs. Need not to alienate them, bring them in a subtle way into the future.	Roles have changed significantly. Especially where there are no other colleagues with the same knowledge - no-one to talk to. Also succession planning is going to be very difficult. Getting qualified staff is a huge challenge now - good educators are not considered - only qualifications. Also no younger staff moving into place.	Need to change the mindset of staff - not only hands on people, but thinkers are necessary		We are going to have to develop research and publication for status and recognition purposes.
	2.8. Process Management	Need to treat everyone as equals - now we are saying, we are separate identities, and let us recognise these separate things - and find linkages.	The is change everywhere - the whole purpose of the merger was to bring change		On the surface it is merged. Agreement not reached between issue of diplomas and degrees. Within management the vocational have been absorbed into the departments - pretty well complete. Policies and Issues are still being developed. University has loads of red tape - policies and regulations - difficult with 45,000 students	STH challenge to control growth to ensure long term stability through reputation. Also the dynamics of transformation - not sure what will emerge - need to engage people in that process. Need to diffuse the pain, then focus on the business, and then move people forward.	For tourism - Maybe should be with marketing, not with a "Hotel School" - student perception is misled. Tourism is of the industry, Hospitality a sector within that.	Process is managed - some say too much too quickly - need to enforce change in order to bring it about. Different styles of management - maybe a little too autocratic	Managed reasonably well - unanswered questions before the merger. People not sure of transition. ?Job security	Lots of mergers for department - staff, venue, programme + tourism. Lots of work to do. At this point little interference from UJ.

3	Staff Profiles									
	3.1 Staff profiles RAU.			Get different categories of people. Young academics - no research yet - doing research and working up to publishing. We need people who can teach - first priority, then research. Want to be one of the 5 top universities in the country.	All post-graduate staff with areas of expertise.	I have a University background, and use my clinical abilities in this environment, also to make space for vocational training.	Purpose and roles have been influenced significantly - not assisted to make the transition.	Academic products from academic courses.	.	Different profile - an academic staff member is just that -academic. Application and practice not always investigated.
	3.2. Ex TWR			No idea - when they joined we realised that they did not have the right qualifications - needed master's degrees. They have to further their qualifications, do research, start producing articles in research, because that is what it is all about. In TWR they were appointed for a specific reason. Emphasis quite different in diplomas and degrees.	Senior level at TWR as head of STH, senior level here as Vice-dean - moulded from the one to the other. I am quite happy where I am. Staff - merger is difficult. Have our fields of expertise -not easy to cross over + issue around qualifications. TWR not research driven - we were industry driven. Need to uplift some of the departments where only diplomas are offered.	Difficult for me - I had a classical university background - +spent 15 year in a vocational institution. Vocational has its own dynamic, own processes and ways.	Fitted into Middle management, now senior lecturer - my roles have changed.	Studied, industry experience, back to teaching. Moving from the every day life in industry to the more philosophical - different.	Fitted in - I was a well known personality in industry. Joined to have input as I have a lot of industry knowledge. I have respect which I built up over the years. I had a lot to offer as I understand the industry. Same, Being part of tourism may make a difference.	Was HOD from an operational point of view - school respected and not abused. Produced leaders in the industry - recognition then for what we were achieving. No recognition now

	3.3. UJ		I am an academic profile, from another institution - was not part of the merger.	Important that they can teach. We would never appoint a person with a B degree to teach - also we deal with the issues, and the rest is the student's baby - they have to cope. We do 80% teaching, and some programmes are full with teaching. 20% on research- staff need to be committed to teaching.	Now all have to behave in a way that universities behave -comply to regulations - different way of being -? What is this behaviour? It is different.	Human dynamic, dynamic of transformation and change dynamic - you need to engage people on both sides of academic and vocational. Also focus on business side, and then move people forward. Organizational structure is critical here for support and stability. Organizational culture development is important to develop mindset. You have to get people onboard.	Previously 10%admin + 90% teaching, now 10% teaching and 90% admin. Missing the point - our strength lies in unpacking difficult knowledge and making it practical - students then understand - a strength. Not done now -no time, Loss of emotional energy. Disillusionment. Succession planning a problem'	Need to develop and grow. Different styles of management.	We have been accepted - not sure of question.	Staff member with a number within UJ. Got known through involvement with new restaurant within UJ - no awareness of what I do and what I can contribute in an information form, only a working form. The merger did not change my role as an educator - my style has not changed. A lot more paperwork now
	3.4. Teaching and learning experience-positive			In Technikons you got a study guide and everyone did the same - exam set externally, only a few of your students passed in that system. Was then internalized. Not sure of what happened then. Staff had a lot of experience and practical experience -this was brought to the table - that was the emphasis at that particular time in the vocational field.	Not relevant	Reinforced what I already knew - strengthened my experiences on transformation. Built confidence, enabling me to share experiences with my students. A greater understanding. I have learnt by living it.	We knew what the industry wanted, now we have to know what the university wants	Has made me think differently. More resources available - financial, library, mental resources. Emphasis has moved to more referencing and how you write an assignment	Did not change anything - I just carried on. Positive outcome. No more demands on me as a senior lecturer.	We have always maintained standards - no different now. Better facilities now. But does not replace personal knowledge and experience in industry

	3.5. Teaching and learning experience- negative			Big difference between diplomas and degrees. People with experience and practical knowledge to do the vocational - I could not do at a Technikon what they did at a University - students did not have the ability.	Not relevant	Day to day issues interfere with teaching and learning. Don't get to what I love - post grad studies. Merger is about 1/3 of the way in absorbing the new dynamics.	Tourism previously used different department - positive influence. Now self served - not known or respected. Inward thinking of staff. Young people are not entering the teaching or lecturing professions - reason is educators are marginalised, by institutions, parent bodies and industry - we are told we don't do our job properly and accept blame for lack of personal discipline and bad parenting - we erode our own image and ourselves - international occurrence.	Don't believe that I completely fit in - mindset change required to philosophical - ?prefer hands approach. Also finding academic staff - some areas do not have suitable staff to find - selection problem	Standard of education has dropped - standards were higher before. Standards of the end result.	Limited experience and interaction with rest of faculty - not opportunity for comparison. Numbers make us feel like a sausage factory - accept whatever, push out whatever. Entrance requirements for students have to be looked at.

	3.6.Socialisation experiences		A senior lecturer is a senior lecturer. This has a standard cost to a University - can clearly say that you need a master's degree. What is your question? Why was this not needed in a Technikon	Difficult to answer a socialising question. I don't know. Did not have the priviledge of seeing what is happening there. Socialise staff here - they go through induction or orientation - training sessions provided by the University. - how does it work, where do you go, HOD takes the role further to pull the particular lecturer in. Don't overwhelm - give an opportunity to find your feet. Big class are a problem now - 690 in a class. Have to apply discipline, preparation. Don't know about TWR - they took it much slower, less work - easier to get into the groove. Maybe it was the some vocational work. I had a problem to teach in a Technikon - was not easy for me - I had a totally different approach to what was applied at a Technikon - Maybe because their approach was different that their qualification was lower - now we are a University.	Not sure if the bringing together was well managed - depended on senior management and where they came from. You fought from a perspective. Even now the vocationals are not for-fronted sufficiently - not given enough attention. VC is of opinion that we are not a comprehensive - we are a University that offers comprehensive suits of programmes or qualifications - now has mentioned the advantage that this could have. was socialised quickly as I was seconded to do a programme review - contact and interaction with other departments ensured that I became versed with Faculty issues - I made myself available, and thereby learnt.	Unless you learn to speak the lingo, the dialect, how they test each other, how peer assessment takes place in academics.. I was brought in to take the school in Bloem into the future. Made sense - got to know the industry better. Use my roots in academia in order to provide space for vocational training - rely on my university to take school further. Need to understand the dynamics of transformation. What are the brutal facts, environmental analysis. I believe it will take 5 years. Bring people on board. Once you can do the academic tango - you are then accepted. Affects all credibility.	As far as a lecturer - I never felt so alienated. Many people with doctorates - no-one in industry that required a doctorate - any student registering - 6 wanted to supervise - in Tourism (in STH) no-one that can assist with D's, only me. University looks at TWR staff as teachers, not lecturers - do no prep, just repeat and student do. Another problem is support - I am the only one with this degree of specialisation - so no-one to talk to. RAU sent their course to us - so no-one there. Another issue is qualified staff - both at University and Technikon level. New staff always seem weaker than the previous staff - accepted the best available, but not as good as the previous lecturing staff. Work ethics an issue.	My teaching has not changed, but my approach to certain issues has, e.g. referencing. We have always been separate, even at TWR. Not sure this has changed - we are still in a separate environment. I have had to embrace a new title and expectations. A few issues may be the difference between academic and vocational, or just because we are in a different building.	Not as many demands now - more responsibility previously. Large environment now - more people. No difference otherwise. I am still seen as a senior lecturer. Would not be here if not accepted. Not sure of question. We lost a little here - smaller environment, more senior than one is now. Post graduate qualifications would make more seniors now, so not so much distinction. Still being recognized for who you are	UJ does not value which is not down on paper. Have to publish for recognition as a person, not a department or school - very individual - we were a team. Sometimes fell like a sausage machine - push in and we have to accept. Regardless of situation. Still believe we are delivering a good product (student) to the industry. I have limited interaction with other UJ staff - time and distance. Getting to know people is difficult. We are going to have to accommodate people with vocational skills and people with academic skills. Did not have a problem socialising with other staff (??) No-one spoke of qualifications. (understanding of socialization)

4	Programme Development									
	4.1 Influences	Universities are different in the sense of academic freedom and autonomy - you have the freedom to explore things.			Vocational and Academic would have to run in a parallel way - would have to become more theoretical, but has to be underpinned by a good understanding and knowledge of the skills. Maybe not having to be as competent - but have to know - they now need to know how to manage.	Must be differentiation - all bounded by one common aspect - quality. Diplomas and degrees - generic Honours, then masters. We need to get all to 4th year	Technikon was L-shaped, e.g. marketing - we know all components, little about economics, finance or law. We should specialise in the areas that people will come to us to study, then we will build strength. Need to be sure that other departments would not do a better job.	Internationally Hotel School have got two areas of focus. Polytechnic in Hong Kong is vocationally focused. New York is very academic, very business oriented. There is a big gap towards training people in the academic approach to Hospitality Management - we need core people and strategic thinkers.	Need to maintain a balance - between head and hand knowledge. There is a need for change.	Need to up the entrance requirements - Students cannot comprehend - learning ability of students has changed / profile.
	4.2 Management of merger of voc +academic			Basically the TWR was about skills training, basic skills training. Academic was about knowledge and reasoning.	They could be brought together if we did not have the HEQF set out the way it is - articulation is an issue. Degrees have been left untouched - they just offer their programmes. All diplomas are going to have to re-curriculate, reconsidered. The opportunity to move needs consideration - will take an additional year. Academic students will qualify sooner than vocational - needs thinking.	Need to differentiate between hospitality studies, and hospitality management. Studies is FET. Management means dealing with corporations, how to manage - supported by a solid operational background - academic.	I never felt so alienated before the merger than after the merger	Must understand that there is a different focus. Education and making money (operations) are combined here. UJ must acknowledge comprehensive - trying not to - need for recognition of each other.	Not managed - "they" looked at current curriculum and syllabi -not sure of insight. Problem now of balance between vocational and academic.	University only values what can be put down on paper, so where is the recognition for what can be achieved in application of knowledge? We also merger two qualifications - think that has gone well

	4.3 Academic Education									
	4.3.1 Impressions	Traditional side - development of the mind - getting people to think critically. Own daughter doing medicine - studies hard and late into the nights - perceived as hard work and little else. One requires more points to get in - more value?	So long ago one tends to forget - to think conception. To express high-level content.	Students must use their time optimally - lots of students do not understand that they need to sort their studies out. Different from school they need to read and prepare.	A pathway from undergraduate to post-graduate - linked to knowledge, not necessarily a career.	Starts with a theory background -	Thinking about the best way to do something. Make him inquisitive, arguments and debates- alternate thinking. More step ways, know a lot about many things, specialise in the Honours year. I think it is far more difficult to teach on a degree program at this point in time.	Academia have a lot of freedom. We should look at International world to see where movement is happening.	Lot of theory, theoretical knowledge	You read for a degree - read what others have written - formulate an opinion. you learn the work and assessed in tests, assignments. No necessarily applied to a job or application.
	4.3.2 Student experience	Son - UP - gave up - Sound engineering - more vocational - not sure if this is challenging cognitively- theory learnt was implemented immediately. He found academic education very alienating. Daughter is doing medicine - challenging, she has developed critical thinking, questioning	To think conception, To think critically, to ask questions, never take anything for granted. One is trained to query, question and probe - trained to express high-level content. Many students are thinking about getting a job -so only some experience it in this way.	I believe students experience it differently. We deal with the issues in the classroom and what happens after that is the student's baby. You have to cope. The more academic staff have their fingers in the world of business the more they bring to the table, and transfer that to the students.	Students selects their own modules, not a course as a whole. Much harder to control to ensure they meet the requirements.	Experienced at undergraduate and post graduate level. Undergraduate much the same as diploma level - differs at post-graduate level. Given a number of books, these are the issues we would like to solve, so lots of reading, lots of interpretation and brain gymnastics.	Profile has changed - do all belong in a University? Good and bad students in both diplomas and degrees - so why compare students. Students are not entering the Universities being capable of academic work. We did not create this - but now our problem. Schooling is questionable. Also parenting - teachers have been marginalized		Knowledge passed on from staff	You read for a degree. Ours experience. Our students do not experience academic. Computer literacy allow for cut and paste - no learning or grappling. Teaching of values. Students apply what they learn - a different student.

	4.3.3 Programme delivery			Need to look at the modules - large classes and more independent work for the students to do. From the bottom to the top - they get the bigger picture as they go up - then start to see how subjects relate to each other.		Much bigger classes - more independent work. Academic stuff defines a very broad problem, it explores various ways to get there, it weigh these options, it implements it and evaluated it afterwards - and acquired way of thinking.	We need to re-look what we are doing. More similarity within diplomas, and within degrees - you cannot cross teach -degrees are liquorice allsorts-difficult to teach on a degree programme now - not before the merger. We are also trying to catch up with schooling that is lacking - so not focused on the programme but on student learning and understanding issues - getting them to the right level of education. Our image is being diluted.	Needs to run parallel to Vocational - overlapping components. Compare to medicine		Will become more academic, rather then applied knowledge. Still needs to be resolved with industry, and staff need to know industry. Staffing is going to become an issue in the future - perception of education and salaries. We also need to Africanise, using our African experiences here.

	4.3.4 Curriculum Development	A body of knowledge that gets developed - latest developments - international comparisons. Academic freedom and autonomy	They should look around and assess whether there is a need for a programme - not sure that this actually happens. Academic staff develops the curriculum, syllabi and content.	Related to something that is demanded by the market - dictated by market factors - you have to have students - Also by competitors. Took our cue from Universities in America. In some cases we play catch-up. We now realise you have to be at the forefront of things - networking and talking and listening to what is needed. Some have to remove from the volume of work to make space for the more relevant up to date stuff that is required,. You have to provide for the whole spread from first to third year, with subjects that will interest them to specialise.	Starts with undergraduate and moves to more advance and specialised knowledge.	Plan backwards - industry has also mature in the last ten years - become complex - cannot follow simplistic ways of the past. - and environmental analysis is underway in tourism and hospitality and retail travel to give a guideline. Industry itself to a large extent determines the curriculum.	Should be the result of research - staff must be proactive. Published material. Collective effort of academics in the world - best practice based on research and publications	Must have international flavour to stay competitive. International standards.	I conjunction with needs - industry and role players and academics, experts	Not sure - do they consult with other universities? My experience is that it is developed from a textbook. Subject experts should be involved. External input possible. My opinion is that it has to be several people.

	4.3.5 Assessment	Need more points to get in - signals a value	Dozens of ways - there are policies on how assessments are done. I do not assess students. I was tasked to do the chapter on assessment for the HEQC policy audit. Continuous assessment seems to play an important role - focus on outcomes based assessment.- some departments do well, others not so well. Gave them some familiarity policies, but they are far away anyway????		Different ways of assessing - need to be used	A qualification with a certain purpose is developed - this is broken into smaller elements with specific outcomes. Each of these have to be assessed to ensure the student is capacitated to move forward to the next level or stage	Right information, alternatives, weighing of alternatives, make decisions based on information normal exams. Assignments or research projects	More of a philosophical approach, an understanding approach, and applied approach.	Different assessment methods -tests, exams, interviews, presentations, assignments	You read for a degree - read what others have written - formulate an opinion. you learn the work and assessed in tests, assignments,

	4.3.6 Judgments made of course	A lot more work and commitment - lot more books. More value and more difficult to get into - status attached. Patterned across institutions.	6 year cycle in terms of HEQC criteria -with follow-up improvement plan and so on. Involves internal and external people. External people are identified by looking at people in comparable programmes elsewhere who are considered to be doing a reasonable job.	Immediate employers still prefer a student with a degree above those with a diploma.			Students accepted may not be of university level - not able to apply what they have learnt. So dilute the information to make it understandable - huge implications there. Needs to be fixed at schooling level - we do that and try to meet employer demands-miss out on academic demands. Not our job to fix and make them work oriented - ours is to educate them. Employment and success in the workplace determines the values of our students.		People who are aware of the requirements. Experts who are part of the package - they must evaluate the outcome.	think it is done by what comes out, and who proves themselves. Student status at work.

	4.4 Vocational									
	4.4.1. Impressions	My son studying sound engineering - lot of time off, and not so much time in the books - so must be easier and less work. Comparisons are made by academics versus vocational - not considered as worthy. One requires less points to get onto a course - less value?	Would image it to be more focused on practice, more focused on equipping people to be immediately able to do a specific task when they are at university.	Will start off in the skills environment. I don't see them going into management immediately - those with the ability have the ability to progress very quickly. I see students going to Sun International, and I imagine it is not just skills, it is a matter of academic - I mean to become the manager of a hotel you have to understand how management fits into it and skills are very important.	Cannot be ignored- country and job creation requirements - skilled staff. They have a relevant place. Knowledge has got to be used practically for a student's purpose - what the student is going to do with the knowledge. - contextual knowledge.	Very integrated - knowledge + understanding and merging of skills and knowledge. Shown how to do certain things, prepare certain things - told how it works in a broad outline.	Along apprenticeships - wrong move by government to remove. Blue collar versus white collar workers. Able to do after studies - important. Needed in the workplace, but the student must be able to do.	Must look at International standards to say what needs to be included	More practical approach, ability to do what is taught	Vocational education to me means hands-on skills. Mental stimulation, a mental process of changing a person's insight into a specific field - adapt the values of that field, the mannerisms - must become imbedded in them as people - attention to detail. We are going to have to be able to do both vocational and academic work - not all knowledge is found in a text book - experience and application of knowledge is called for. Would be a good synergy if we can achieve both.

	4.4.2 Student experience	Applying knowledge in a particular context.		I compare with going to a hotel - welcomed at the front desk, room service- a consumer's needs. They are given the skills - keep them updated with what the consumer wants - what the industry wants.	Good skills + mobile skills - international demand for skilled hospitality. Students have to follow a course, no selection of subjects for them -whole qualification.	Basics of operations and of supervision - deals with chapters in a book which have to be studied.	We tend to neglect thinking skill is favour of rote learning - to get them to pass - throughput rates and student assessment put pressure on staff	Integrated code - or you will develop a full student. An operational background is very necessary in this industry - then leadership development. Same for other qualifications, cannot only be pure academic for the general student.	Guided by us before they get to the workplace.- experience begins here. Makes them more comfortable in the industry.	There is hands on experience. Attention to detail in the working environment. Lecturer experience and application makes the subject more applicable for the student - student gets involved - use their knowledge.
	4.4.3 Programme delivery		Many of our programs include WIL - I think is a good idea, although many universities are starting to say that it is too much trouble to start with. But in an applied nature it is the practical nature that is said to differentiate the different programmes.		Needs to consider the requirements of the course, including the WIL component.	Differentiation in staff - those who teach vocational, and those who teach academic. Well planned.	Developing thinking skills - finding information, understanding it and putting it to use beyond context in which it is given - add something and internalise it. Also we need to find what is there to research - it is there - we have to find it, even in the kitchens	Needs to run parallel to Academic - overlapping components. Compare to medicine.	Needs analysis for the specific industry put together by experts.	Staff not always able to assess industry needs and standards

	4.4.4 Curriculum Development	A body of knowledge that gets developed - latest developments .New developments influence. International comparisons. Link with the workplace, and other institutions. Worked with SERTEC. You had leading institutions developing the curriculum.	Dialogue with professional boards. - they have a role to play. Accounting is clearly inter-faced with Psycho and so the academic programmes are in themselves doubtless.	Diplomas came about because a great majority of students did not meet the entrance requirements of a University. Then they realised that this typical type of training is essential, because they don't meet the requirements and that we have to find a place for them for training and development - the heads of Technikons at a particular time saw the need of the diploma as a way to accommodate these students. Lead was taken from overseas - like Germany	UJ not using the opportunity to fill the gap of absorbing the TWR Hotel School which has great recognition in industry and in SA - aware of industry needs and therefore programme development. Have to consider FET - are those students meant to articulate to us as well? Good opportunity for evaluation.	Differerentiation again - needs to consider industry and operations. Bringing together of hands, heart and head.	Done by people who do the job - and should be complied by academics - important role to play. We need to do our role in this.	Industry acceptance of students and abilities in industry. Availability to find staff, mindset of existing staff. Difficulty to change mindset, and find qualified staff / new staff that think academically in the traditional way.	Institutions - committees, companies. Individual institutions put together the contents. Senior staff form different hotel schools. National Education approved.	Questionnaires sent to the industry, Skill requirements, ability to think on their feet, apply skills and decisions-making. Other Technikons and past students. Content is decided by person delivering the course, following a syllabus. National education did the checks and balances, and SAAHS
	4.4.5 Assessment	Need less points to get in.- signals a value		Did the teachers that taught in Technikons really have the ability to pass the knowledge over - my biggest worry at the time.	Continuous evaluation is done here - New students have been assessed that way in schools. Need to assess in different ways	Follows outcome - same principle - using ways of assessing. First is what, then how. Part of strategy.	Do it over and over - know what is expected of them. Must be based on theory. Can I do, change, cope, grow?	More about a factual approach - what are the facts, figures, what do you do? Assessment practices have to be made transparent to the student.	Tests and practical application of knowledge	Learn the information, write tests, assignments - application is strong. Lots of immediate evaluation and immediate feedback in the practical areas. Student expected "to do" and to understand why he is doing.

	4.4.6 Judgments made of course	Lack of tangibility, no research, no papers - everyday knowledge. A lighter study load.	Think that it is important to have links with professional boards, and people in the workplace - I think we have many of these things in place. The staff in the department - they would bring in a professional board - internal quality review. I don't know if the industry is brought in - would not object.	I felt they were taught by teachers, what knowledge could they provide for students, what skills? Teaching is a skill on its own. Teachers cannot bring a world of marketing to the classroom. Some employers may prefer a person with a more practical approach, and to progress in the working environment.	Staff must be qualified. Sometimes seen as a lesser person by those who do not know. We need to learn to play the game.	Graduates must be prepared for the industry - preferred providers for employment due to history of ability to be able to deliver graduates who are employable.	Employment and success in industry - attitudes, coping, outcomes, transfererable skills. However we will have to re-look what we are doing. Will take 5 years.	Industry acceptance of students and abilities in industry. Availability to find staff, mindset of existing staff. Difficulty to change mindset, and find qualified staff / new staff that think academically in the traditional way.	Made by industry - of the product we deliver to the industry Staff are also judged by what we bring out on the industry. They are business people, not educators.	Peer judgment - Can the lecturer do as well as teach is important in a vocational environment. Industry judges from the employability of the students - WIL programme. Programme review, staff review, resources review.

5	Knowledge frameworks and structure									
5	5.1. Understanding of different frameworks.	Have heard about it - many views	No idea		There is a difference. Contextualization and application becomes important in diplomas. Theories and models are relevant to academic - also used by diplomas.The two - academic and vocational - are different and would have to run parallel to each other. Maybe put more academic in the course with still a strong skills knowledge.	There are distinct differences in structure and framework of academic and vocational. I will create the structures, first believe and figure out the function, then the structure within the school. Waiting for structure is a weakness.There is a difference - One is the operator an the other is the systems thinker . One related to task and the other to business.	Terminology makes no sense to me. Doctor, nurse is vocational, accountant, CA; a lawyer - professional bodies imply vocational. Have to do the practical part before being allowed to the professional body. There is more similarity within the diplomas, and within the degrees. Vocational knowledge is designed to be used immediately, degrees do not have product or industry knowledge. This means that the courses are designed differently - same content, application of content is different	At undergraduate level I believe there is not much difference - the difference comes in at post-graduate level.Recognition for theory as well as application in all programmes. Vocational does not mean "hands-on" practical only. Higher Education is Higher Education - vocational is found in academic also	Don't know need more focus. Not sure that there is a difference - levels of education are different - more academic or more vocational. Also schooling and tertiary.	Effectively a ND is equivalent to 2 years.

	5.2 Influences on course design				Will be easier if the STH develops its own degrees so that students can articulate within, or start with a degree - then no articulation is necessary.	First figure out the function, then the structure. Continuous changes have led to waiting, which has moved towards maintaining the structure, and the integrity of the structure instead of what makes sense - this is a weakness in the system.	They are structured differently. Different purpose and different outcome. Will never have post-graduates, as no-one to do research, or take research. Will stop any development of that course.	Need for Hospitality strategic thinkers - small group; together with need for vocational and practical training. We are able to do that, considering the unique combination of academic and vocational opportunity at UJ		Course will have to be redesigned to match a B-degree, in order to articulate with a M degree and onwards.
	5.3 Academic framework		A master's degree is a master's degree - why is there a difference between a M, and a M-Tech	Business Management originated from economics-I come from the old school and that is very clear. Yes we are training an academic, but more, your lecturers and your staff that do the teaching all have their fingers in the world of business -they transfer that knowledge to the students. There is a lesser amount of skills than the vocational side.			Experiments in science -entirely outcomes based (?) Collection of relevant information, and expressing an opinion. All knowledge has to be used to be of value - application will always cross boundaries. Nothing works in a silo.	Structured to meet academic needs	Not sure how this is structured.	Very much in your field - not outside of a field. Channeled knowledge.

	5.4 Vocational framework			Students will have to move into an academic world - this is how it has been structured.	Very integrated, keeping in touch with the trends with the technology specifically. More technologically driven		A professional body would not work, anyone can open a hotel - only involved when you can injure people - protection for people. Have product and industry knowledge on graduation. Know challenges, possible changes and trends - different content	ex TWR I saw no difference between academic knowledge and vocational knowledge. - now I believe there are different levels of knowledge. Now know that it is integrated code - has been all along. Collection code is not applicable in this case.	Not sure how this is structured.	Very integrated with the subject next door - subject and subject matter does not stand alone. Integrated with other disciplines, overlaps within other subjects.
	5.5 Experiences of students			Technologists will suffer - but the bureaucrats have done this - so detrimental to country and students	An all rounder - can be fitted in anywhere in the industry at first. Camouflaged with knowledge - can almost adapt in any part of the ocean. Then specialization is needed. This is slowly changing.	Choosing a career that is both vocational and academic. They need to have a clear understanding of the vocational to be operational, and the theoretical to be a good manager.	Students are different - not only stronger and weaker - not sure the right students are in the right courses. Some academics say 75% of students here should not be in a University.	Undergraduate all on par - postgraduate is the issue. Vocational not developed there yet.	Vocational can articulate to theoretical. The students need exposure in the workplace to get first hand knowledge of what they are being taught. Structure required to assist with articulation. Need quality students	Student experiences an integrated and shared knowledge base - applicable across a range of areas, - specialization of an area comes later, once the student is in the working field.

	5.6 Application within UJ			Talking about staff - they would have to prove their research outcome, and their skills - so then they have a two-prong thing - and advantage.	Challenging. Two different structures within one department is even more challenging. Being autonomous means that other students may find it difficult to come into the UJ from other institutions - programmes not the same	UJ will manage the process -we need to structure it - University policies to make sure everything makes sense. Recognition of difference and assist with professional development programmes to allow for people with a vocational background to get to a bachelors level. We have to build capacity and enough support to make this work.	Must have a demand first	Strong resistance within UJ. Long road for those who will manage articulation. Re-curriculation in hospitality will help	We would have to recruit students with potential to grow with us, and at a level required in industry, Right caliber of student required.	Will be in disfavour to Hospitality. B-Tech has strong strategic management - a hope for future articulation - problem is after that.

	5.8 Articulation possibilities to other levels and courses.		No idea. I do not know enough about it, are you implying down or up?	All students will have to go academic to further their knowledge. Technological knowledge will stop there, and have to be done within the framework at the workplace - that is where I picked up the practical things. Also consultancy. not to sit in your office and write nice articles and impress people - but get out there and see what is happening in the workplace, and bring it back to your students. We will have to look at bridging courses to assist students.	Will have to be done within UJ, to accommodate UJ students. Depends on the level at which the articulation is going to take place. May have to use RPL. What are you going to carry across needs to be decided. Each has their own field of expertise, and it is not so easy to just cross over. Also issue about qualifications. Will have to be facilitate at each level -depends on the level that articulation will take place. RPL will can be used - you could credit retention - Honours level will depend if the student has major subjects. each department would have to do their own.	There is articulation and progression in the workplace as well as in studies. We need the data to determine how this happens there and what skills and knowledge is required. Only 15-18% of employees in hospitality are qualified above matric - those with a wish to progress must be given the opportunity. Only 15% should be able to articulate provided both are presented in the same school, and are tied by the same quality issues, quality frameworks. Challenge is also qualified staff, knowledge of teaching and learning. Not national opportunities - only within an institution, within a school that is tied by the same quality issues, quality frameworks.	Will not exist. Cannot be done. All masters and doctorates are the same - first years are designed differently. Problem 4th and 5th year. What underpins this level. At the moment not possible - students must enroll for the right course at the beginning. 4th and 5th use underpinning 3 years/ How do you start there You need to tell students that they will never be able to study beyond 4 years	Recurriculation of existing programmes. Recognition that vocational does not only means a hands on/ practical approach - lots of theory already - we are not apprenticeships. Resistance from academics to acknowledge that. Students would not have a problem, as long as the articulation path is clear.	Not sure. Would need to know more about the industry, give them an idea, plus from an academic environment to a work situation. Finance and not being aware of the industrial implications and wanting to know more to study further, but work first. Should be structures available.	Have no idea. Would need to find direction first, then specialise. Career path determines direction. Not possible at this point.Present structures have made it quite difficult. Our only hope is re-curriculation to a B-degree. Not sure for the future - it is being done for staff and colleagues now, then what?

6	Knowledge Codes									
	6.1. Understanding of concept		We are running projects specifically about this - there are people that you can ask			There is a difference. Cognitive abilities, Logical thinking about the world. Then emotional intelligence - to know yourself and to be able to deal with others. Physical knowledge about body and how it works, and spiritual knowledge - knowledge of the head, the heart and the hands.	Does this mean anything - for me a doctor has always been vocational education - has to be trained.			Written form of knowledge, apprenticeship form, skills form, hands-on knowledge. Vocational knows more than academic in the working environment.
	6.2 Bernsteinian codes	Know about the kind of discipline and stuff versus non discipline and stuff.	Not idea	I believe that the two code forms can be merged - look at the B Comm. programme - you see the different disciplines there. From second year the students start to see how the bigger picture fits together. They see how analytical techniques plays a role in terms of interpretation.	Not aware of codes - but understand that you cannot operate in an enclosed way - to function you need to know about other disciplines and application	See it differently - universities have a strong internal code - industry has a strong internal code, so has a school etc. These all form sub systems and together make up the bigger system. I see undergraduate and post-graduate differences. Post - graduate is done for yourself. Undergrad work is much broader. Vocational is integrated - technologically driven.	No idea	Aware of Bernstein - may be different, but do not believe that one is more important or less, than the other. Depends on context, application and outcome.	Confusing - not sure	Collection code is very academic - closed form

	6.3 Application to HM programme	One might make an argument that Hospitality Management is not disciplined. Everyday knowledge. People cannot be taken seriously.			Vocationals are predominately into disciplinary. They draw on all sorts of areas - makes for a much more work ready student - especially in managing people.	Interesting - never thought about it. Undergrad - an all-rounder. Post - need to be more specific. Also areas of specific application, different from general application. Vocational is about being an operator, the other is about being a systems thinker.	May be relevant in the teaching and learning, but in reality everything is linked in application.	Definitely collection code. It has to be or you will not grow the full student. Knowledge is about applicability of that knowledge. Believe that this applies in all programmes. More emphasis on vocational does not mean that there is no academic. Different forms of knowledge is applicable more to the syllabus then the curriculum.	Not sure - but it must have an influence.	Vocational lecturers have potential to be academics, not sure if academics have the ability to be vocational.
	6.4 Combining differing forms of knowledge				Cannot merge them - can run them parallel. Underpinning knowledge is different, also the presence of skills knowledge in the diplomas. You need to meet the exit level outcomes of each qualification.	In each code people think differently, they speak in a certain way - to match the environment and the dynamics. See more of an undergraduate and post-graduate code.	Degree get general knowledge in 3 years, then specialise. Diplomas specialise in 3 years, so find it hard to go back to general.	Believe it is done anyway - just not always recognised as such. Internationally emphasis is placed on preparing people for the workplace. One cannot stand on its own without a relationship to the other.	They can be combined - they should be able to be combined.	Will work as long as one respects the other. Can be integrated. One does not out-value the other, can be complimentary. Each can add value to the other

	6.5 Implications for staff	Academic committees and traditional academics may look down and say what are these people talking about - that would be kind of general stuff.			Not sure if there is respect - one would hope so. Vocational tends to be more flexible and willing to share. Not sure if strictly theoretical can contextualise into another discipline - have found that with academics teaching in our programmes find it hard as they are not familiar with the hospitality industry, rather with the knowledge only.	Very challenging - industry is changing, staff have to change - different knowledge, different assessment. I have never seen chameleons in our industry - only one in a hundred can do both academic and vocational work equally passionately. Seldom happens	Unless you produce research you will be looked down on - cannot teach on degree programmes	Wide and daily implications. Appeals to be the approach used by STH all along. People need more understanding and information to change their mindset. Availability of staff is an issue.	No implications - they have been doing this and that is what they are good at.	Can keep each other on their toes - dipping into vocational, into diploma into academic, and vice versa. Does what you are teaching have a valid home today?
	6.6 Implications for students	Comparisons can be made of the numbers of hours spent on vocational studies - perceptions of workloads -			Need to see contextualisation to gain understanding and application. A lot depends on the lecturer. Information needs to be used where it is going to be used.	They need to know early what the industry looks like that they are going into - good sense of realism - you own discipline needs to be at a high level.	Go to another institution where progression is smoother or designed to be possible - to a University of Technology.	Students have a problem integrating knowledge anyway - we work on that all the time. Now about the form of knowledge, has to do with development of the student	Need to work more diligently, more pressure to do this level of learning	I feel sorry for pure academic students, takes them a while to find their feet in the workplace, to become functional. However their ability to research and compare may allow for higher development.

	6.7 Implications for programme recognition				Needs to be contextualized - relevant to the purpose	Must be a consistent product - sort out in-house issues. Delivery needs to be incredibly well planned. First the what and then the how.	Should not do development outside of specialist fields - none of these programmes will be able to go beyond 4 years	Cap-stone model used in some international qualifications - integration very successful here - not impossible.	Perhaps be higher than before	Industry not crying out for masters and doctorates. Starting with Honours degrees where analysis and research skills are needed. There is no practical at this level - so no further skills.
	6.8 Implications for status of the STH				Will gain huge status if they use the opportunity to use both degrees and diplomas	Promise 60% and deliver 70% - Must be positioned as a major thought leader - to be reflected in the quality of our students.	Distinct disadvantage - I supervise for another institution - no financial gain for me or the institution. Also Honours students do accredited articles - good income for the institution. We cannot do without the right students - cannot develop academically - deprived of the opportunity.	The programme is important - the development of the programme has to be carefully considered.	Would increase	Needs to develop thinkers as well - and to expose abilities of staff and students

7	7. Changes to the HEQF									
	7.1 How informed	Need for new academic policy - clearly a driving force. Perforation of qualifications, different names and different kinds of stuff. - tried to create a simpler way of understanding the system. A sort of rationalisation, internal logic. Too many courses offered by too many people before.	Have no idea.	I don't know and I really don't know what the HEQF is doing - those bureaucratic things come on your table and you need to adhere to it. Not real motivation behind it.	Changes needed in the levels, and level descriptors. Each qualification slots in comfortably now. There was confusion at level 5 and 8.Not sure how it was informed.	Level 9 and 10 were incorrect - not the same (masters and doctorates) Unknown M-Tech and D-Tech - not a generic qualification. B-Tech and Honours degree comparison was the issue	Levels did need adjustment	No Idea	Not sure	Heavily influenced by academics - not clearly thought through.
	7.2 Use of models	Don't have all the detail - a more coherent system, which would allow for appropriate differentiation.			Not sure - would not know unless you were part of the meeting group.	Technikons grew own structure - became powerful as they wanted to stretch themselves towards University level. This led to Universities feeling slightly threatened. Some newly formed and credible qualification now have to be phased out to get back to traditional academic system.	Some courses already stop at 4 years.	New Zealand, UK - where articulation from one programme to another was made possible.	Not known	Not known

	7.3 Other factors for consideration	One the one hand coherence, but should not be constraining.			We were led to believe that it was to progress articulation, and to align outcomes with the levels. Off site learning (WIL) was being questioned in our diploma as it is a year away from the institution.	Extremely difficult -we do not have the answers - students have to trust the credibility of the system. My responsibility to get this figured out - long term implications and how it will work. Reason for environmental analysis. Need to make the decision known soon.	No need for a doctorate in marketing, catering or running a hotel - only for educational purposes.	Articulation in theory was the major factor -so have to do studies around what needs to be in the curriculum. It is an institutional thing.	Unknown	Unknown factors. First draft had recognition for vocational, second only for academics
	7.4 Intention to provide for HE	Must be space for people to develop new things - a clear process that can be followed.		We are now a University and can offer M and D degrees - no need to offer both. The B-tech's are a problem now. - advanced diploma is new work - so still have to do an Honours	We can attract students from the lowest level to the highest level. We would have to recurriculute to meet the needs of the levels.	All application lies with leadership and school at Higher Education to make this work		Possibility to move and further your career - we need to recurriculate which is a huge implication. Opportunity to relook concepts.	Cannot answer - should be	Probably to allow for progression - a good structure but implementation is no going to be easy. History also provided for working people to obtain qualifications in the past - now not going to be easy.
	7.5 Possibilities for students	Concept of movement to higher levels of learning needs to be accommodation - less exclusion and restriction of access.		Difficult - the gap between a B-tech and a masters is just too big. They can get into a M-Phil - they have to catch up on their own - depend on the supervisor - lots of reading will have to be done - maybe a requisite course.	Articulation from vocational to degrees is difficult or problematic as experienced earlier.	Students have indicated their wish for career progression and the ability to continue upwards.	Going to be a problem - must be clarified when studies start. Industry demands and needs will determine the route the student needs to take.	Not up to the students - rather the institution - they must develop opportunities to allow for these movements. Hope this happens at UJ.	Unknown	None as yet.

	7.6 Implications for HE	Clearer guidelines and picture for all.	Universities of Technology are concerned, also our diplomas.	New staff will come in with different qualifications - so that will not be a problem - we are sitting with a generation gap. Vocational staff - Difficult - a chef with master's degree??? Cannot see it.	Students will have to do another year	Expectations of students who are indicating that they want to achieve the top in both their studies and in their careers - delivery of this is a challenge for HE.	No research output from experienced vocational people	Possible on the surface - look deeper it has serious implications and problem areas	Unknown	Progress for a vocational to academic difficult - needing to step down to pick up, before proceeding. Status and recognition for vocational and academic higher qualifications not equivalent - where the problem starts.
	7.7. Reasons for the removal of B; M; and D Tech degrees	A big debate - a huge debate - people are upset. - still a sticky area. My department is still open to listening. Reports that they have to come back. No cut and dried decisions yet, but there is some movement and some accommodation that will be made here..	No idea - there are a lot of people that are unhappy - Universities of technology for example. But concerns for our diplomas here.	I can see the reason for M and D Techs, as we are a University now, and we have opened up that in terms of a M-Phil and eventually a PhD - still think that getting rid of the B-tech is a problem - We should have kept that. THEY WERE SOCIALISED DIFFERENTLY, they study differently , now they are forced to be the same .Same would apply with an academic student wanted to do technological.	Not -sure, but has caused a huge problem. Not solved by articulation into degrees.	Not identifiable in an international picture. Also to streamline the University system. Not known in HE - issue of identification of quality. Also poor supervision of M's and D's.	All M's and D's should be the same. But the design of the undergraduate is different, so vocational cannot articulate to academic. So now vocational have nowhere to go.	NO M or D as there is no Bachelors. B-Tech is unclear, therefore confusion. Otherwise no idea	Unknown - should not have happened. I was not part of the decision.	Very, very confusing qualifications. Awareness of what Technology is, is lacking -did not know what to do with it. Has not been worked out - especially ours

	7.8 Implication for post-grad studies	Debate - it has huge implications - a need to address this very carefully. You deal with the esteem issues - there were qualifications there that are not found in the new system - people are saying that if we take on this new environment, then you are not acknowledging us (Technikons). Financial and subsidy implications are also one of the unresolved issues. Needs to be addressed very carefully.	Is this about continuing down a more applied track or is one proposing that they simply transfer to the post-graduate level of study which is more typical of the degree they are on?	The gap between a 4th year student in Tech qualification and a M- degree is too big - the students struggled in Transport and Supply Chain studies. The level was higher than expected. Cannot see B-tech doing a masters. I believe we will have to bring in bridging of some sort.	Phasing out of B-Tech is very problematic. Especially those dependant on their B-tech's to get to M-Tech's. Now M-Tech is also being phased out - don't know where to go. No career path is clear. STH will have to introduce a degree, otherwise no opportunity for M's and D's. The University should be offering these - the Universities of Technology should be offering his -not happening. We are not encouraging diploma students to study further	B-tech was done away with prematurely - there were Universities sending out good stuff. Some bad B and M tech's as a result of poor supervision.	We cannot say that one is inferior to the other - the market need both. Articulation is so difficult, as where do you slot someone in -specialist to generalist, or generalist to specialist? Change diplomas to suit degrees or degrees to suit diplomas - cannot be done. Both are required by the market.	The HEQF say that students need to be accommodated - What happens when it is not, or not allowed due to institutional policy?	No idea what is planned	Our 4th year is now a 3rd year. Now a major problem for these students to continue? Where, with what?

8	8 Choice of H.E. providers regarding the articulation between, and movement across, the HEQF. Academic credits									
	8.1 Credit acquisition perceptions.	Issue comes with articulation. I think there are some difficulties within HEQF - credits need to be in context of what you are doing - the credits must fit in. A loose configuration of credits does not get anywhere. Credits placed within a framework of a qualification can build towards it. Debate taken up within SAQA - needs evidence based research processes so that we know what we are dealing with, and the impact of decisions. Recommendations have to be made to address these issues.	Some will assist a student to move - others will not be transferable		Not totally sure of this	Weakness is vocational credits versus academic credits - comparison is becoming ridiculous and difficult. Cannot be compared. Also from which institution - we know which institutions deliver poor quality students.	A lot of credits do not necessarily build on each other - no transferability of skills.	Acquiring credits needs to be contextualised - there need to be regulations. In theory has always been done	Very open way of collecting qualifications or credits - problem with specialisation.	120 for each year of study, and 360 for a degree. I can get 360 without moving up levels - now what?

	8.2 Articulation and progression implication	Huge issue in terms of articulation - the central issue to take on board. Student experiences was not possibly looked at.	Some credits are transferable and some are not. We do not want to encourage students to articulate - the diploma does not carry as much status as the degree. Students with degrees earn more. Identifying clear career paths is needed for diplomas and degrees. Most students choose a degree.		Know that you will be able to acquire credits at a higher level than what the particular qualification is existing from. E.g. a level 6 may have credits on a level 7, and not, sure by think these credits can be carried across.	Recognition of prior learning - although very simplistic and very idealistic - does not work in practice. Tried to be elegant, not elegant at all.	Must be on the same level. Have pockets of credits, do not necessarily build on each other. No transferability of skills -there is nothing that is substantial to fall back on. In vocational the information is used immediately - 5 years to be ready for management. In degree we pack you with inquisitiveness, and then you get the product knowledge. Anything you must do immediately you cannot separate vocational and academic - including medicine and accountancy.	You cannot move with 120 credits from one course to 240 credits in medicine - must be contextualized.	May not be a good assessment for someone who needs to specialise.	Credits need to be looked at relating to levels - where do they belong? Not necessarily looks at how many credits there are - it is going to confuse issues even more. Academic programmes will become more popular, as there is a clear path. Not the same for vocational qualifications - path is impossible and so not clear.

	8.3 Implications in practice	Some institutions are affected, others not - especially traditional universities.	There has to be detailed record keeping for any qualification - system must be in place. I literally do not know whether it will take more time or not.	Cannot see a 4th year student going straight into a masters. I really cannot see that happening. Maybe they studied differently, and now they are forced - no throughput.	Not sure of Hospitality unless very carefully structured into the curriculum - what academic programme? - maybe management. Students will have to very carefully choose their direction in Hospitality - maybe B Com.	Need a route to get from a B degree to an Honours. Continuous professional development for people with a vocational background is the challenge. Each level is a new ball game - so the credits cannot all be the same - intensity increases as you move up. RPL does not work - put to be elegant, not elegant at all.	Have research universities, and taves (Australia)- designed to be different. Can still go to a D. They are designed to be different.	You have to have a particular module on a previous level in order to articulate.	May be a very open way	Confusing - can I accumulate loose credits and add them all up? Will loose credits be added up? No application in academic programmes?

	8.4 Choice of, consideration for, articulation	Freedom of economy, academic freedom, and autonomy - do you set up a regulatory framework? Senate to make decisions. Huge responsibility lies within the academy - rationality and reason must prevail. - should be an academic decisions not a law. HEQF cannot be too prescriptive - it should be about promoting life and learning and so on. Issues about narrative esteem. Can persuade people to reconsider through rational debate and argument. No solved by laws. Needs to deal with learners - promoting life and learning and so on.	Students should be well informed at the beginning - only a few wish to articulate. Also how do you accommodate students not capable of doing a degree - do you extend the course or suggest they do a diploma?	Will apply to students under the old system. We are sitting with a generation gap that we have to bridge - then the programmes have to work it all out.	One must decide where the effort is having to be made, by whom. Begins and ends in the department - they must be active and present what they see as viable to me.	Problem is that qualifications from two different institutions are not necessarily the same. So bridging would be recommended to those students who have qualified from a perceived weaker institution. Then up to the student. Entry level will have to be equated.	Institution to choose - consider staff and demand. Resources and finances will influence.	Must have a clear path, and institution must plan for articulation if lower levels are not achieved. ?Bridging models. Which programme will articulate to which programme? National Diploma to National Diploma - credits can be credited accordingly.	UJ should support	If no value is given will you will see the disappearance of programmes. The impression I have is that UJ wants to get rid of vocational education.

	8.5 Qualification basket choice		A diploma is that, and a degree is that - Give the students the choice, and they would choose the degree.Matric is not at the necessary level, for those we have extended degrees and extended diplomas - this adds a year to their studies. This for me is a problem, is someone does not qualify in the degree then you might suggest they do a diploma, and they say they want to do a degree - how do you assess whether someone is better in a degree track or a diploma track.Obvously a difference in salary? not sure how many of "these" people find jobs. - what is your Field???. I think WIL is very important.		Different for degrees and diplomas - students have all the choices in degrees, and the whole programme as a diploma	Within a department or school there is a logical progression of qualifications - you need to consider how this cascades down in terms of teaching and learning policy of the University. That is our job - to ensure that the diplomas and degrees are at a certain level.	Financial implications, demand - tell students upfront - tell students to go elsewhere where it is offered. Competition between the departments is a problem.	Cannot be random - must speak/articulate to next. Levels need to be determined.	Does not make sense, a degree should not articulate to a diploma - confusing. A degree is a higher qualification than a diploma in a way.	Institution will have to give value to levels for articulation to work. As qualifications are created and discontinued, so the clear choice of a vocational higher qualification will become difficult to follow - where will our programme link to?

	8.6 UJ planning	We know that there are students from classic universities who are not getting jobs, industry says these people are not ready - they can't do this. Now learnerships have been created to allow for people to learn on the job - internships - these are all bridges. We need to hear from practitioners about what the possibilities are.			Lots of talking at this stage -degree could be a niche market for STH, also for other Universities of technology that cannot offer B Comm.'s. Previous convener Technikons worked very well to resolve issues.	Battling with the planning at the moment - have to deal with the vocational demands of the market. We are considering a 2 year diploma + 1 year internship. Then to articulate to a B degree Business development in HM. Being decentralized to departments to make it work.	Not profitable, little or no demand. Only issue is staff - cannot qualify further here.	Is being done for staff at the moment ? Students in the future - should be OK as long as the path is clear.	Experts, academia and industry need to be involved	Would have to articulate into management - cannot do financial or law.

9	9. Views on bridging: Challenges for									
	9.1 Institution	Need to get academic and vocational people around a table - what are the concerns, what are the issues - what do you need to accept a learner.	Could be necessary for students within a degree course who cannot be accepted into the course straight away	Students will have to come to Universities like us and do the qualifications. Not because we prefer it this way, but that is the way it has been structured.	Will have to be bridging if underpinning knowledge is not there.Will have to happen - how and design - do not know. Will have to develop new degree courses - Challenging to offer both diplomas and degrees in STH.	Will have to be short learning programmes, or continuous professional development. Will take longer and will be tricky. Have to deal with vocational and academic demands of the industry. Building capacity and enough support to make it work in the long term. UJ will make its biggest impact over the next 10 years - based on qualification structure.	Will be the exceptional institution that has a M or D - there are departments with staff without M or D's. Why take it away - assist with the bridging	Planning and clear management needed.Only small % of ex-students request higher articulation. Policy and decision making guidelines must be done. Opportunities need to be considered for students to have a path to further education.	No- either go for one or the other, Ex students - question fairness. If so, management would be the special focus area.	Managing the whole process - checks and balances to ensure people are not side-lined. Management of system is difficult . Need an effective administration process, no abuse of the system - staff training on process. RPL processes.Will be involved-will delay progress due to time and costs for students
	9..2 Staff			Existing staff are being accommodated into the MPhil. Other institutions may say no - otherwise where are the staff going to qualify further? Any skills will have to picked up in the working environment or doing consultancy.	Do not have opportunities to publish or present. Have to work alone - cannot be helped by students. Not fair. If degrees and diplomas are offered - you have to have the correctly qualified staff. - resources are an issue, With experience of the hospitality industry-difficult.	Positive is the number of staff studying these needs and possibilities - puts us in a good position. Keep an open mind - figure out who is really good at what, and to tap into those knowledge pools in order to restructure - will be preceded by debates, and a colloquium..	Diploma staff will never have status - cannot have research students. Staff can gain status for other institution supervision - no gain for UJ. Promotion will always be held from them - cannot use their student research as research output.	Availability of academically qualified staff is an issue in Hospitality. Post-grad is no longer about hospitality, it is more specialised- this is easier to find qualified staff	More commitment, not being aware of different requirements	Will require staff who know and understand the system, expectations and do the educating - difficult one.

	9.3 Sudents		Bridging is also for academic courses, so that a student can be accepted.		Entry requirements would be different - difficult. Also where to find the numbers of students able to do a BCom. Will need to be capped.	Would have to be assessed before being accepted - academic strength versus vocational strength - differentiation	Need wider skills at times - in hospitality do you know about the stock exchange?	Not a challenge, a possibility, it is progress. For the small % of students who would be interested.	Different types of learners - would require different nurturing, guidance, culturing, directions	Direction in your own life is an issue for students - which area of hospitality to commit to for studies? Also need to be prepared for the articulation. Need to be careful that you do not set the students up to fail.
	9.4 Structures				Will have to be considered on recurriculation - with the HEQF you have to be careful not to carry too much across - has to be looked at very carefully.	Must be planned beforehand - depends on environmental analysis - must be properly done or will not be successful. I first figure out the function and then the structure - not the other way round.		STH is well equipped to deal with undergrad. Less with 4th year. Does not have to be STH for post grad? Other departments.	We would have to give them what we think is manageable - so structure the course - maybe over a period of time.	Structures a major thing - staff, computer system, staff knowledge of possibilities and options, training, record keeping and systems. Information of possibilities needs to be clear.
	9.5 Programmes				Vocational 2 year diploma with 1 year WIL- prepares students for the workplace, and not for academia	Well thought through - with supportive evidence. UJ is consolidating postgraduate progress, as staff are scare and costs are high.	Will lose students to other departments in articulation - cannot do it ourselves. Internal mechanisms make articulation difficult. Budgets	Recurriculation must be carefully considered. Comparative studies necessary.		Delivery of programmes is different - unless socialised you are setting students up to fail. Articulation must not create a huge gap between levels, rather flow the process, than gap it.
	9.6 Programme delivery				You could attempt to plan a similar first and second year - not sure if this will work	Needs to be debated - no clear picture yet.		Pre and post grad will always be different	So many subjects per year	Must understand the behaviours involved - thinking, doing, reading, researching.

	9.7 Assessment				Needs to be appropriate to the level and to the content of what you are offering. Has to be effective of the student will not get very far in progression	Part of the validity of your system-the reliability of your system. Part of how you would like to get things done	No differences in practices - case studies, research, tests - done in both	Students will adapt to levels of assessment as they arrive, initiated by demands of programme. Students must be informed of what it is from the start. Exam writing has always been part of programmes -	Assessment practices have changed, needs relooking	Higher level - more discussion, verify, validate - question is quality of student - can they cope with it.
	9.8 Assistance to students				Two mindsets - you would need to have staff to assist these students.			Open-mindedness - within institution and STH will approach each issue as it arises.	We can assist with what is manageable, guidance. Maybe more time.	Academic writing, research skills, referencing, different authors, library use -same as all students
10	10. Government Subsidies / income									
	10.1 Undergraduate formula	Unresolved issues here, has been identified.	No-one has raised the issue of subsidies at the meetings I have been to.	I am aware that there are issues here. Universities of Technology are talking about there being issues for them.	Based on time when they have to complete -same for diploma and degrees	This will mean you have to be good, in order to possibly charge more -(private catering schools) - I am not too concerned about subsidies.	Lower subsidies here - yet I can cover large number of students with one lecturer	Applicable to us now.	Must have been research, higher value perhaps, and need for different formulas	Do not produce knowledge - postgraduates do, so better investment - same with funding and research, publications

	10.2 Post-graduate formula		No-one has raised issues of access at meetings I have been to.	We will drive research - not sure where STH is going to deliver from. HR delivers most of the faculties research out - they have the students. Business has too many students - not enough time for research. Not sure how the diploma courses are going to survive - research will not come from the students	Will have an impact, as subsidy is huge - so University will push for this - vocational departments will be disadvantaged.	Not a numbers game - I would like 20 good post-grad, rather than the numbers.	More qualified teacher and more input per student - specialised teaching. I need highly specialised staff - not many available.	We will not get as we do not offer? Not excluded, just fits in with the planning. The institution will still benefit if they allow for articulation.	UJ seems to be able to earn more	More attractive from an investment point of view - deliver and create knowledge. But students have to pass through undergraduate first - attracts research and publications.
	10.3 Challenges to the survival of prammes	We have identified in SAQA this issue of work and learning. Research is happening here. We need to know more of the relationship - the work and learning stuff. This will create an enthusiasm and excitement about these issues - people will come on board. Funding is being made available for this		Not sure of survival of Universities of Technology - will all have to become Comprehensive universities in order to survive.	University will have to decide - problems for diploma programmes.	Implication would be-what type of knowledge do you bring back to the school, and how does it blend with the existing. A blend is required - not all in one area. Need to have staff register for higher degrees to stretch the system.	Working alone to survive - no students to assist or to use for research purposes. A lonely road with little recognition.	Institution needs to allow for articulation to obtain the funding anyway. We need to consider education and students development - not only funding to a specific department	Not sure, but think that we are being excluded	Undergraduate only programmes - ?value - must develop to post graduate levels - also ours. Still have a well respected vocational standard - does he industry want too much more generally. Other forms of acknowledgement, such as head chef and GM. Only so much value you can add in general vocational areas

11	11. Academic status and research output									
	11.1 UJ Position		We want more staff to do research.		Status of any programme, and the students who enroll there, is dependant on the ability to progress to post-graduate level.	Issue with knowledge about how you study further - lip service but little understanding in industry. You need to lecture in a good programme to be considered a good lecturer.	Cannot happen as diploma level - cannot supervise anyone, cannot use students as research output - distinct disadvantage. Other academic departments nurture their Honours and masters students for accredited articles. We don't get those students - cannot lead the way in any way.	Will be effective provided an alternative is provided - institution must allow for opportunities to articulate	Not offering higher qualification would question capacity or not a necessity.	Difficult for staff to study, therefore status to lead research is limited, also supervisors to take lecturer research - no-one available.
	11.2 Development of research ethos in programmes		Will have to be developed, as it is the emphasis of the University	If you are OK academically - then you can work in the workplace to get the practical - gives you an edge (??)	Not fair for students not to have a career path in the field they wish to study. What is wrong with a m-Tech and D-Tech -why should it be pure management, or pure marketing- why should you be moved to another field with a different title, not hospitality	Staff need to be stretched - but we need to evolve alongside it all - what is the next phase to stretch staff to?	Needed to obtain status and recognition. I am supervising students now for other departments - so no credit or money for my own department. Not worth it - nothing for me or the department.	Need to think specialisation		There is research in vocational studies

	11.3 Status of programmes		Students want University degrees for status and higher salaries.		Lack of opportunities to publish, or to increase the number of publications when there are no students to assist, is going to affect status of the programme, especially from an academic perspective.	The programme must obtain recognition through research, development and adaptation to need.	Distinct disadvantage	If you see vocational as purely "hands-on", then research has to move beyond that. Both for students and staff.	Will be a loss, would give impression that we are not able, or there is no need.	Needs to be carefully considered.
	11.4 Restrictions to departments		Puzzles me that it is not possible to proceed in the discipline - is it the field or the qualification?	Resources - capacity, staff. Appointing a guy to drive research at STH - not sure where the research is going to come from - not the students - possibly more on the Tourism side.	Expected to do research-under which banner? No students to use for publications or papers. Why should they be moved to another field with a different title attached to their qualification when they are interested in Hospitality Management?	Not enough Master's or doctorates to drive conversation in that direction	Cannot assist students -don't have the course. Suspicious of quality then	Will negatively affect academic status if no opportunity is given. Reason for emphasis on research and articles is a financial one for UJ - I believe in a comprehensive institution there has to be recognition for what each lecturer can contribute, the role they play, and the choice of lectures to teach only.	If not available, then not sure	Staff are assisted to further develop, but not students

	11.5 Room for vocational research		Not sure - do not understand this		You can talk your way into it - put your case on the table	Don't like the word vocational research - prefer applied research. Even academic research has applied research - huge demand for it.	Can be vocational or academic - you add knowledge	Funding formulas do not discriminate between vocational forms of research and academic forms - should be about education.	Certainly is room for vocational research in an academic environment.	Recognition needs resolution. Vocational research in areas such as Food Technology - you need an understanding of both knowledge and application – possible
	11.6 Status of staff	Research on about what the issue are here - need to gather the information	Why do you want a chef with a master's degree? I do not understand the issues here.		Timetables are challenging - vocational work longer hours, workload is more intensive. No status given to this. Staff will have to specialise in order to be seen.	Will need to take their own status further through further studies	Will never get promotion unless you do research, and have students - otherwise not possible	No such thing as a post-grad vocational study - now becomes more subject specific - should and does apply to all staff.	Takes away motivation from staff, no more dignity, de-motivate.	Long road if you did not start on an academic route. Support within department, ? UJ
	11.7 Challenges for the development of staff		Possibly to speak to Prof. Swart - his department has similar issues and he is producing higher degrees. (Why would you want a chef with a master's degree - issue with recruitment of staff)	Have to have the right staff to do research	Lack of opportunities to publish or research -as you do not have students to work with.	Must be a good status or everyone will be a noddy	Cannot develop, an no-one to assist - no support, takes longer, no motivation - lonely road. Question why everyone must do research - some lecturer just want to teach- why not accepted	Depends on the institution and perceived status - this is a big institution - must recognise that different people have a role to play on different levels, and certain staff, by choice -choose to stay at a level. Does not make it inferior.		Difficult, No recognition of outside of academic- Cape Wine Masters. Recognition of adding value to persons development and growth restricted. Very demotivating for those who want to study further.

	11.8 Support for staff		The department and University have to find a way forward.		Depends on HOD's and their interactions and their flexibility around it - management, marketing are directions one could go into		None- lonely road. Finding supervisors is difficult- specialisation areas.	Should be room for 2 profiles of staff - undergraduate and post-graduate	Needed as they believe in that vocational guidance and teaching and education, motivates them to do a good job	At the moment - problem is which qualification?
	11.9 Subject specialisation				FTE ratios are difficult -small practical classes compared to larger classes in theory.	You need to further develop knowledge by using the blend of knowledge that the staff brings to the department. Need to have different areas to create a good academic stew	Needed for status and recognition	Will have to happen at post-grad. We have it at under-grad.		The problem here is that you can only go so far in pure vocational areas - then have to add other areas. Specialisation is not given credit - ?chef
	11.10 Academic slip / drift implication	We have a partnership with University of Western cape - trying to hear this issue	We want staff to do more research - it is obvious to me that it is not possible to proceed in the discipline - this puzzles me. Problem appears to be in the field - not in the qualification. Speak to Prof Swart. - they have overcome it.	I do not think that there is confusion - these things change and we need to ask if we are still on par with things.	Starting to happen already - can happen quite easily in UJ because of the vocational. Needs to be watched to ensure that it does not happen.WIL as a differentiator can easily be replaced with more theory - less worry about practical classes and placements. Loosing a strength	I see no problem- if there is ingenuity in the academic system it is likely to be more flexible and able to tackle the challenges. I personally have a PhD in Food Science - acquired more skills on route, and moved through 3 industries - I can respond.	Will not attract better students - needs to be in the area that the department wants to specialise in	Exists always. But at M level it is not about content - relative to process and application in a field. No problem.	Allow you to learn different aspects, makes staff more confident. Will change you as a person.	Will happen - ?interest, purpose, what are you then? Who will do vocational training? Standards, commitment? To study further you will have to move to another area of knowledge

12. Views on the future										
				My son in law has a matric and lots of diplomas - BUT he has a healthy ability to make the necessary application to show that he has the practical. He got appointed over MBA's. I think the playing fields are leveling gradually. New thinking and a new approach between the academic and the vocational	Vocationals have to work hard to keep their place in the sun - either from academic drift, from qualifications, from the attraction of the students. I will be calling for a forum that will feed to the management committee to assist, chat and share experiences. We need help here, and we need help there, and we are equally as good in our own right as the degree people. We have to rise above the feeling of inferiority - not reason for it. We have the knowledge and are equally as good.	We hold the future in our hands - we need to build a park for the future that is sustainable and forms a whole. Need for vocational as well as academic strength. We manage the interface between the lecturer and the student. Need to use the talents that people have to manage the programme and differentiation required. Only 15-18% of the people in hospitality are qualified above matric - people want to progress - how and where?	Think it is better to have a University separate, and a Technikon separate - marketed at specifically aligned institutions. Will always need students with diplomas - greatest need in a pyramid. Short diploma courses are now lost to the university - have to offer degrees only. Lost the income.	HEQF is not perfect, but allows for opportunities for the institution. It must build the bridges and opportunities, and allow for infrastructure and movement and articulation. Two staff profiles are needed: undergraduate and post-graduate, rather than vocational and academic. HE should focus on learning, for both students and staff.	In hindsight a good move to be merged with an academic institution - mind shifts were necessary, incorrect information given, and negativity.	Maintenance of academic and vocational standards will be important - no need for the product(student) then no need for the course.