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An evaluation of tourism industry perceptions of tourism programmes of selected further- and higher education institutions in the Western Cape

Andre Breytenbach
Cape Peninsula University of Technology

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**AN EVALUATION OF TOURISM INDUSTRY PERCEPTIONS OF TOURISM
PROGRAMMES OF SELECTED FURTHER- AND HIGHER EDUCATION
INSTITUTIONS IN THE WESTERN CAPE**

by

ANDRÉ BREYTENBACH

Thesis submitted in fulfilment of the requirements for the degree

Master of Technology: Tourism and Hospitality Management

In the Faculty of Business

at the Cape Peninsula University of Technology

Supervisor: Prof I. W. Ferreira

Co-supervisor: Mr S Ohlhoff

Cape Town Campus

May 2010

Declaration

I, André Breytenbach, declare that the contents of this dissertation/thesis represent my own unaided work, and that the dissertation/thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own findings and not necessarily those of the Cape Peninsula University of Technology.

Signed

Date

Abstract

The research aims (i) to evaluate possible differences in the practical application of knowledge and skills learning concepts employed by selected further- and higher education institutions in the Western Cape; (ii) to evaluate the Western Cape tourism industry's awareness of the differences in tourism educational programmes and qualifications offered by the relevant institutions.

The research methodology for the project has, via a literature search and empirical survey, evaluated the extent of differences in practical application that exist among tourism educational programmes offered by further- and higher education institutions respectively, in the Western Cape. It seeks to establish the possible impact these differences could impose on knowledge levels of graduates and on their employability. In the literature search, inter alia, relevant sources were consulted.

A number of applicable normative criteria were extracted from the literature, followed by an empirical survey in which randomly selected tourism professionals practicing in the Western Cape were approached to complete questionnaires. The responses to the empirical survey were codified on a computer data-base and were statistically analysed with the assistance of a registered statistician.

The findings and interpretations of the statistical analyses were presented as tables and charts and were individually explained. A number of recommendations have been made, followed by relevant, concluding remarks.

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DEDICATION

To the Lord God Almighty

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GLOSSARY OF TERMS

Acronyms	Explanations
ADEA	Association for the Development of Education in Africa
ATHE	Association for Tourism and Hospitality Education in United Kingdom
CHE	Council on Higher Education
CPUT	Cape Peninsula University of Technology
DEAT	Department of Environmental Affairs and Tourism
DoE	Department of Education
DHET	Department of Higher Education and Training
DoL	Department of Labour
FET	Further Education and Training
GET	General Education and Training
HE	Higher Education
HEQF	Higher Education Qualification Framework
NQF	National Qualification Framework
SAIDE	South African Institute for Distance Education
SAQA	South African Qualifications Authority
THETA	Tourism, Hospitality and Sports Education and Training Authority
UMALUSI	Education and Training Quality Council for Further Education and Training

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

In this chapter the framework for the project is visualised. Sub sections include background to the project, the problem statement, research questions and objectives, research methodology, data collection and analyses and recommendations.

1.1.1 Background to the study

This section embarks on an explanation of the background to the research. Relevant sources are consulted in order to obtain a comprehensive understanding of the South African landscape on Further- and Higher Education and its articulation with the tourism industry, against the backdrop of relevant principles, goals and purposes.

The Education White Paper 4: *A Programme for the Transformation in Further Education and Training* (1998: section 5.17, 5.18), sets the goals for the development of and across Further Education and Training (FET) and Higher Education (HE) in South Africa. The goals of this strategy include principles such as the development of clear and consistent policy for the provision of FET and HE programmes by applicable institutions as well as the assurance of quality in the provision and articulation of FET and HE programmes.

In addition to the Ministry of Education's programme-based approach to both FET and HE respectively, the Education White Paper 4: *A Programme for the Transformation of Further Education and Training* (1998: section 5.22) also promotes the development of an integrated framework for FET programmes, curricula and qualifications in schools and colleges.

This programme-based approach is also applicable to the HE sector. The Education White Paper 3: *A Programme for the transformation of Higher Education* (1997: section 2.6) explains that the Ministry's vision for a single, national coordinated HE system encourages a programme-based approach. It is hoped that the adoption of such an approach would promote the diversification of opportunities and learner mobility, curriculum and qualification structures as well as the development and articulation of education programmes within the National Qualifications Framework (NQF). Furthermore, this approach should translate into innovative routes for access to education and learner mobility that prioritises flexible learning systems and credit accumulation for students.

The research evaluates the approaches that selected FET and HE institutions in the Western Cape employ in their delivery of tourism-specific knowledge and skills learning concepts, their application of National Policy as well as approach to conceptualising their educational programmes. Furthermore, it establishes the possible extent of differences in design and delivery of tourism programmes offered by selected FET and HE institutions in the given Province. The research also evaluates the awareness of the tourism industry with regard to the availability of different tourism education programmes by selected FET and HE institutions in the Western Cape. Finally, it evaluates the possible impact these differences might impose on the knowledge levels and employability of tourism graduates.

1.2 PROBLEM STATEMENT

The problem statement below serves as a compass in the research process. It is supported by sub-problems in order to lead the research step by step.

“In the Western Cape Province, South Africa, a lack of knowledge exists amongst tourism professionals with regard to the extent of different tourism programmes offered at selected FET and HE institutions, their respective practical application of tourism knowledge and skills learning concepts, as well as a lack of information regarding the perceived knowledge and skills levels and employability of tourism graduates from both sectors.”

The next section depicts the key questions for the research.

1.3 KEY QUESTIONS

Questions are derived from the problem statement.

- What is the *extent of possible differences* in the practical application of tourism knowledge and skills learning concepts among selected further- and higher education institutions in the Western Cape?
- If significant differences exist in the chosen practical application of tourism knowledge and skills learning concepts within tourism education programmes among selected further- and higher education institutions, (i) what *impact* would it have on the knowledge and skills levels of graduates and (ii) what *impact* would these differences impose on the tourism industry in the Western Cape?

- What *criteria* are currently used by industry professionals to determine the relevance of educational qualifications when appointing tourism graduates from different further- and higher education institutions in the Western Cape?
- Should significant differences in the chosen practical application of tourism knowledge and skills learning concepts at selected further- and higher education institutions exist, then would it be necessary to propose recommendations to regulate such differences in order to assist industry in becoming more acquainted with the diversity of FET and HE tourism programmes in the Western Cape?

The next section proposes the research objectives to the study.

1.4 RESEARCH OBJECTIVES

The research has the following objectives that serve as benchmarks throughout the study.

The research will investigate the possibility of relative differences in the respective approaches that selected FET and HE institutions in the Western Cape employ in their practical application of tourism knowledge and skills learning concepts. Secondly, should such differences be identified, the research will evaluate the possible extent of such differences among tourism educational programmes in the Western Cape as well as the possible impact these differences might impose on the knowledge levels of tourism graduates. Thirdly, the research will establish what criteria are currently used by industry professionals to determine the relevance of educational qualifications when appointing tourism graduates from different further- and higher education institutions in the Western Cape. Fourthly, should significant differences in the practical application of tourism knowledge and skills learning concepts exist among selected further- and higher education institutions, the research will evaluate the possible extent to which such differences impact on the tourism industry and its resultant perceptions of tourism programmes and qualifications in the Western Cape. Given that the above is true, a fifth objective for the research is to establish the viability of and necessity for proposing recommendations to regulate such differences in order to assist industry in becoming more acquainted with the diversity of FET and HE tourism programmes in the Western Cape.

The research objectives will be achieved by determining the boundaries for the study.

1.5 DELIMITATION OF THE RESEARCH

The research involves an evaluation of, *inter alia*, documents such as the South African Constitution, Act 108 of 1996 and other government policies such as the Education White Paper 3, Notice 1196 of 1997 and the Education White Paper 4, Notice 2188 of 1998, which pertain to the mandate on sustainable education within further education and training institutions as well as higher education institutions. Northlink College, Tygerberg Campus in Cape Town and Boland College, Stellenbosch, both FET colleges, will be approached for lecturer participation in the research. The Cape Peninsula University of Technology (CPUT), Cape Town Campus and Durbanville College, situated in the Northern Suburbs of Cape Town, represents higher education institutions (HEIs) for lecturer involvement in the research in the Western Cape. Involvement of the above FET and HE institutions in the research is based on an evaluation of their selected application of tourism knowledge and skills learning concepts in design and delivery of their tourism educational programmes. Throughout the research existing guidelines on the National Qualifications Framework (NQF), South African Qualifications Authority (SAQA) and the Tourism, Hospitality and Sports Education and Training Authority (THETA) and other supporting guidelines from sources pertaining to FET and HE in South Africa, are consulted.

Sub-legislative statutes from the Quality Council (QC) for Further Education and Training (Umalusi), the Council on Higher Education (CHE), SAQA and THETA are consulted. Other sources include the South African Institute for Distance Education (SAIDE), the Association for the Development of Education in Africa (ADEA) as well as international bodies such as the Association for Tourism and Hospitality Education (ATHE) in the United Kingdom and other universities around the world.

1.6 RESEARCH METHODOLOGY

This section provides an overview of the research methodology to be followed during the research process.

The literature review is divided into sub-sections in the following order: an overview of tourism education within the further-and higher education structures and programmes in the Western Cape for tourism education (Chapter 2); Post-2008 challenges for further- and higher education sectors in South Africa (Chapter 3); global tourism growth and its impact on further- and higher education tourism programme development in South Africa (Chapter 4). Interviews are included as part of the literature review.

Normative criteria are identified in chapters two through four and are used in the empirical data collection measurement tools. After completion of the empirical data collection a statistical analysis is embarked on with the assistance of a registered statistician. The interpretation and articulation of findings is done by means of frequency distribution instruments in the form of diagrammes. This is followed by a short professional description in the form of an abstract.

Recommendations derived from the findings of the statistical analysis will serve as possible solutions to the problem at hand. The recommendations emanating from the research will be presented as a contribution to the existing body of knowledge on the research topic.

1.6.1 Literature Review

In this section the methodology for a literature review is explained.

The research incorporates relevant books, journal articles, academic papers, official reports, government policy, such as legislation and subordinate legislation, official publications and other policy documents, minutes of meetings, newspaper articles, unpublished research and other applicable published and unpublished material. Examples of these documents are The Constitution of South Africa, Act 108 of 1996, The White Paper on Transformation of Higher Education in South Africa of 1997, The Further Education and Training Act No 16 of 2006, Curriculum Development (SAQA 2000), THETA guidelines for Tourism and Hospitality Unit Standards, The Higher Education Qualifications Framework Act 101 of 1997 as well as publications by the South African Institute for Distance Education (SAIDE), the Association for the Development of Education in Africa (ADEA), the Association for Tourism and Hospitality Education (United Kingdom) and the University of Zagreb (Croatia). Furthermore the literature search includes interviews with a random selection of full-time lecturers at the aforementioned FET and HE institutions as well as selected industry professionals from tourism-related organisations and associations in the Western Cape province of South Africa.

In the next section normative criteria are deduced from the literature review.

1.6.1.1 Extracting relevant and particular normative criteria from the literature

This step focuses and concretises the essence of what was found in the literature in a coherent and comprehensive description of selected normative criteria as found in the literature. Such normative criteria are extracted from the literature, indicating knowledge and

understanding of the research topic on the part of the researcher, the research problem and other relevant matters.

An empirical survey, which will be embarked on after completion of the literature review, will be explained in the next section.

1.6.2 Empirical survey

This section includes a definition of the term “empirical survey” as well as an explanation of its role in the research methodology.

According to Ferreira (2006), the word “empirical” means “guided by practical experience”. The practical implementation of the research methodology therefore includes a quantitative data collection process with research questionnaires. A selected number of questionnaires were distributed to a target population comprising of a random selection of full-time students registered at the aforementioned FET and HE institutions as well as selected industry professionals from tourism-related organisations and associations in the Western Cape province of South Africa. From the results of the survey, a professional statistical analysis was performed with the assistance of a registered statistician.

In preparation for the statistical analysis to be performed on the collected data, the research population was determined in order to promote the feasibility of the research.

1.6.2.1 Description of the research population

The research population is categorised into three components (see illustration below):

- (i) The pre-determined total research population comprises selected tourism professionals practicing in the Western Cape.
- (ii) The pre-determined target population, which, in collaboration with the supervisor and the statistician, has been identified as a scientifically acceptable representative sample, or percentage, of the total research population mentioned in item (i).
- (iii) The response population that was decided on in collaboration with the supervisor and the statistician represents a given percentage of the total target population, of which responses are the subject of the statistical analysis (see illustration below).

Figure 1.1 provides a graphic illustration of the size and proportional relevance of the various populations included in the research.

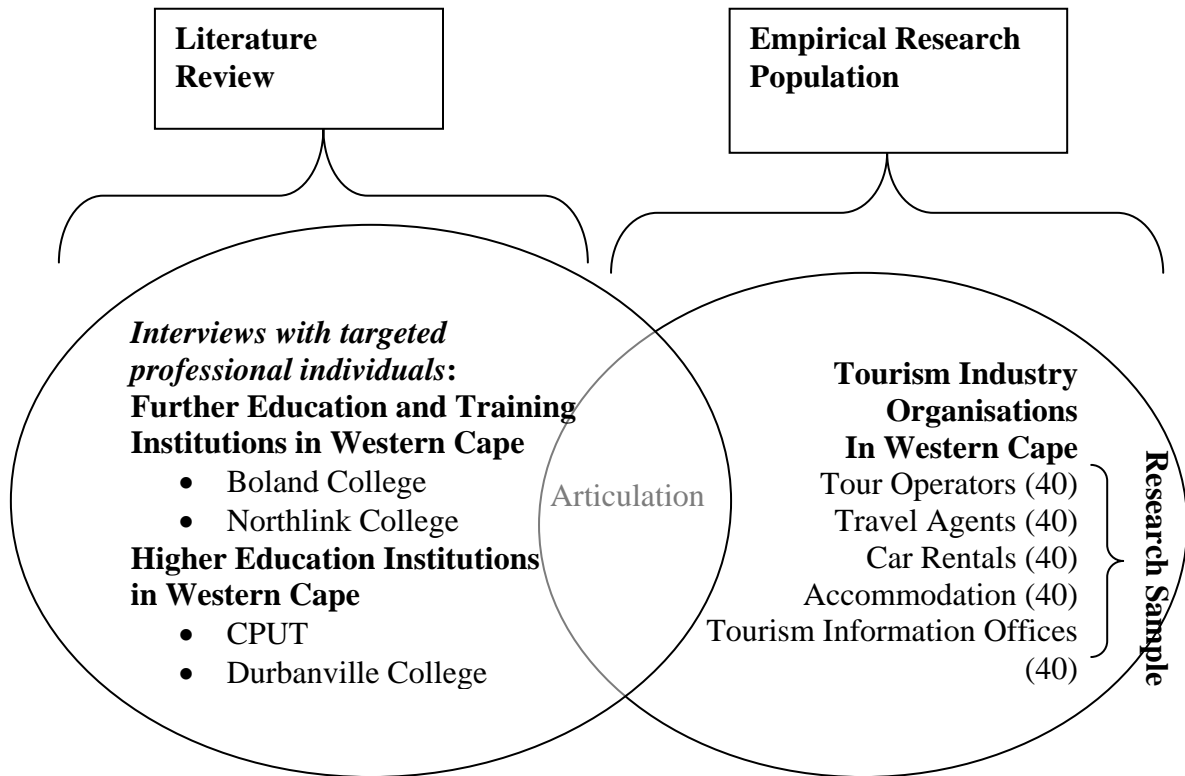


Figure 1.1 The various populations included in the literature review and empirical research

1.6.3 Statistical analysis

An appropriate response rate was arrived at in collaboration with the resident CPUT registered statistician by determining relative values from the empirical data and transferring such values in a codified form to a computer database. The data thus analysed is interpreted by utilising selected statistical methods and analytical instruments. The analytical methodology pertaining to the use of instruments for measurement, frequency distribution and other related elements is described in chapter five: research methodology. In the quantitative survey approach adopted by this research, a quantitative analysis of the findings was conducted, coding of the data was done in order to determine the frequency distribution. A full description of this method is provided in chapter five.

The next section includes an explanation of the expression of findings emanating from the statistical analysis.

1.6.4 Expression and interpretation of the findings

This section incorporates an explanation of the expression of findings emanating from the statistical analysis.

After completing the statistical analysis of the empirical data in collaboration with the registered statistician, the results were interpreted meaningfully by the researcher (chapter six). The findings (in terms of the various analytical instruments expressed in diagrams) were clarified in a brief textual explanation in chapter six.

The next section describes the clarification of terms and concepts related to the research.

1.7 SUMMARY

In this chapter the framework for the project is articulated. Reference is made to the background to the project and the research problem statement with its related questions. Furthermore, the research objectives and limitations are defined and the methodology for data collection is described. This is followed by an explanation on the methodology for extracting relevant normative criteria from the literature review, and evaluating such normative criteria against empirical data. Finally, the methodology for the expression and interpretation of findings from the statistical analysis is explained.

The following chapter reports on the development of the further-and higher education sectors in South Africa, role players and their respective contribution to the continuous transformation process.

CHAPTER 2

ROLE-PLAYERS IN FURTHER- AND HIGHER EDUCATION DEVELOPMENT IN SOUTH AFRICA - AN OVERVIEW

2.1 INTRODUCTION

The objectives of this chapter are to depict the general landscape of further- and higher education, define the terms “further education and training (FET)” and “higher education (HE)”, describe the process of transformation of both further- and higher education in South Africa, towards two respective single coordinated educational systems. A further objective is to identify the various role players who contribute to this process. Aspects relevant to national education policy such as the purpose, needs, challenges and vision of the process of transformation are explained for both sectors. Legislation, sub-ordinate legislation and policy documents designed to bring the transformation about in a professional and sustainable manner will be studied to ascertain government policies, as manifested in relevant statutory bodies and institutions.

The next section defines Further Education and Training as well as Higher Education in the South African context.

2.1.1 Definitions for Further Education and Training and Higher Education

This section depicts the general landscape for further education and training (FET) and higher education (HE), defines the mandates of FET and HE and describes them in the context of the broader South African education environment. This has particular relevance to the project title.

The Constitution of South Africa Act 108 of 1996 stipulates by the Bill of Rights that every person in South Africa has the right to a basic education, including adult basic education and further education and training. Fester (2009) indicate that the three levels of education in South Africa, namely General Education and Training (GET), Further Education and Training (FET) and Higher Education (HE) are supported by quality assurance infrastructure that focuses on, firstly the level of education, and secondly, the type of education (academic or vocational). Thus, GENFETQA is responsible for assuring all education provision up to level four on the National Qualification Framework; The HEQC monitors and ensures quality from levels five to ten; and the newly formed Trade and Occupation (TO) Education and Training Quality Assurance body (ETQA) will monitor and assure a quality of standards of vocational qualifications. Given the sequential structure of the NQF and the qualifications represented

by each sub-framework it becomes evident that FET is a forerunner of HE which in turn prepares students/graduates to progress towards corporate employment and/or training under TO. The common purpose of all levels of the NQF is essentially perceived to promote free and equitable access to education, to enhance mobility (vertical and horizontal) between various qualifications through a process of credit accumulation and transfer (CATS system).

Further Education and Training is defined by the FET Colleges Act No 16 of 2006 as “all learning and training programmes leading to qualifications at levels two to four of the NQF or such FET levels determined by SAQA and contemplated in the SAQA Act of 1995, which levels are above general education but below higher.”

The FET College Act of 2006 defines a college as “a public or private FET institution that is established, declared or registered under this Act, but does not include a school offering FET programmes or a college that operates under the authority of a government department other than the DOE.”

Similarly the DOE defines HE as follows:

The Higher Education Act 101 of 1997 defines HE as, “all learning programmes leading to qualifications higher than grade 12 or its equivalent in terms of the National Qualifications Framework (NQF) as contemplated in the South African Qualifications Authority Act 58 of 1995, and includes tertiary education as contemplated in Schedule 4 for the Constitution of South Africa Act 108 of 1996.”

This same Act defines HE institutions as, “any institution that provides higher education on a full-time, part-time or distance-basis that is established or deemed to be established as a public higher education institution, declared as a public higher education institution, and registered or conditionally registered as a public higher education institution under the Act.”

2.1.1.1 Further definitions and perspectives on Post-Apartheid FET and HE

The Education White Paper 3 of 1997: *A Programme for the Transformation of Higher Education* and the Education White Paper 4 of 1998: *A Programme for the Transformation of Further Education and Training* was formulated and published by the Ministry of education as separate comprehensive strategies for the transformation of FET and HE in a post-apartheid South Africa.

In the Education White Paper 4 (1998: 10) the Ministry recalls that, as early as 1995 already a single coordinated FET system was envisaged that would play a central role in the integration of the national education and training system. The desire was articulated for a comprehensive, permeable FET sector that would provide learners with an educational experience that is meaningful for each individual. The White Paper 4 (1998: 10) highlights the perceived necessity of a comprehensive single coordinated FET system for the social, economic and human resource development (HRD) of South Africa.

The principle of permeability between different educational sectors is perceived to play a role in education in general, but more specifically in the consistency of the approach to and administration of education and its continuous transformation. The Minister (1997: 3) therefore suggests that higher education plays a central role in the social, cultural and economic development of modern societies. Higher education is also perceived as a foundational aspect in the development of a learning society which can stimulate, direct and mobilise the creative and intellectual energies of all people of South Africa towards meeting the challenges of current and ongoing reconstruction and development. Both Government strategies for the transformation of the FET and HE sectors include comprehensive goals, objectives and principles for the promotion and facilitation of transforming each sector into a single coordinated system.

The following section of this paper articulates the vision for transformation of both the FET and HE sectors and also report on publications by the Umalusi (Quality Council for FET sector) and the CHE (Quality Council for HE) respectively on what has been achieved thus far.

2.1.2 The vision for transformation in FET and HE in South Africa

This section of the paper presents the vision for transformation of both the FET and HE sectors and also report on publications by the Umalusi (Quality Council for FET sector) and the CHE (Quality Council for HE) respectively on what has been achieved thus far. This has particular relevance to the project title.

2.1.2.1 Further Education and Training

The Education White Paper 4 (1998: 14) clarifies the perspective on FET in South Africa. The FET sector is located between general (compulsory) education and higher education. It serves as a bridge for learners to progress from school towards college or university and the world of work. The strategy (1998: 36) for building a new FET system envisions a successful

FET system that will realise a diversification of the programmes offered to South Africans. This will encourage a transfer of knowledge, skills, attitudes and values that underpin the principles of life-long learning in order to cultivate economically productive citizens. The vision for FET is to provide flexible, high-level programmes to develop skills and attributes that will equip citizens to meet the challenges and opportunities in the global arena of the 21st century.

2.1.2.2 Higher Education

The ministry of Education articulates its comprehensive vision for transforming the higher education sector in the Education White Paper of 1997. The ministry (1997: 7) envisages: promoting equity of access and fair chance of success to all who seek to realise their potential through higher education; secondly to meet national development needs through well-planned and coordinated teaching, learning and research programmes. Thirdly the Ministry envisions supporting a democratic ethos and a culture of human rights through providing educational programmes and practice that encourage creative thinking, cultural tolerance and social acceptance. Lastly it aims to contribute to all forms of knowledge and scholarship and uphold rigorous standards of quality.

2.1.3 Objectives for transformation in FET and HE in South Africa

In this section the objectives for the transformation of the FET and HE sectors in South Africa are described. This has particular relevance to the project title. The objectives for the FET system are fewer than what is presented for the HE sector.

2.1.3.1 Objectives for Further Education and Training

The objectives for transforming the FET sector are presented in the Education White Paper 4 (1998: 36). They are firstly, to diversify the range of institutions that offer Further Education and Training Certificate (FETC) courses, secondly, to adopt an open learning philosophy and a programme-based approach, and finally, to administrate the *Programme for the Transformation of Further Education and Training* (1998) as a 20-year development strategy.

2.1.3.2 Objectives for Higher Education

The Education White Paper 3 (1997: 4) presents a comprehensive set of four related purposes for the transformation of HE. The first purpose states the objective for HE to strive to meet the learning needs and aspirations of South Africans through the development of

their intellectual abilities and aptitudes throughout their lives. This statement recalls the principle of life-long learning that will be encountered later in the section covering the National Qualifications Framework. Within the context of life-long learning HE is better understood as a vehicle for equipping individuals to make the best use of their talents and opportunities offered by society for self-fulfilment. Thus HE is perceived as a means towards achievement among South African citizens through the allocation of life chances and distribution of equal opportunity.

The second purpose is (1997: 4) to address the developmental needs of society and provide the labour market with competent graduates capable of engaging in modern society. HE therefore takes on the role of teaching and training students to fulfil specialised functions in society to enter into higher learning as professionals to pursue various occupations in the world of work.

As part of its greater purpose to transform HE in South Africa the White Paper 3 (1997: 5) has a third purpose - to contribute to the socialisation of enlightened, responsible and constructively critical citizens. Accordingly HE aims at encouraging South Africans to challenge prevailing ideas, policies and practices.

The fourth related purpose of HE is to contribute to the creation, sharing and evaluation of knowledge, and to engage in the pursuit of academic scholarship and intellectual inquiry in all fields of human understanding, through research, learning and teaching.

The next section describes the principles that underpin the vision and objectives for the transformation of FET and HE.

2.1.4 Principles of transformation in FET and HE in South Africa

The ministry of education based the Programmes for Transformation of FET and HE on selected principles that should essentially serve as guidelines for each process.

2.1.4.1 Principles for Further Education and Training

The White Paper 4 (1998: 38-39) provides no clear distinction between the principles and goals that would essentially guide the transformation of the FET system in South Africa. Refer to section 2.1.5 for goals for FET transformation.

2.1.4.2 Principles of Higher Education

The principles that drive the ministry's strategy for transforming HE in South Africa are

- equity
- redress
- democratisation
- development
- quality
- effectiveness and efficiency
- academic freedom
- institutional autonomy
- public accountability.

The above strategy for transformation, with specific reference to principles of transformation of Higher Education can be found in the Education White Paper 3 of 1997.

The next section elaborates on the selected goals for the transformation of FET and HE articulated by the respective Government Policy documents pertaining to each sector.

2.1.5 Goals for transformation in FET and HE in South Africa

The principles listed in the previous section serve as flag posts that indicate the desired systematic progress of the transformation process, whereas the goals of the programme define the desired outcomes that should be pursued in the implementation of the principles of the transformation strategy.

The Education White Papers on FET and HE presents relevant selected goals for national as well as institutional administration of systematic transformation. The goals outlined below are part of the initial post-apartheid strategy for transformation of the education sector.

2.1.5.1 Goals for Further Education and Training

The Education White Paper 4 (1998: 24) informs of the intention of the ministry to introduce a programme for change in the FET sector in SA. This programme is perceived to be the Education White Paper 4 on transformation of FET in South Africa. The ministry proposes six main elements for the programme. The elements are outlined below.

The first prerogative of the ministry of education for administrating progressive change is to establish the National Board for Further Education and Training as an advisory committee to the Minister. Secondly the ministry aims to construct inter-ministerial collaboration between the ministers of education and labour in order to intensifying joint activities between the departments. Capacity building within national and provincial education departments constitutes the third element of change. The fourth stepping stone towards systematic change, articulated by the ministry is to facilitate complete incorporation of the college sector into the new FET system. Finally, sustainable school development, partnerships between schools and colleges and expansion of learning opportunities are set as priority of the new FET system. A further element for change involves building joint efforts between the ministry, social partners, FET providers, and stakeholders (South Africa. Department of Education, 1998: 24).

Through the research it has become evident that the principles and goals for FET and HE transformation are very closely related, almost making them identical. In respect of objective research this phenomenon is perceived by the researcher as an indication of strategic consistency on the part of the Ministries of Education and Labour, bearing in mind the joint effort between the two Ministries.

2.1.5.2 Goals for Higher Education

Strategic goals for the transformation programme for HE are stipulated in the Education White Paper 3 (1997: 9, 10) as desired targets and outcomes for the transformation process. Through studying the goals the research has revealed that some goals are amalgamated for greater focus on aspects of strategic transformation such as planning, organising, leading and monitoring. The goals are described below.

In focussing on administration of HE in South Africa, the researcher has identified similarities in the strategic nature of selected goals. This allows for the grouping of selected strategic goals. The first category of goals, as stipulated below, suggest an orientation towards planning. The targets and outcomes are:

- Conceptualise, plan, govern and fund HE as a single coordinated system in South Africa;
- Provide a full spectrum of advanced educational opportunities for an expanding range of the population, irrespective of race, gender, age, creed or class, or other forms of discrimination;

- Diversify the mix of institutional missions and programmes required to meet national and regional needs in all spectra of society;

According to Bennett (2000: 108) *planning* is followed by a focus on organising tasks, priorities and programmes. The ministry's goals relating to *organising* are outlined below.

- Develop a framework for HE qualifications to promote flexible entry and exit points as well as routes for proper articulation;
- Improve quality in teaching and learning, especially in terms of curricula being relevant to South Africa's context;
- Promote the development of a flexible system that accommodates distance and resource based learning as well as open learning principles;

Bennett (2000: 108) selects *leading* as the function to follow *organising*. In the goals outlined below the ministry commits itself towards capacity building, creating awareness and skills development on a national level. This is contained within a human resource development context which Bennett identifies as an element of the leading function.

The goals are:

- Establish and promote research capacity, sustainable research activity and intellectual inquiry for advanced social development;
- Employ community service programmes to create greater awareness about the economic and social advantages of developing the HE sector amongst students;
- Equip graduates with the foundational skills that will empower them to adopt lifelong learning, a critical approach to analysing and solving problems as well as competencies in communication which will enable them to deal with diversity, change and different views and ideas;

George (2001: 64-67) selects *monitoring* to follow *leading*, which corresponds with Bennett's completion of the four-step management process. The ministry's goals towards committed staff, professional management and financial provision are perceived as an understanding of the DOE's role in ensuring the future success in HE. The goals relating to *monitoring* are:

- Develop a representative staff component that is committed to academic standards and rigorous work;
- Ensure professional management and optimal resourcefulness
- Develop and implement funding mechanisms in line with the principles of HE

The following sections consider the perceived progress that has been achieved by the Ministries of Education and Labour during the last ten years of administering desired transformation in South African education. This progress is measured against the vision, principles and goals of FET and HE.

2.2 ROLE PLAYERS IN THE TRANSFORMATION OF FURTHER EDUCATION AND TRAINING AND HIGHER EDUCATION IN SOUTH AFRICA

This section describes the current structures in place for the governance and provision of FET and HE in South Africa. This has particular relevance to the project title. Furthermore, the research identifies the main role players in the FET and HE sector HE and gives a brief account of the part that each role player has played in the transformation of FET and HE since 1994.

2.2.1 Administration of FET in South Africa

A study covering the last decade, has revealed what is perceived to be a notable difference in the administration and development of the FET and HE sectors. The findings are recorded in sub-legislative and policy documents published by the Quality Councils (QCs) for the two sectors. The purpose of this section is not to highlight contrasting aspects. It provides an account, where applicable, of the developments that have taken place between the two sectors. In considering the run up to current events in 2008, the research furthermore has the objective to gauge prevalent as well as future challenges and opportunities within the FET and HE sectors.

The Education White Paper 4 (1998: 26) establishes that the inauguration of the South African Quality Assurance Act No 58 of 1995, the establishment of the revised NQF and the Higher Education Act No 101 of 1997, and the introduction of a programme-based approach for HE all contributed to the transformation of FET to a single co-ordinated programme-based system.

The White Paper (1998: 26) accounts for four significant alterations to the national FET structure. These adaptations include the establishment of a new governance framework as well as a framework for programmes and qualifications. Also included in the change is the introduction of a new quality improvement-and assurance strategy for FET. Another notable innovation is the development of a new funding system for the sector.

According to the White Paper (1998: 27) the Minister of Education would, as part of the restructuring of the FET system, appoint a National Board for Further Education and Training

(NBFET) that would advise to the Minister on policy, goals and other priorities for FET. The Paper assumes that the NBFET will also be responsible for receiving reports from provincial advisory bodies and reporting annually to the Minister regarding relevant issues concerning the FET system. The restructuring process that was envisaged in 1998 has taken on a constructive form which is apparent in the inauguration of the Free State FET Board in Bloemfontein on 12 May 2005. The MEC for Education, Ms M A Tsopo delivered a speech at this ceremonial occasion which brought much clarity to the workings of the FET system on national as well as provincial level. An account of her explanation of the structure and implementation of FET follows.

Ms Tsopo (2005: 3) reported that, at that time, four FET colleges along with their College Councils had been established in the Free State Province. The following step, as was identified in her speech, would be the inauguration of the FET Board for the Province. The provincial focus for FET is defined as the Recapitalisation of FET Colleges. Ms Tsopo (2005: 3) identified the strategic priorities for recapitalisation as firstly, the management of needs and demands within the FET sector; secondly, optimal governance and delegation; thirdly, human resource development and fourthly, programme and curriculum development. The main goal for recapitalisation of FET (2005: 6) is to increase the number of learners enrolled in programmes that lead to a qualification in HE, thereby promoting employment or self-employment. Ms Tsopo (2005: 6) advised that the above mentioned challenges for FET in the Free State Province will have to be bridged by the Provincial FET Board and its stakeholders. Due to spatial constraints it is not possible to present the FET Board and its strategies for each province. As was the case with the Free State FET Board, it will also be the responsibility of each Provincial FET Board to provide reports on FET to the NBFET, assist the MEC with the implementation of FET regulations at institutions and to report to the MEC annually on achievements of the FET sector.

Ms Tsopo (2005: 4) reflected on the responsibilities of Provincial FET Boards as part of the Free State FET strategic objectives, and expressed her hope that the FET system will promote skills development and acquisition of competencies and foster a culture of life-long learning in South Africa. As part of the closing paragraph of her speech Ms Tsopo (2005: 6) stated very clearly that the delivery of FET programmes is greatly dependent on meticulous management within the FET sector, with reference not only to the Free State but also to the national FET community.

In order to gain a better perspective on protocol within the FET sector the research incorporates a section on FET policy and provision.

2.2.1.1 FET provision and the aspect of quality assurance

In 2001 the Minister of Education promulgated the General (GET) and Further Education and Training (FET) Quality Assurance Act. The objectives of that Act (2001: 6) are to establish a quality assurance body (QC) for the GET and FET sectors, develop a quality assurance (QA) framework for GET and FET levels on the NQF, and to enhance discourse between the DOE, SAQA and other Education and Training Quality Assurance bodies (ETQA's). As is stipulated by the Act (2001: 8) the Umalusi (FET QC) must be regarded as having been accredited by the SAQA Act 58 of 1995, section 5(1)(b)(i) as the statutory body responsible for establishing education and training standards and qualifications for GET and FET institutions.

The South African Institute for Distance Learning (SAIDE 2003) prepared a document for the Umalusi on the status of FET provision and qualifications relevant to that time in South Africa. The document (2003: 43) divides FET provision in South Africa into four main categories. According to SAIDE the provision of FET programmes is spread between secondary schools, public-funded technical (FET) colleges, private colleges and enterprise/workplace-based providers. Amongst the various qualifications offered by the different FET institutions in South Africa, the most popular one is identified by SAIDE (2003: 43) as being the Senior Certificate. Other qualifications are the National Senior Certificate, National N-Certificates, National N-Diplomas as well as other unit standards-based qualifications registered by SAQA through National Standards Bodies.

Given the situation that education sectors were faced with in 2003 and in order to promote a better understanding of the FET landscape in South Africa, the research will describe the different categories of FET providers in brief context. SAIDE (2003: 44) defines FET providers by the courses that they present. Two types of providers are identified as the mainstream providers of FET offerings: schools and public technical colleges. Schools are defined as providers of general academic education, but also as providers of FET programmes where applicable. Vocationally orientated or technical schools also fall under this category. Public and private technical colleges are responsible for offering general as well as vocationally specific courses in FET and HE. SAIDE (2003: 44) identifies public FET colleges as providers of full-time, part-time (including evening classes) and distance learning modes of delivery. Interestingly SAIDE (2003: 44) reports that FET courses offered by private technical colleges do not necessarily correspond with courses offered by public technical FET colleges. The differences in content and provision that exist between courses offered by FET colleges, with specific reference to tourism courses, are investigated in more detail in chapters three and four of the research paper.

The remainder of this section is devoted to describing the administration of HE in South Africa.

2.2.2 Administration of HE in South Africa

This section describes the sub-legislative policy and national structure for governance and provision of HE in South Africa. This has particular relevance to the project title. The main role players in HE such as the Council on Higher Education (CHE) as well as the Higher Education Quality Committee (HEQC) are introduced and their contribution to the development and transformation is described.

2.2.2.1 Nature and role of the Council on Higher Education

According to the Education White Paper 3 (1997: 32) the Council on Higher Education (CHE) was established by the Minister of Education in 1997. The Council is headed by its own secretariat, which is managed by the Chief Executive Officer (CEO) who is appointed by the Minister of Education after a process of public nomination. An Executive Committee guides the affairs of the CHE and directs the work of the executive officer.

The CHE is responsible for advising the ministry on aspects regarding the development of the HE system, such as quality assurance and quality promotion, research, structural and planning issues, student support services, governance of HEIs, and the language policy. The CHE acts solely as an advisory body to the ministry, and the minister is obliged to accept the advice of the council.

2.2.2.2 Nature and role of the Higher Education Quality Committee

In particular, the CHE has the responsibility to promote and sustain quality assurance in HE. This responsibility has been delegated to the Higher Education Quality Committee (HEQC), which seeks authority for its purposes from SAQA. The HEQC and its mandate to establish, maintain and improve quality in HE is discussed in more detail in Chapter 3.

2.2.2.3 Nature and role of the Department of Education

Apart from the CHE the DoE also established a National Task Team on Transformation (NTTT) in accordance with a resolution of the July 1996 Indaba summit on HE (1997, section 3.29). The programmes of the NTTT are managed by the DoE. The ministry has adopted the National Framework Agreement on Transformation (NFAT) prepared by the NTTT, and

recommends it to institutions. Thus the NTTT functions at institutional level. The ministry is committed to refining and strengthening the NFAT in order to aid HEIs in the process of transformation. The NFAT could be interpreted as HEIs' roadmap to excellent institutional autonomy and public accountability. With a framework of this kind in place, government has – so it is perceived – discontinued its rule over the inner workings and management of any HEI in South Africa. This academy-government relationship as well as the public discourse on institutional autonomy and public accountability is described in more detail later in this chapter.

In order to determine the current state of affairs in HE in South Africa in 2008 one has to study the contribution that the respective role players made to the transformation process, and what implications it had for the development of HE since the country's democratisation in 1994. This investigation is conducted by segmenting the relevant period into more workable time frames. These time frames have been determined with the help of reports that were sourced from of the CHE. The documents under reviewed were composed for the DOE as reports on selected issues within the national framework of HE. The purpose for studying the reports is to give feedback, commencing in the early 1990s, on the ongoing transformation process in HE in South Africa. Leuscher and Symes compiled a report for the CHE in 2003 on the key developments and milestones of HE at the given period in time. The report also describes the most pertinent features and components of the HE system as it was in 1990. In conclusion the report outlines its approach to gauge and understand the achievements in terms of transformation of HE to a single coordinated system, up to 2007.

2.2.3 Role players and their contributions to transformation in FET and HE from 1990 to 2007

This section investigates the processes that have formed part of the transformation of FET and HE in South Africa from the early 1990s to the present. The objective for the evaluation is to look at past processes that gave rise to the current situation within the FET and HE sectors.

2.2.3.1 FET Transformation - 1990 to 2007

Literature on the development and transformation of FET from the early 1990s to 2007 is very limited. The Association for the Development of Education in Africa (ADEA) is one organisation that published a report in 2008 on the interface between further education and training and higher education in South Africa. One selected section of the report (2008: 8) that deals with policy regarding governance of the school- and FET system highlights that, according to the General and Further Education and Training Quality Assurance Act No 58 of

2001 the Umalusi is the designated quality assessor for the GET and FET band on the NQF. The ADEA does not express concern regarding the ability of the Umalusi to assure quality over its constituency, but rather highlights selected discrepancies that were brought about in the current FET system by previous role players. This, together with their contribution to FET development in South Africa will be described below.

The mandate for the overseeing of the Senior Certificate prior to 1986 was delegated by the Apartheid government to the Joint Matriculation Board (JMB). SAIDE (2008: 9) known as the South African Certification Council (SAFCERT) prior to 2008 was charged with the responsibility of centralisation of the certification process, external moderation as well as standardisation of results. The ADEA questions the extent to which this responsibility was executed (2008: 9). The ADEA report cites Lolwana (2006: 8), which identifies poor administration and segregation within the apartheid government as two causes for perceived problems experienced in the current GET and FET system (2008: 9). The ADEA further argues that the underestimation of the dysfunctionalities in the education system, the newly introduced democratic government in 1994 led to the implementation of the Curriculum 2005 that focussed on outcomes-based education principles. Recent discovery of the damage that has been done to the education system has stimulated the promotion of, what the ADEA (2008: 9) calls, a back-to-basics programme that is aimed at reinstating the foundational principles of learning in the educational society of South Africa.

In section 2.2.1 of the research reference was made to the report from SAIDE (2003). This report gives commentary on various relevant topics concerning the transformation of FET provision and FET qualifications in South Africa, up to 2003. In one selected section of the report (SAIDE 2003: 75) commentary is given on perceived shortcomings that were specifically identified in the administration of FET with its resultant impact on the desired transformation process within the system. The most prevalent shortcomings highlighted by SAIDE (2003: 75) are firstly, the lack of progression in the execution of strategic recommendations. An example is given of the *1998 Ministerial Investigation into the Senior Certificate Examination* which recommended that a Department of Education Task Team be established. SAIDE reports that the Task Team was eventually established only after 1998. Another two examples deal with the problem of negligence in the implementation of recommendations made by newly introduced legislation and the problem relating to the contradictory directions in which the processes are steered.

Under the jurisdiction of the Umalusi change was implemented to reunite the FET sector. ADEA (2008: 40) describes the role that the inauguration of the Policy for the National Senior Certificate (NSC) 2005 played in the transformation of FET. The National Senior Certificate

replaced the traditional Senior Certificate, also known as Grade 12. The implementation of the policy had, according to ADEA (2008: 9-11), implications such as the eradication of subject differentiation, the delegation of the responsibility for primary, secondary and further education to provincial level, the standardisation of admission requirements into HE as well as the establishment of the National Benchmark Tests Project (NBTP) by Higher Education South Africa (HESA). The latter was introduced to improve articulation between FET and HE administration.

The research on recent transformation in FET emphasises the direction in which the Department of Education and its provincial education departments are heading in terms of improving the administration of FET and HE as well as improving the transition between the two sectors. With the principle of transition from FET to HE in mind, the next part of this section describes selected events in the transformation of HE in South Africa into a single coordinated system. The period under review is from 1990 to 2007.

2.2.3.2 HE Transformation – 1990 to 2007

More extensive literature is available on the transformation processes that have taken place in HE since the transition to democracy (1990-2007). This section is objective in its description of selected events in the transformation process.

The Council on Higher Education (CHE) published a report in 2003 that reflects on developments in the transformation of HE from the early 1990s. The aftermath of the previous apartheid regime is described as a time of inequality in the HE system. The report (2003: 5) identifies factors such as uneven demographic distribution of students and staff, in terms of race, gender, ethnicity, social class and language. Other factors are segregation and isolation of the HE sector from the state, national society and the international intellectual community. An uneven standard of quality was reportedly implemented amongst the different higher education institutions (HEIs) of that time.

It becomes evident through the detailed style of reporting that the CHE has focussed specifically on publishing a report that would differentiate the different periods and role players that have contributed to the complexity of the transformation that has taken place in HE during the last two decades up to 2007. The CHE (2003: 7) reports on policy-making activities during the particular era. It suggests in the report (2003: 7) that three different periods of policy activity have been identified in the era dating from 1990 to 2003: the consideration of policy actors, selection of policy processes and outcomes of policy activity. The ADEA also identifies the selected era dating from 1990 to 1997 as a time of intense

deliberation and policy formulation within HE. Research by the CHE (2003) and ADEA (2008: 10 – 11) on the respective time periods selected above are referred to in the last part of this section.

The CHE identifies four policy milestones that account for significant change in HE after the South African government's transition to democracy. Selected milestones are, according to CHE (2003: 7 – 8), the establishment of the National Commission on Higher Education (NCHE) in 1996, the promulgation of the Education White Paper: *A Programme for the Transformation of Higher Education* in 1997 and its complaisant Higher Education Act of 1997, as well as the National Plan for Higher Education of 2001. AEDA (2008: 11) adds that the main vehicle for the development and installation of the Education White Paper of 1997 was the National Education Policy Investigation (NEPI) that was mobilised in the early 1990s. The AEDA (2008: 11) evaluates the Education White Paper of 1997 as a “principled and highly regarded document” that accepts the challenge of addressing apartheid inequalities and develops the HE system to deal with modern-day challenges. After the installation of the Education White Paper in 1997 subsequent policy documents were published. The focus was swivelled to more sector-specific challenges such as the throughput problem that burdened HE at that time. One example given by AEDA (2008: 12) is the NPHE that addressed the problem of throughput by focussing on the performance and success of students rather than attempting to increase enrolment into the HE system. AEDA identifies another example of a change in focus as the HE funding framework (DOE 2003a) redirect its basis from teaching-input subsidies to output-related initiatives such as rewards for graduate production. Essentially, the change of focus has signalled the necessity for completion of qualifications within the greater HE community.

Apart from instigating changes in the focus of education policy in general the Education White Paper of 1997 is recognised by the AEDA (2008: 12) as the departure point for Academic Development (AD) in South Africa, away from the past, towards building a system that recognises the need for equitable education for all. One specific aspect of the Higher Education Act of 1997 is highlighted by AEDA (2008: 12) as quality assurance. The HEQC implements its mandate for assuring quality in HE through its Quality Promotion and Capacity Development directorate, more directly at institutional level through its audit and accreditation process. Institutional autonomy has to be re-defined in response to national development needs such as equity and redress. The principles of “fitness-of-purpose” as well as “fitness-for-purpose” are examples of considerations that characterise the era of transformation and the direction that AD was heading in anticipation of the challenges of the new century.

The CHE (2003: 9) identified mergers of public HEIs as the most frequently cited occurrence of the restructuring that was taking place in the HE sector. The CHE pointed out in its report that mergers of HEIs are responsible for changing the face of the entire public HE environment in which courses were delivered. One other transitional aspect that is highlighted by the CHE (2003: 10) is the overload of HE policy promulgated by government, which is perceived as a cause of frustration for public HEIs due to their roll-down at institutional level as well as programme level. Policy overload is investigated in the next section of the research. Programme development is explained in more detail in Chapter 4 of the research paper.

2.2.4 Challenges in transformation for FET and HE from 1997-2007

This section includes an investigation into the challenges that characterised the FET and HE sectors respectively during the decade that followed shortly after South Africa became a democracy in 1994. Secondly, it includes an explanation of the impact that the relevant challenges had on the FET and HE environments and its intra-relations. Role players such as government, statutory bodies as well as sector-related bodies are included in the investigation, where applicable.

2.2.4.1 Challenges that the FET sector was faced with from 1997-2007

In section 2.2.3 selected processes that accompanied the transformation of the FET sector in South Africa were identified. Relevant policy developments that guided the processes were also identified and their roles in the transformation of FET were explained. In this section of the research selected challenges or shortcomings that were present in the FET system during the allocated era are identified and described. This has particular relevance to the project title.

Probably one of the most prevalent challenges of that time was the segregated state that suffocated national government and its parliamentary ministries. The CHE (2006) reports extensively on the segregation and inner competition that ruled in government and the Department of Education shortly after democratisation in 1994. Apart from being a concern in itself the disunity in the state is perceived to have had negative implications for administrative efficiency, not only within the FET sector but throughout government sectors relevant to that era. Irresponsiveness to the recommendations of statutory policy (to the point of negligence) was identified in section 2.2.3 as the main suppressor of the administrative mandate in the FET sector. It is inferred in the research that the presence and weight of the challenges of that time attracted the attention of the parties responsible for steering the FET system to

greater uniformity and functionality. This left the FET sector isolated and vulnerable and serves as possible explanation for what the CHE describe as the “underestimation of the implications of challenges” that the FET sector faced on the run-up to 2007 (CHE 2007)

2.2.4.2 Challenges that the HE sector was faced with from 1997 to 2007.

This section evaluates the post-transitional challenges HE encountered from 1997 to 2007. The relevant environment specific to the HE sector of the selected time period is described in consideration of aspects such as the perceived inheritance of past inequalities, government policies that were then emerging as well as the context that in which HE operated at that time. These challenges are discussed below.

- Post-Apartheid pressure on contemporary HE governance

The CHE (2006: 2) describes the post-transition situation in HE in South Africa as one characterised by *tension* in the relationships between role players, *pressure* from HE system-related transformational factors as well as *changes* in the needs of society. Furthermore the CHE reports that the task of transforming HE was made even more complex and sensitive through the constant democratisation and development of socio-political conditions in South Africa and the added weight of a changing post-apartheid government.

The CHE report (2006: 3) argues that the political environment in South Africa carries an inheritance of its history of colonialism and apartheid. Although the apartheid regime was ended in the transition to a democratic state in 1994, a legacy of extraordinary complexity and diversity in conditions and traditions in general remained behind. Even more specifically, South Africa’s academic history has brought with it diversity in understandings, expectations and aspirations. The HE sector took on the challenge of reuniting its constituency and transforming the sector into a single co-ordinated strategic system. Emerging government policies and their impact on the post-transitional transformation of HE is described in the sub-section to follow.

- Impact of government policies on contemporary HE

According to a document submitted to the CHE by the University of the Free State (UFS 2005: 2, 3) the impact that the changes to the HE policy environment has had on South Africa’s HEIs is enormous. Specific reference is made to the challenge that every new government-included policy and legislation poses for public accountability and institutional autonomy of HEIs. The document lists a number of Acts that amalgamate as deadweight on

institutions - the South African Qualifications Authority Act, the Labour Relations Act, the Skills Development Act and the Promotion to Access of Information Act, to list but a few. The policy overload is perceived by the UFS to have created instability in the university environment in that it caused a weakening of institutional autonomy for HEIs and an overwhelming increase in accountability demands.

- Impact of Post-Apartheid legacies on contemporary HE governance

The CHE (2006: 3) comments on the impact that history has had on the HE sector and civil society. South Africa's society was reportedly characterised by a legacy of complexity, diversity and extreme inequality for many years. This made it even more difficult for the newly unified HE sector to serve the national academic community. It is assumed by the UFS that it would be easier for HEIs, as a sector sector, to serve the South African academic society if they had greater scope for developing institutional autonomy. The UFS (2005: 3) argues that, with the restructuring of higher education in South Africa that was largely driven by the extensive power of the Minister of Education, a situation which poses a potential risk for the autonomy of HEIs, could develop. If such a situation would develop it could possibly strip HEIs in South Africa of the one privilege that has motivated them up to now – institutional autonomy - to keep up with the pace of restructuring and transformation.

- Impact of modernisation on contemporary HE administration in South Africa

Jonathan (CHE, 2006: 3) elaborates on the context in which any analysis of the higher education sector should be done. She emphasises that it would be tendentious to base any analysis on a separate focus on either civil society or HE respectively, but that any analysis - especially one that studies aspects such as academic freedom, institutional autonomy and public accountability - should take cognisance of the unique constellation of challenges faced by both civil society and the higher education community (a.k.a the Academy). A focus on one of the above-mentioned communities would be too specific and discriminatory to the actual South African HE environment. Therefore it is assumed that HE as well as the society that it serves are inseparable and should be studied as a whole and in relation to each other.

Legacies of the past have created the context in which the current state of affairs in HE in South Africa is anchored. Therefore it could be debated that the legacy from the demised apartheid regime forms the roots of transformation for the present, as well as the future. Jonathan (CHE, 2006: 60) attributes the difficulty that HE currently faces partly to the legacy of colonialism and apartheid, but interestingly, also to the pressure of modernisation of society. She comments that modernisation has recently put tremendous strain not only on

relationships between role players in HE, e.g. government and the academy, but also on their ability to work together harmoniously in steering HE towards a more professional level of public good.

- Impact of competition for power within recent HE governance in South Africa

The CHE (2006: 9, 10) describes the relationship between government and the academy in context of the role that statutory bodies play in representing the academy's constituency and its views to government. It is argued that the need for transformation exacerbated the friction between the HE sector and statutory bodies because of what Jonathan calls "abnormal conditions" that ruled at the given time in the South African HE environment. Statutory bodies are defined as a conduit for the sector to practice its public accountability. Jonathan (2006: 10) insists that, although the voice of statutory bodies' constituency can be apprehended by government to advance its bureaucracy in HE policy constitution, statutory bodies have as strong a responsibility to create academic freedom as HEIs themselves. She adds that not only the HE sector but also statutory bodies have an interest in enhancing the institutional autonomy of HEIs. In the light of friction and competition between government and sub-legislative bodies involved in steering HE towards achieving public good, Jonathan (2006: 10) suggests that a collaborative attempt should be made by the full complement of parties involved to maximise dialogue for the purpose of enhancing service, integrity and virtue of the academy.

2.3 SUMMARY

This chapter depicts the general landscape of further- and higher education and defines the terms further education and training (FET) and higher education (HE). Furthermore, the chapter describes the vision and principles that guide the process of transformation of both further- and higher education in South Africa, to two respective single coordinated educational systems. This is followed by a discussion on the various role players and their relationships within the process of administrating FET and HE in South Africa. Subsequently, the research highlights the significance of the contributions of each role player to the process of transformation, ranging from governance to quality assurance. Finally, critical challenges, such as the impact of contemporary governance and modernisation on the administration, that characterised the transformation in the FET and HE sectors in South Africa from 1990 to 2007 are defined and discussed.

The next chapter describes the structure and functioning of the National Qualifications Framework (NQF) and evaluate how, specifically tourism programmes for FET and HE, are conceptualised in order to conform to the guidelines of the NQF.

CHAPTER 3

POST 2008 CHALLENGES FOR FURTHER EDUCATION AND TRAINING AND HIGHER EDUCATION SECTORS IN SOUTH AFRICA

3.1 INTRODUCTION

This chapter provides a description of the structure and functioning of the National Qualifications Framework (NQF) and reviews the existing guidelines of the NQF for conceptualising FET and HE tourism programmes. For an institutional perspective the research identifies and describes the different practical applications of knowledge and skills learning concepts employed by selected FET and HE institutions in the Western Cape and investigates what impact the existence of possible differences between these applications might impose, firstly, on the knowledge levels of tourism graduates from FET and HE institutions and secondly, on the industry's perceptions of FET and HE tourism programmes.

3.1.1 Background

Challenges relating to the ongoing process of transformation within the Department of Education and its constituency exist. These challenges are perceived to affect the economical, political and social spheres of the mandate that the Academy carries to build and develop the human resource capacity of South Africa.

The FET and HE sectors of South Africa have taken on new forms since their transition in 1994. This has been reported in chapter two of the research. With the change notable challenges have emerged. These challenges could be interpreted as being expected benchmarks for significant growth in the South African educational community in terms of infrastructural developments, product improvements and structural enhancements, with specific reference to mergers, programme development and the National Qualification Framework (NQF) implementation.

3.1.1.1 Further Education and Training

In the Education sub-section (2008: 181) of the South African Yearbook 2007/2008 an overview of the most significant transformational developments in the FET and HE sectors for the period 2002 to 2007 is published. Under the heading *Further Education and Training* the existing landscape is introduced, the reference to 152 FET Colleges that have merged nationally. This took place in 2002/2003, to form a new complement of 50 multisited-campus FET Colleges. Furthermore it is reported that the recorded increase in student intake, the

development of new programmes as well as an increase in participation in learnerships bear witness of the existing and possible future growth of the FET sector. FET Colleges have, since 2007, reportedly offered new, modern and relevant educational programmes in a variety of vocational fields, e.g. tourism. These programmes are promoted by the Yearbook (2008: 181) as directly responsive to the priority skills demand of the South African economy.

The National Certificate (Vocational) is described in the South African Yearbook (2008: 181) as a new qualification perched at respectively levels two, three and four of the National Qualifications Framework (NQF). This qualification is reportedly designed to incorporate both the theoretical and practical aspects of learning towards a selected vocational field, e.g. tourism. The programmes offered by selected FET Colleges in the Western Cape, namely Northlink College Tygerberg and Boland College Stellenbosch are conceptualised and described in more detail later in this chapter. This has particular relevance to the project title.

3.1.1.2 Higher Education

The Yearbook (2008: 181) reports that the landscape of public HE institutions nationally consists of 25 campuses. Furthermore higher education is declared synonymous to tertiary education and is related to the NQF as the band offering the highest level of qualifications available in South Africa. The HE sector is mandated (2008: 182) with three main functions that construct its role in advancing education in South Africa, namely human resource development, high-level skills training as well as the production, acquisition and application of new knowledge. In extending its responsibility the Academy envisages in the Yearbook (2008: 182), as part of its National Plan for Higher Education, with specific reference to educational programmes, to achieve institutional diversity through the approval of a distinct mission and academic-programme profile for each HEI. Furthermore, it aims to determine an academic programme mix at each HEI. The research will include an evaluation of the different conceptualisations of respective educational programmes for tourism learning offered by the Cape Peninsula University of Technology and Durbanville College, in terms of each institution's particular application of knowledge and skills learning concepts. The research furthermore establishes the perceived level of awareness among tourism industry-professionals, of different HE tourism programmes available to prospective and registered students at the selected institutions.

In respect of the abovementioned opportunities and challenges for the enhancement of both the FET and HE sectors in South Africa the remainder of this chapter evaluates the relationship between the NQF and the educational tourism programme(s) that are offered by each selected FET and HE provider in the Western Cape. No attempt is made by the

researcher to compare the “*modes operandi*” of the chosen institutions in respect of the delivery of tourism programmes. Specific reference is made to the national policies pertaining to NC(V) and HE curriculum development, programme development and programme facilitation, taking into account the relative existence of possible differences in each selected FET and HE provider’s application of knowledge and skills learning concepts for tourism programmes. Furthermore reference is made to the possible impact these relative differences could impose on the knowledge levels of tourism graduates from applicable FET and HE institutions, the employability of graduates and the tourism industry’s perceptions. This has particular relevance to the project title.

3.2 NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

3.2.1 Introduction to the NQF

This section serves as an introduction to the nature and implementation of the National Qualifications Framework.

The National Qualifications Framework was conceived by the South African Qualifications Act of 1995. It was constructed with the aim of addressing past discriminatory legacies and building new ladders of opportunity or learning, as well as career pathways for prospective learners regardless of the band that they are involved with. Strategic outcomes for the NQF include the closing of skills gaps, improving equity and promoting greater labour market efficiency as well as increasing levels of productivity. A comprehensive approach, embodied in the SAQA Act of 1995, incorporates universal concepts of quality assured standards and qualifications that would embrace all levels of education, training and skills development for both the workplace and educational institutions.

The NQF was adopted in 1997 by the Joint Policy Statement between the Ministers of Education and Labour. From this initiative (1997: section 1 – 8) the NQF has grown into an essential instrument for the democratic government of South Africa to construct a high quality education, training and skills development system that is responsive to the social and economic needs of all South Africans. In order for the democratic government of South Africa to effectively administrate the transformation of the education, training and skills development system, including the FET and HE sectors, the objectives of the NQF has to be honoured.

3.2.2 Objectives for the administration of the NQF

This section outlines the objectives for the implementation and administration of the NQF in order to facilitate a better understanding of the articulation of NC(V) and HE tourism qualifications that is evaluated later in this chapter.

The South African Quality Assurance Act (1995: 4) established the NQF as the national framework that determines the principles and guidelines for the construction of a qualifications system for education, training and skills development in South Africa. According to the NQF Act (2008: 7) the objectives of the NQF are to create an 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, and thereby contribute to the full personal development of each learner and the social and economic development of the nation at large. Furthermore, according to the NQF Act (2008: 7) the objectives of the NQF are to be achieved by firstly, “developing, fostering and maintaining an integrated and transparent national framework for the recognition of learning achievements. Secondly, the NQF objectives can be achieved by ensuring that South African Qualifications meet appropriate criteria and are internationally comparable, and thirdly, by ensuring that South African Qualifications are quality assured. This has particular relevance to the research title and the section to follow. (South Africa. 2008: 7).

3.2.3 The structural layout and implementation of the NQF

This section describes the structural layout and considerations for the implementation of the NQF.

The nature and purpose of the NQF is better understood through a description of the Framework included in the NQF Act (2008: 7). The Act promotes the Framework as a comprehensive system for the classification, registration, publication and articulation of quality assured national qualifications. Furthermore, according to SAQA (2000: 3) the Framework embraces the concept of life-long learning and is summarised by SAQA as a system that brings together South Africans from a variety of socio-economic backgrounds representing a variety of world-views, thinking practices and experiences.

In terms of structural layout the NQF Act (2008: 7) divides the framework into ascending levels of learning achievements from one to ten. Each level on the framework is described by

a statement of learning achievement known as a level descriptor. The 10 levels are divided into three categories or sub-frameworks known as sectors or bands. The first two sectors are known as General and Further Education and Training, and Higher Education (comprising schools, adult basic education and training centres, FET colleges and HE Institutions), They fall under the jurisdiction of the Minister of Education. The third (newly appointed) sub-framework or NQF sector is known as Trade and Occupations (TO, comprising of education and training in and for the workplace) which fall under the jurisdiction of the Minister of Labour (South Africa. 2008: 7).

The next section of the research evaluates the national policy for NC(V) and HE programme development respectively and the extent to which tourism qualifications for NC(V) and HE articulate with the levels on the NQF.

3.2.4 National Policy on NC(V) qualifications and their articulation with the NQF

This section evaluates the national policy for NC(V) programmes and the extent to which NC(V) qualifications offered by Northlink College Tygerberg and Stellenbosch Boland College respectively articulate with the levels of the NQF.

Under joint authority of the National Education Policy Act 26 of 1996 and the Further Education and Training Act 98 of 1998 the following documents were published: *National Policy Regarding Further Education and Training Programmes: Approval of the Documents; Policy for the National Certificate (Vocational): Qualifications at levels 2 to 4 on the National Qualifications Framework (NQF) Act 302 of 2006*. This latter document is the product of a process initiated by the Minister of Education in August 2005 to call for public comment on the document, Further Education and Training Certificate (FETC) (Vocational). Background information on the Act (2006: 3) reveal that comments from relevant interest groups suggest three different policy documents for the three year duration of the NC(V) qualification, namely NQF levels 2, 3 and 4. Furthermore it is explained that the initial document, *Policy for the Further Education and Training Certificate (FETC) (Vocational): A qualification at level 4 on the National Qualifications Framework (NQF)* was sub-divided into three documents namely: (a) *National Certificate (Vocational): A qualification at level 2 on the NQF*, (b) *National Certificate (Vocational): A qualification at level 3 on the NQF* and (c) *National Certificate (Vocational): A qualification at level 4 on the NQF*.

The next section summarises the applicable clauses of the National Qualifications Framework Act of 2006.

3.2.4.1 Purpose of the National Certificate (Vocational): A qualification at levels 2, 3 and 4

In consideration of the similar nature of the purposes proposed by the NQF policy for all three qualifications (see previous section), this section summarises the applicable clauses of the NQF Act (2006: 12, 47, 82).

The policy is aimed at students at levels 2, 3 and 4 in Further Education and Training public and private colleges as well as other institutions offering FET vocational programmes. Furthermore the respective qualifications are designed to enable students to acquire the necessary applied competence - knowledge, practical skills and understanding – to equip them for employment at an elementary level of a practical occupation trade or class of occupations or trades. Each qualification is purposed to provide students with the learning experience in situations contextually relevant to the particular vocational area in which the programme is situated. Furthermore, the qualification should be made up of subjects that will consist of academic knowledge and theory integrated with the practical skills and values specific to each vocational area (South Africa. Department of Education, 2006: 12, 47, 82).

The Policy, which combines the three abovementioned qualification, defines norms and standards to which all FET Colleges need to comply. It is supported by the *General and Further Education and Training Act 58 of 2001* which clearly defines the functions of the Umalusi council as the education and training quality assurance body (ETQA) for the FET band on the NQF.

3.2.4.2 Qualification type and entrance requirements for the National Certificate (Vocational): A qualification at levels 2, 3 and 4

This section summarises the requirements for quality assurance applicable to the National Certificate (Vocational): A qualification at levels 2, 3 and 4. *Regulations under the South African Qualifications Authority Act 58 of 1995* stipulates the minimum entrance requirements for each applicable qualification. This information on quality assurance and entrance requirements is perceived as necessary by the researcher, in order to create perspective for the remaining sections of this chapter.

In order to facilitate quality learning the policy for the National Certificates (Vocational): Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF) (2006: 14, 49, 84) stipulates that each of the applicable qualifications must represent a planned combination of learning outcomes that will provide qualifying students with applied competence and a basis for further learning, add value to qualifying students in order to enrich them in person, benefit society and the economy, comply with the objectives of the

NQF, have specific and critical cross-field outcomes which promote lifelong learning, be internationally comparable, where applicable, incorporate integrated assessment and indicate the rules governing the award of the qualification (South Africa. Government Gazette, 29 March 2006. Policy No. 28677).

Entrance requirements for access to all three certificate levels predominantly follow the same structure. Learners planning on enrolling for a NC(V) level 2, 3 or 4 programme at any given FET provider are encouraged by the Policy (2006: 14, 49, 84) to be in possession of either a National Certificate (Vocational) that indicates that the learner has met the minimum subject requirements at the preceding NQF level, an appropriate registered equivalent qualification obtained at the preceding NQF level, a bridging programme specifically designed for the purpose of access to the NQF level that is being enrolled for or, lastly, a Recognition of Prior Learning (RPL) assessment.

The duration for each qualification at levels 2, 3 and 4 is stipulated by the NQF Policy (2006: 15, 50, 85): one (1) year for full-time and a maximum of three (3) years for part-time. A National Certificate (Vocational) on the applicable NQF level will be issued to both full-time and part-time students once they have complied with the requirements of the National Certificate (Vocational) for the selected NQF level.

3.2.5 Western Cape: Landscape for FET Colleges; distribution and conceptualisation of National Certificate (Vocational) Tourism Programmes

This section considers the distribution of FET Colleges in the Western Cape Province of South Africa in relation to National Certificate (Vocational) Tourism programmes in the Western Cape. The different conceptualisations of vocational educational programmes by FET providers are considered in terms of their particular applications of knowledge and skills learning concepts. The evaluation incorporates extracts from, inter alia, the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificate (Vocational): Qualifications at levels 2 to 4 on the National Qualifications Framework (NQF) Act 302 of 2006*, the Department of Education 2008 *National Certificate (Tourism) Brochure*, as well as the *Quantitative Overview of the Further Education and Training College Sector, The New Landscape* (DOE, 2002).

3.2.5.1 General distribution of FET Colleges in the Western Cape

This section evaluates the geographic distribution of FET Colleges in the Western Cape Province.

According to the DOE (2002: 15) the FET College landscape was changed considerably in 2002. The merger of 152 technical colleges with colleges of education and/or manpower training sites produced 50 new FET Colleges. Admittedly this merger did not change the geographic distribution of college campus sites across the nine provinces, but it did bring about change to the configuration of the FET College sector. In 2002 the FET sector boasted 166 college campus sites across South Africa. Within the national distribution framework the Western Cape Province hosts six FET Colleges, with a complement of 23 campus sites.

3.2.5.2 Distribution and conceptualisation of National Certificate (Vocational) Tourism at selected FET Colleges in the Western Cape

This section evaluates the range of NC(V) Programmes offered by selected FET Colleges in the Western Cape, with specific reference to the Cape Metropolis and National Certificate (Vocational) Tourism.

According to the Department of Education *Matrix of Subjects for National Certificate (Vocational) Programmes, NQF Levels 2, 3 and 4* (2006: 1 – 6) there are fundamental subjects which remain unchanged irrespective of the vocational field of study. Programmes also include vocational subjects which pertain to a selected vocational field e.g. tourism. The DOE stipulates the available National Certificate (Vocational) fields of study as Management, Marketing, Information Technology and Computer Science, Finance, Economics and Accounting, Office Administration, Electrical Infrastructure Construction, Civil Engineering and Building Construction, Engineering and Related Design, Primary Agriculture, Hospitality and Tourism.

The Western Cape Education Department provides a subject overview of National Senior Certificate (NSC): Tourism. The document (2004: 3) presents a definition for tourism as a subject area that is applicable to both NSC and Further Education and Training Certificate programmes. Accordingly, tourism is defined as “the study of people away from their usual habitat, of the reasons why they travel, and of the industry that responds to their needs and expectations.” Furthermore, the document adds that, “Tourism studies the impact that travellers and the industry have on their host’s social, cultural, economic and physical environments” The tourism *industry* is defined as “an interrelated, broad and dynamic

economic sector.” The document (2004: 3) explains that, “therefore the subject focuses on the role that South Africa plays in global tourism and emphasises the importance of responsible and sustainable tourism practices and socio-economic growth.” (Western Cape Education Department. National Curriculum Statement. Subject Information Tourism. 2004: 3)

The two sections to follow depicts the national curriculum for fundamental and vocational National Certificate (Vocational) subjects respectively.

- Fundamental Subjects

The fundamental subjects prescribed by the DOE (2006:1 – 6) are consistent throughout NQF levels 2, 3 and 4. They are stipulated by the DOE as Afrikaans/English/IsiXhosa (Home Language), Life Orientation, Mathematics and/or Mathematical Literacy. This framework is similarly implemented in the *Subject Information Overview* (WCED, 2004) for the Western Cape Province.

- Vocational Subjects (Tourism)

Vocational subjects, as published by the DOE (2006: 1 – 6) for National Certificate (Tourism) include *Science of Tourism, Client Services and Human Relations, Sustainable Tourism in South Africa* (Level 2), *Sustainable Tourism in South Africa and Regional Travel* (Level 3) and *Sustainable Tourism in South Africa and International Travel* (Level 4). Tourism Operations is indicated by the DOE as an optional subject for levels 2, 3 and 4. This framework is similarly incorporated in the *Subject Information Overview* (WCED, 2004) for the Western Cape Province.

3.2.5.3 Conceptualisation of National Certificate (Vocational) offered by selected FET Colleges in the Western Cape

This section evaluates the conceptualisation of National Certificate (Vocational) at selected FET Colleges in the Western Cape. Apart from guidelines for programme development by DOE and WCED, institutional autonomy will also be taken into account.

The FET Colleges that were selected for participation in the research, namely Northlink College Tygerberg and Boland College Stellenbosch, are regarded as suitable examples of the configuration of the FET College sector within the Western Cape Province, and are represented on the official FET Website for the Western Cape.

- Northlink College (Tygerberg)

Northlink College incorporates eight campus sites in the greater Cape Metropolis of which the Tygerberg Campus offers NC(V) and Tertiary qualifications in *English Language, Management, Information Technology (IT), Hotel Management, Chef, Tourism, Sport, Golf* and part-time *Drama*.

The next section depicts the conceptualisation of vocational programmes offered by Boland College Stellenbosch Campus.

- Boland College (Stellenbosch)

Boland College (Stellenbosch) incorporates five campus sites in the greater Cape Metropolis of which Stellenbosch Campus offer NC(V) programmes in *Office Administration, Secretarial studies, Marketing, Finance and Accounting, Payroll Administration, Engineering, Electrical Engineering, Craft Production and Enterprising, Information Technology (IT), Hospitality and Tourism*.

It is noted through the research process that the full range of programmes related to selected vocational fields which are prescribed by the Department of Education (2006: 1 – 6) are not presented by every FET College Campus. A selection of vocational subjects is based on the availability of facilities at each respective campus.

3.2.5.4 Possible conceptualisations for National Certificate (Vocational) Tourism

This section evaluates the possibility of relative differences existing in the conceptualisation of National Certificate (Vocational) Tourism programmes offered at Northlink College Tygerberg and Boland College Stellenbosch, in terms of their particular application of knowledge and skills learning concepts. This has particular relevance to the project title.

Differences in application of tourism-specific knowledge and skills learning concepts refer to any given practical aspect of a selected vocational field of study - such as tourism - that is incorporated into the content or syllabus of that academic programme offered at any chosen FET institution, which significantly impact on the knowledge and skills base that is imparted to students registered for that specific programme.

The research revealed in section 2.3.5.2 that the National Certificate (Vocational) Tourism curriculum comprises prescribed fundamental and vocational subjects, as published by the

Department of Education (2006: 1 – 6). This implies that there exists a set curriculum for the programme National Certificate (Tourism) which would essentially not allow for any possible occurrence of differences in the conceptualising of the National Certificate (Vocational) Tourism programmes at any given FET College in the Western Cape. The research revealed in section 3.2.4 that the national FET Policy (2006: 12, 13) purposes that every National Certificate (Vocational), including Tourism programmes should “*enable students to acquire the necessary knowledge, practical skills, applied competence and understanding required for employment at any elementary level of a practical occupation or trade or class of occupations or trades*” and to “*provide students with the learning experience in situations contextually relevant to the particular vocational area in which the programme is situated*”. It furthermore encourages providers to “*offer programmes in the form of subjects that will consist of academic knowledge and theory integrated with the practical skills and values specific to each vocational area.*” It is therefore clear that the National Certificate (Vocational) Tourism, irrespective of the FET College where it is offered, is mandated to provide every registered learner with an equal opportunity to gain a prescribed minimum-standard of specific, relevant theoretical knowledge as well as practical skills that will prepare him or her for entry into a selected vocation or occupation in the tourism industry.

Interviews were conducted with selected role players in the development and delivery of NC(V) Tourism Programmes at Boland College Stellenbosch Campus and Northlink College Tygerberg Campus. The interviews comprised a set of open-ended questions that prompted the respective interviewees for their views on possible differences that might exist in the application of practical aspects of tourism when conceptualising NC(V) Tourism programmes at the selected FET institutions.

Below are the questions that were posed to each interviewee followed by an interpretation of the respective views and feedback of each interviewee. All interviewees agreed to participate in the research in a personal capacity and gave written consent that their names may be revealed in the research.

3.2.5.5 Interview Questions and Responses

This section presents the questions and feedback for interviews that were conducted with selected role players at Boland College Stellenbosch Campus and Northlink College Tygerberg Campus. The primary focus is on the practical application in the conceptualisation of NC(V) Tourism Educational Programmes offered at both institutions as well as related aspects concerning the tourism industry in the Western Cape. The questions, which are similar for both interviews, are indicated, followed by the relevant responses, starting with

Boland College Stellenbosch followed by Northlink College Tygerberg. The interviews are listed in chronological order per calendar date on which each interview was conducted.

30/10/2008 10:00am - Boland College Stellenbosch Campus

This section reflects the questions and answers that constituted an interview with Ms C. Swart, Head of Department for Tourism at Boland College in Stellenbosch.

- Questions A

To what extent does practical application exist in the conceptualisation of NC(V) Tourism Programmes?

- Answer to Question A

Practical application exists.

- Question B

Should practical application exist in the conceptualisation of NC(V) Tourism Programmes, what impact would this have on knowledge levels of students?

- Answer to Question B

Swart (2008) explain that, keeping to the NC(V) Tourism Outcomes Framework, it is at the same time necessary to supplement the prescribed textbook content with current, creative case studies and examples from the tourism industry. It is to the students' advantage to be exposed to the newest, most relevant information from industry. The background and level of experience of lecturers play a significant role in the knowledge that is imparted to students. Lecturers should be able to interpret prescribed outcomes related to each given subject. The real challenge for lecturers is to find and apply suitable examples from the tourism industry and/or related industries in order to convey up-to-date information to students that satisfies the programme outcomes and guidelines. Umalusi and the DOE are slowly making more specific guidelines available. This is hoped to make lecturers' task less tedious.

- Question C

Should practical application exist in the conceptualisation of NC(V) Tourism Programmes at the given FET institution, what impact would this have on the tourism industry in the Western Cape?

- Answer to Question C

Swart (2008) says that, given the content of NC(V) Tourism Programmes as well as the scope for diversification that exists, graduates will be equipped with relevant up-to-date information, entrepreneurial competencies, and sector-specific knowledge. Graduates will therefore be trainable and knowledgeable when they enter the industry, hopefully joining companies that will provide the necessary in-service training to empower them for a great future. In this regard the role of the lecturers is to be responsible in their teaching methods, utilising resources correctly and conveying comprehensive information to students.

- Question D

Would you consider the level of knowledge of NC(V) Tourism graduates satisfactory for the requirements of the tourism industry in the Western Cape?

- Answer to Question D

Swart (2008) reasons that the Tourism Industry in general is not familiar with NC(V) Tourism Programme levels or its content. There is still much work to be done to introduce and inform industry on NC(V) Tourism Programmes. Industry will first need to grasp the concept and nature of NC(V) Tourism Programmes before any partnerships can be negotiated for the purpose of in-service training opportunities and placements for students and/or graduates. Not all FET Colleges are equally privileged in terms of their location, resource base and exposure to industry.

21/11/2008, 14:00pm - Northlink College Tygerberg Campus

This section reflects the questions and answers that constituted an interview with Ms G. Harmsen, Head of Department for Tourism at Northlink College, Tygerberg Campus.

- Questions A

To what extent does practical application exist in the conceptualisation of NC(V) Tourism Programmes?

- Answer to Question A

Practical application exists.

- Question B

Should practical application exist in the conceptualisation of NC(V) Tourism Programmes, what impact would this have on knowledge levels of students?

- Answer to Question B

Harmsen (2008), states that lecturers are regarded as subject-specialists with the necessary practical industry-experience. Each NC(V) Tourism lecturer is expected to enhance the curriculum. They should relate the applicable information to students in a comprehensive manner that expands every student's perspective and understanding of the industry. The lecturer must show the ability to meet the programme guidelines with suitable content and case studies.

- Question C

Should practical application exist in the conceptualisation of NC(V) Tourism Programmes at the given FET institution, what impact would this have on the tourism industry in the Western Cape?

- Answer to Question C

Harmsen (2008) says that, given the current state of development of NC(V) Tourism Programmes it is envisaged that the enhanced Programme material will equip students with adequate general knowledge to negotiate the challenges that industry might pose. It is also envisaged that, once students are ready to engage with the industry, their knowledge and skills will have a positive impact on the tourism industry.

- Question D

Would you consider the level of knowledge of NC(V) Tourism Graduates satisfactory to the requirements of the tourism industry in the Western Cape?

- Answer to Question D

Yes, it is considered satisfactory, bearing in mind that the NC(V) Tourism Programme as well as industry are continuously developing. Harmsen (2008) reasons that industry is uninformed with regard to NC(V) Tourism Programmes.

3.2.5.6 Interpretation on responses

Indications by the respective interviewees towards the existence of practical components in the conveyance of NC(V) Tourism learning as well as the critical necessity of such practical industry related examples in the preparation of students, show that practical application of knowledge and skills is advantageous for graduates when entering the industry. It could improve their chances of being appointed at any given tourism related organisation. In terms of the possible impact that the enhancement of NC(V) Tourism programmes might have on the tourism industry in the Western Cape, the respective interviewees echoed that the industry will be enriched with graduates that are knowledgeable, competent and trainable in a tourism or related environment. Interviewees were in agreement that the tourism industry in the Western Cape is not familiar with NC(V) Tourism programme content, or the qualification itself, and that further developments are necessary to inform industry about NC(V) Tourism, to negotiate partnerships for in-service training and/or placements for students and/or graduates. The aspects of industry's awareness of NC(V) Tourism programmes, and industry criteria for employment of NCV Tourism graduates will be investigated later in the research, by means of empirical questionnaire surveys (Ch. 5).

The next section of the research evaluates the Higher Education Qualifications Framework (HEQF) in terms of its guidelines to HEIs for the development of HE Programmes, with specific reference to different Tourism Programmes and articulation between the HEQF and the NQF.

3.3 HIGHER EDUCATION QUALIFICATIONS AND THEIR ARTICULATION WITH THE NQF

This section of the research evaluates the Higher Education Qualifications Framework (HEQF) in terms of its guidelines to HEIs for the development of HE Programmes, with specific reference to different Tourism Programmes and articulation between the HEQF and the NQF, starting with background to the HEQF. This has particular relevance to the project title.

3.3.1 Background to the HEQF

This section of the research depicts the background to the development of the HEQF.

The Higher Education Act (2007: section 3) establishes the HEQF as a framework that has been designed to meet the demanding challenges facing the higher education sector in the 21st century. It is promoted as a guide to HEIs in the development of programmes and qualifications that will provide graduates with the necessary theoretical knowledge and practical skills to enrich society and enhance the economic and social development of South Africa.

The Education White Paper (1997: 11) suggests, in support of the Act, that a single coordinated system for HE in South Africa is a necessity in order to enhance the planning, governing and funding of HE. Relevant policies and processes bear witness to the efforts of the Department of Education, statutory bodies such as Higher Education South Africa (HESA) and the Council on Higher Education (CHE) to integrate policy, goals and objectives for the HEQF into one system that works for the benefit of its constituency. Furthermore the Education White Paper (1997: 12) promulgates that, in terms of a programme-based approach, the HEQF, as a single coordinated system, should recognise that higher education qualifications are offered at a multiplicity of different institutions within the boundaries of South Africa where a variety of learning methods and learner-body profiles are found. Probably the most difficult aspect of developing a single coordinated system such as the HEQF would be to make it fully compatible with all functions and integral components of HE. The Education White Paper (1997: 12) stipulates in this regard that the HEQF should accommodate all components of HE such as learning and teaching, scholarship and research as well as community development and extension services. The HEQF is envisaged in the Education White Paper (1997: 22) as an integral part of the NQF and is premised on enhancing horizontal and vertical mobility between qualifications through flexible entry requirements and exit criteria.

3.3.2 HEQF - A Single Co-ordinated system for Higher Education

This section describes the implementation and administration of the HEQF as a single coordinated system and its articulation with the NQF.

In the Higher Education Act (1997: 3) it is stipulated that the HEQF policy replaces previous legislation on *General Qualifications Structures and Educational Programs* that pertained to Universities, Technikons and all Educators involved in schooling in the RSA. As stated in section 2.4.1 the HEQF is developed to be fully integrated within the NQF which allows for the full integration of all HE qualifications. In support of enhanced integration and articulation the Act (1997: 3) envisages the HEQF will promote a more vivid articulation of HE qualifications, greater flexibility within the system as well as improved public understanding of the Framework. This is achieved through designing more consistent qualification titles, together with their designators and qualifiers. With the establishment of common parameters for qualification design the new HEQF (1997: 3) has the objective to facilitate the comparability of qualifications across the system. The common parameters has the purpose to encourage diversity and innovation and will allow HEIs ample scope for developing educational programmes in pursuit of realising their visions, missions and strategic plans, in their quest to meet the varying needs of the students and communities they serve. The HEQF is thus summarised as policy that operates in the context of a single yet diverse and differentiated HE system that applies to all HE programs and qualifications presented in all public and private HEIs.

One joint publication by the DoE, SAQA and the CHE titled "*Frequently asked Questions on the Higher Education Qualifications Framework*" (2008) suggests answers to selected doubts of academics and the general public regarding the HE sector. One of the uncertainties addressed in the document is centred on the articulation between the HEQF and the NQF.

3.3.3 Articulation between the HEQF and NQF

This section describes the articulation between the HEQF and the NQF and descriptively summarise the concordant aspects of the two Frameworks.

The DoE, SAQA and CHE (2008) echo the Higher Education Act (see section 2.4.1) in their explanation of the relationship between the HEQF and the NQF, namely that the former is an integral part of the latter. The HEQF defines how HE qualifications fit within the NQF. In the next section the characteristics of the HEQF is descriptively evaluated.

3.3.3.1 Characteristics of the HEQF

This section descriptively evaluates the HEQF according to criteria stipulated in the Higher Education Act of 1997.

The Act (1997: 8) stipulates that the HEQF is expected to be sufficiently flexible to accommodate different types of HEIs and encourage academic freedom and institutional autonomy. It should facilitate the education of graduates who will contribute to the social, cultural and economic development of South Africa. Furthermore the HEQF is expected to be compatible with international qualification frameworks, be suitably flexible to accommodate the development of new qualification types, and be user-friendly for ease of implementation by the HE system and its clients. The articulation of flexible connections between different qualifications within the Framework is expected in order to facilitate the possible progression routes for students and academics alike as well as articulation, through flexible connecting points, with the NQF. The next section will define qualifications and academic programmes in the context of the HEQF.

3.3.3.2 Definitions for HE Qualifications and Academic Programmes

This section defines qualifications and academic programmes in the context of the HEQF.

The term *Qualifications* is defined by the HEQF (2007: 6) as the “formal recognition and certification of learning achievements awarded by an accredited institution, taking into consideration the learning outcomes and qualification specifications as stipulated by SAQA.” An academic *Programme* is defined by the HEQF (2007: 6) as “a purposeful and structured set of learning experiences that lead to a qualification, and may be based on more than one discipline, be professional or career-focussed in nature, and has recognised entry and exit points.” (South Africa. 2007: 6).

In terms of the structural considerations for HE qualifications the Higher Education Act (1997: 4) stipulates that the determining of a qualification structure is the prerogative of the Ministry of Education. The Act furthermore delegates the responsibility of determining whether a particular qualification presented at a selected HEI meets the requirements for registration, membership and licensing to professional bodies such as SAQA, the CHE and the HEQC. More specifically, the Act (2007: 5) holds SAQA responsible, as the Authority, to register standards and qualifications under the SAQA Act No 58 of 1995. The HEQC, as a permanent committee of the CHE, is deemed responsible for the assurance of quality in higher education.

Apart from the role of the CHE as a Quality Council for higher education it is also assigned the responsibility by the Higher Education Act of 1997 to generate and set standards for all HE qualifications in accordance with SAQA's criteria for registration on the NQF. The Higher Education Act indicates that qualifications are expected to provide guidelines for the development, implementation and quality assurance of HE programmes leading to qualifications.

The next section describes the transitional arrangements for implementation of the HEQF after its publication in 2007, as is contemplated in the Higher Education Act of 1997.

3.3.4 Implementation of the HEQF in the HE sector

This section of the research suitably reports on joint feedback from the DoE, CHE and SAQA (2008) on selected frequently asked questions (FAQ) from the HE constituency regarding the implementation of the HEQF.

The two most frequently noted questions are related to changes to existing and/or newly developed qualifications or programmes and aspects regarding admission after the publication of the HEQF in 2007. The Higher Education Act (1997: 14) stipulates that a new programme or qualification is one "that did not exist before or that has been significantly changed in terms of its purpose, outcomes, field of study or mode of delivery." In the case of new qualifications being submitted to SAQA for registration on the NQF the Act stipulates that HEIs should ensure full compliance to the requirements of the HEQF, as from the implementation date, 1 January 2009. The Higher Education Act of 1997 defines existing qualifications as those registered or interim registered on the NQF prior to the promulgation of the HEQF. Existing programmes are defined as programmes that lead to existing qualifications and that have been accredited by the HEQC or the former University and Technikon Advisory Council (AUT) or its predecessors. Existing qualifications and programmes must conform to the requirements of the HEQF Policy or be de-registered and withdrawn from the system. The Act envisages that the ministry of education will have engaged in council with the CHE, SAQA and HEIs before establishing appropriate transitional arrangements for aligning existing qualifications and programmes with the HEQF.

The next section defines standard setting as a function of the HEQF and explain how the Framework organises the different levels of standards.

3.3.4.1 Standard Setting in HE Qualifications

This section explains how the CHE conducts standard setting in HE, through a nested approach, by means of guidelines presented by the HEQF.

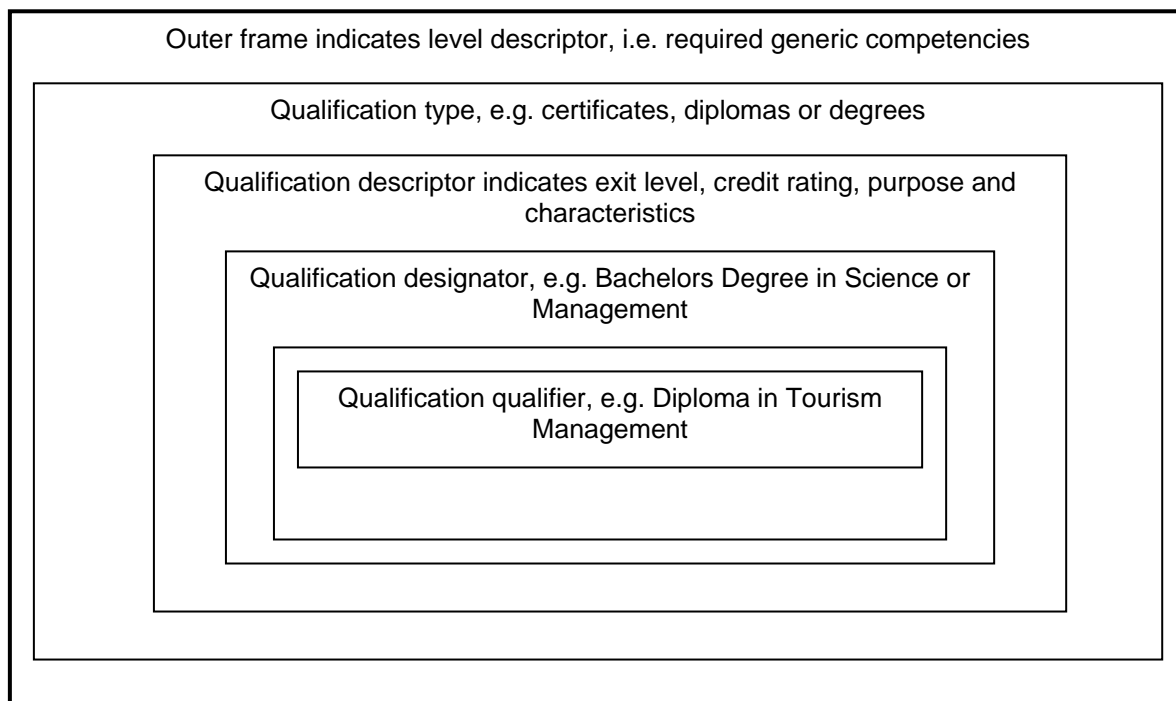


Figure 1.2 Standard Setting in Higher Education: Nested approach

The Higher Education Act (1997: 5) describes this nested approach very simply as two layers or frames – one nested in the other – that provide for clear allocation of jurisdiction or responsibilities in the higher education sector. The outer frame with its level descriptor, which describes the required generic competencies for each level of cognitive complexity in the HEQC, forms the more generic layer of the framework. In the next level or frame qualification types indicate certificates, diplomas and degrees. This frame nests the next level for qualification descriptors which specifies the exit level of the qualification type, its minimum credit rating as well as its purpose and characteristics. The next level nested within the qualification descriptor frame, is the qualification designator level. This level differentiates, e.g. between a Bachelors Degree in Science or Management.

The Higher Education Act (1997: 6) explains that a qualification designator describes the generic field of study (e.g. Bachelors Degree in Arts), which is described through statements of desired education and training outcomes and their associated assessment criteria and which comply with the generic requirements of the level descriptor (Bachelors Degree). The last level of the nested approach to standard setting is the qualification specialisation. According to the Higher Educations Act (1997: 6) this particular frame is also known as the

qualification's qualifier. It is better understood when described as the Bachelors in Natural Resource Management (qualifier) that complies with the generic requirements for a Bachelors in Business (this example is applicable in the context of Universities of Technology in South Africa).

In theory the nested approach seems relatively complicated. In practice, though, it is easier understood. The HEQF (2007: 19 – 25) includes a description of all the possible higher education qualifications that students could engage in, from a Higher Certificate through to a Doctoral Degree. For each qualification a profile is indicated according to criteria such as qualification specifications, designators, qualifiers, purpose and characteristics, admission requirements and progression.

The next section of the research evaluates chosen qualifications which are offered in Tourism at the Cape Peninsula University of Technology (CPUT) and Durbanville College, according to the above qualification descriptors.

3.3.4.2 Qualifications in Tourism Management offered at selected HEIs in the Western Cape

This section evaluates the National Diploma (ND), Baccalaureus Technologiae (BTech), Magister Technologiae (MTech) and Doctor Technologiae (DTech) offered at the Cape Peninsula University of Technology (CPUT) and Durbanville College according to the qualification descriptors included in the HEQF.

- Diploma in Travel and Tourism

Within the nested approach of the HEQF (2007: 19) the Diploma in Travel and Tourism offered by Durbanville College and the National Diploma in Tourism Management offered by CPUT respectively are profiled as HE qualifications for the first (level descriptor) frame, a Diploma for the second (qualification type) level, and an NQF exit level 6 qualification for the third (qualification descriptor) level. The fourth (qualification designator) level, which would reflect e.g. a Diploma in Business, is not applicable to Diplomas. The last level (qualification qualifier) would indicate a Diploma in Tourism Management. According to the HEQF, the purpose of a Diploma Programme is to emphasise general principles and applications, to develop graduates who can demonstrate focussed knowledge and skills in a particular field and to allow students to gain experience in applying knowledge and skills in a workplace environment. The minimum admission requirement for the Diploma Programme, as stipulated by the HEQF is a National Senior Certificate (NSC) with appropriate subject combinations and levels of achievement. HEIs can be more specific in their formulation of

admission requirements for any given programmes that they offer, in the context of the above HEQF policy. In terms of progression the HEQF stipulates that a completed Diploma programme serves as the minimum admission requirements for a Baccalaureus Technologiae (BTech) Degree.

- Baccalaureus Technologiae (BTech) in Tourism and Hospitality

The BTech Degree in Tourism Management, being an HE qualification (level descriptor and qualification type) presented only at the CPUT, is gauged by the HEQF (2007: 23) as an NQF exit level 7 qualification (qualification descriptor). It is a BTech in Business (qualification designator) and is qualified (qualification qualifier) as a BTech in Tourism Management. The BTech Degree qualification is purposed by the HEQF to provide students with a well-rounded, holistic education in knowledge, theory and methodologies of selected disciplines in the field of study in order to enable graduates to take initiative and be responsible in an academic and professional working environment. In the case of a University of Technology such as the CPUT, the main admission requirement for access to a BTech Degree is a National Diploma, and it allows for exit and/or progression to a Master's Degree in any given field such as Tourism Management.

- Magister Technologiae (MTech) in Tourism and Hospitality

Given that a Master's Degree/Magister Technologiae (MTech) is an HE qualification in Business and more specifically, in Tourism Management with an NQF exit level 9 specification, the HEQF (2007: 27) designates this qualification with the purpose to educate and train graduates as researchers. It enables them to contribute to the development of knowledge. Alternatively the qualification prepares graduates for advanced and specialised professional employment. According to the HEQF a Master's Degree, which is earned either by completing a single advanced research project or by successfully completing a course work programme has, in the case of a University of Technology such as the CPUT, minimum admission requirement of a relevant BTech Degree. It allows for exit and/or progression to a cognate Doctoral Degree in the relevant field of specialisation in the Master's Degree.

- Doctor Technologiae (DTech) in Tourism and Hospitality

In the case of a Doctor Technologiae (DTech) offered at a University of Technology such as the CPUT, the NQF exit level specification is set at level 10 on the HEQF (2007: 29). This is the highest qualification that can be earned through full-time or part-time studies. The qualification requires of graduates to achieve a high level of research capability and make a

significant and original academic contribution to the selected discipline or field of research. This requires the candidate to engage in a minimum of two years full-time pure discipline-based or multi-disciplinary research or applied research. A DTech Degree, in the case of CPUT, has the minimum admission requirements of a completed Mtech Degree.

Both the Diploma in Travel and Tourism offered at Durbanville College and the National Diploma in Tourism Management offered at the Cape Peninsula University of Technology, are specified as Diploma programmes on the HEQF and pitched at NQF exit level 6. Therefore the researcher notes that the respective courses have similar standards for admission requirements and progression arrangements. With these standards fixed according to the relevant HEQF requirements, the only possible variances are perceived by the researcher to be located in the relative differences in the particular application of theoretical knowledge and practical skills-learning concepts by the selected HEIs, in respect of their tourism programmes.

The next section of the research defines the meaning of “relative differences in conceptualisation of knowledge- and skills application within academic programmes” and explains the relationship between academic freedom in HEIs and their preferred approach to organising academic programmes they offer to their constituency.

3.3.4.3 HE programme conceptualisation and the aspect of Academic Freedom

This section evaluates academic freedom under the paradigm of Outcomes Based Education and Training (OBET) and describes the flexibility that it ensures for the conceptualisation of relevant HE programme material.

There are relative differences in the application of any given practical aspect of a selected vocational field of study, such as Tourism, that is incorporated into the conceptualisation of that academic programme offered at any chosen HEI. This adds significance to that programme and the knowledge and skills base that is imparted to students registered for that specific programme. In the *Journal of Business and Management Dynamics* (JBMD, 2008: 4) Fester et al comments on the matter of inputs (content) and outputs (assessment criteria) within the Outcomes Based Education and Training (OBET) paradigm. OBET is evaluated by the relevant authors as an educational paradigm with an output-based approach to delivery of education and training and, unlike National Certificate (Vocational), does not impose prescriptions to HEIs with regard to the content or syllabi for the conceptualisation of academic programmes in HE. It is further argued that, with the constant change in knowledge, typical of the 21st century, academics should be allowed the flexibility to offer up-

to-date learning material to students engaged in different vocational fields of study. OBET is promoted (2008: 4) as a paradigm in which the content or inputs (syllabus) of any given HE academic programme, such as tourism, is left to the discretion of educators, which in turn constitutes sufficient space for educators and academics alike to exercise their academic freedom. On the topic of freedom of academics to conceptualise tourism programmes, it is interesting to note that Holloway (1995: 1, 2) informs that, in the United Kingdom (UK) resource pressures are requiring many educational institutions to modularise their tourism programmes, rather than offer a clearly identified tourism course. Pressures forcing educationalists to employ breadth rather than depth in their approach to programme development, including tourism can, according to Holloway, threaten academic rigour and create confusion on the part of industry professionals who might not know what to expect of a graduate in tourism. In the UK the National Liaison Group for Higher Education in Tourism (NLG) embarked on extensive research in this regard. This produced a common core for tourism studies comprising of seven “areas of knowledge” which would be acceptable to both academics and practitioners in the tourism industry. Since Holloway only studied tourism trends in the UK, on behalf of the NLG, his research on tourism curricula along with that of other researchers is evaluated in chapter four which embarks on an international approach to evaluating tourism education and applicable industry relations.

3.3.5 Possible conceptualisation of HE Tourism Programmes

This section capitalises on the facts revealed in section 3.3.4.2 and 3.3.4.3. The aim of this section will be to draw information from interviews with education role players from the Cape Peninsula University of Technology (CPUT) and Durbanville College and furthermore, to elaborate on the aspect of possible conceptualisation of HE tourism programmes.

3.3.5.1 Interpretation of Interview Questions and Responses

Below is the interpretation of questions used, and responses retrieved, in interviews conducted with respective role players from the CPUT and Durbanville College, reported in chronological order according to date of interviews.

9 February 2009, 14:00 Cape Peninsula University of Technology

This section presents the questions and answers that constitute an interview conducted with Dr R. Ismail, Head of the Tourism and Events Department at the Cape Peninsula University of Technology.

- Questions A

To what extent does practical application exist in the conceptualisation of HE Tourism Programmes at the Cape Peninsula University of Technology?

- Answer to Question A

Ismail (2009) says that, yes, practical application exists, with reference to a six-month period of co-operative training that 2nd Year Tourism students need to complete in order to qualify for their National Diploma in Tourism and Hospitality Management. This direct engagement with the Tourism Industry affords students the opportunity to experience industry first-hand. It gives them an understanding of their learning within the tertiary sector. The practical experience that students gain allows tourism companies to recruit the students that are allocated to them for co-operative training, during or after the six-month period. The students then have the choice to either complete their studies or accept employment.

- Question B

Should practical application exist in the conceptualisation of HE Tourism Programmes at CPUT, what possible impact would this have on knowledge levels of students?

- Answer to Question B

Ismail (2009), reasons that co-operative training lends maturity to students and gives them exposure to working with people. It affords students a disposition of responsibility. From a theoretical point of view it will benefit students; however, no amount of theory can replace the unique skills that are gained through practical experience.

- Question C

Should practical application exist in the conceptualisation of Tourism Programmes at the given HE institution, what possible impact would this have on the tourism industry in the Western Cape?

- Answer to Question C

Ismail (2009) states that, it is definitely advantageous for lecturers teaching Tourism to have experience of the industry, but that, it is restricted to one or two sectors. Co-operative training

is necessary for students to experience industry for themselves. All theory is not related to every sector of the industry, e.g. tourist guiding knowledge is not relevant to events management.

- Question D

Would you consider the perceived level of knowledge of HE Tourism graduates satisfactory to the requirements of the tourism industry in the Western Cape?

- Answer to Question D

Ismail (2009) responded as follows: One can safely say that the practical experience and exposure students gain during six months of co-operative training is a good learning experience. Students realise that practical application in the classroom is not everything, and that theory needs to be applied to enhance practical experience. Different subjects equip students with adequate theory about concepts and principles that are needed to, for example, organise an event. Exposure to the practical application of tourism in South Africa, whether in the classroom or out in the industry creates awareness within students of the tourism environment.

19 February 2009, 14:00 Durbanville College

This section presents the questions and answers that constitute an interview conducted with Ms C Swanepoel, Lecturer in Tourism at Durbanville College.

- Question A

To what extent does practical application exist in the conceptualisation of HE Tourism Programmes at Durbanville College?

- Answer to Question A

Swanepoel (2009) indicated that, yes, practical application exists, especially in the presentation of the Galileo course. Travel is practical, therefore real life simulation should be incorporated in lectures. This is also recommended for modules such as Developing and Training Technologies (DTT) and can be applied when the internet is utilised in the lecture environment. Learning starts in the classroom.

- Question B

Should practical application exist in the conceptualisation of HE Tourism Programmes at Durbanville College, what possible impact would this have on knowledge levels of students?

- Answer to Question B

Swanepoel (2009) explained that practical application would serve as preparation for real life situations and the travel environment i.t.o. scheduling their work and handling pressure in the workplace. Role-play enables lecturers to tap from their experience in order to teach students critical knowledge and skills and enhance the theory.

- Question C

Should practical application exist in the conceptualisation of Tourism Programmes at the given HE institution, what possible impact would this have on the tourism industry in the Western Cape?

- Answer to Question C

Swanepoel (2009) stated that students would be taught a service-orientation, inclusive of customer service skills, telephone etiquette and punctuality. Students are prepared, through practically enhanced studying, that the industry is different from the study environment, and that their move from studying to working in the industry will require a mind shift.

- Question D

Would you consider the perceived level of knowledge of HE Tourism graduates satisfactory to the requirements of the tourism industry in the Western Cape?

- Answer to Question D

Swanepoel (2009) replied positively and explained that students are only prepared for entry-level positions. It is up to the industry to carry on with orientation and training.

- Interpretation:

From the above questions and answers it is derived that practical application is utilised in conceptualising HE Tourism Programmes in HEIs in the Western Cape. According to the

responses from the respective interviewees this enhancement is beneficial for both the preparation of HE graduates for entering the tourism industry and for the Western Cape's tourism industry itself in that it capitalises on knowledgeable, trainable graduates.

The next section will summarise the research undertaken in this chapter.

3.4 SUMMARY

In summary this chapter describes the structure and functioning of the National Qualifications Framework (NQF), with specific reference to the objectives and administration of the framework. This is followed by a discussion on how tourism programmes for FET and HE are conceptualised in order to articulate with the existing guidelines of the NQF. The research evaluates the distribution of FET Colleges in the Western Cape and the conceptualisation of NC(V) Tourism Programmes at selected colleges in the given region. Furthermore, the research embarks on an evaluation of the Higher Education Qualification Framework (HEQF), with specific reference to the background to the establishment of the framework as a single co-ordinated system for HE in South Africa, articulation between the HEQF and the NQF, significant characteristics of the HEQF and the implementation of the framework in the HE sector. Before mentioned is verified in an explanation on standard setting within the HEQF and subsequent levels at which HE qualifications are pitched on the framework. The research includes an evaluation, by ways of interviews with key role players at selected institutions in the Western Cape, of the possible differences that exist in FET and HE institutions' approach to the practical application of knowledge and skills learning concepts in their conceptualisation of their educational tourism programmes and the possible extent of such differences between their applications within tourism programmes. Finally, the research evaluates the impact of these differences on the knowledge levels of tourism graduates from FET and HE institutions.

In the next chapter aspects such as international tourism growth and its demands on tourism education, possible connections between industry and tourism education in South Africa, alignment of tourism educational programmes with the industry as well as industry criteria for employment of FET and HE tourism graduates in South Africa are investigated.

CHAPTER 4

GLOBAL TOURISM GROWTH - ITS IMPACT ON PROGRAMME DEVELOPMENT(TOURISM) FOR FURTHER EDUCATION AND TRAINING AND HIGHER EDUCATION SECTORS IN SOUTH AFRICA

4.1 INTRODUCTION

In this chapter of the research, aspects such as international tourism growth and its demands on tourism education, possible connections between industry and tourism education in South Africa, alignment of tourism educational programmes with industry and industry criteria for employment of FET and HE tourism graduates in South Africa are investigated. It is not the objective of this chapter, or any sub-section of it, to compare tourism curricula in South Africa with that of other countries, nor to any global standards. The evaluation of international trends and standards for tourism knowledge management and/or education are conducted for the purpose of creating perspective, and to provide a platform for professional debate.

The next section explains the background to the chapter.

4.2 BACKGROUND

In this section of the research the background of the chapter is depicted.

According to Stuart-Hoyle (2003: 52) tourism programmes, regardless of the country where they are facilitated, could fall broadly into one of two categories in terms of their purpose. Firstly, there are those who seek to offer a holistic approach to Tourism in Higher Education, also known to offer “education about tourism”, and secondly, those which are designed to deal with operational aspects of the tourism industry, thus also known as offering “education for tourism”. Furthermore the research reveals that a predominance of vocational or business management programmes include qualities such as “employment”, “career opportunities” and the provision of “reality skills” in their stated mission and aims rather than more academic aims such as “sound education” or “academic understanding”. Stuart-Hoyle (2003: 52) believes that the holistic approach to “education about Tourism”, which encompasses knowledge as well as skills, is necessary to ensure that graduates are prepared for the tourism industry environment. Holloway (1995: 3) argues that it should be the right of every employer to expect that every graduate or postgraduate would be capable of demonstrating reasonable familiarity with tourism geography as well as fundamental skills such as literacy, communication and customer orientated personality characteristics. In this chapter the necessity for a central standard for tourism programme content or curriculum is debated.

Furthermore, according to Stuart-Hoyle (2003:52) it will ensure more generic knowledge levels for tourism graduates, as well as the possibility of more secure chances of employment for tourism graduates from FET and HE in the developing South African Tourism industry. Other related aspects such as academic rigour as well as the measure of trust that academics and employers have in tourism programmes offered at selected HEIs in the Western Cape are investigated in this chapter.

Sigala and Baum (2003: 367) inform that there are exceptional changes taking place globally, within all advanced industrial societies. This is a suitable entry point for the discourse to follow throughout the chapter. Reportedly, such changes are caused by economic and technological developments which, in turn, pose numerous challenges for the transformation of education and its resultant impact on educational curricula, learning materials, general educational resources as well as relations with education stakeholders. The tourism industry, which is not exempted, has, according to Sigala and Baum, specific operational and human resource characteristics that differentiate it from other industries, which might directly affect the delivery of tourism education and training. This has particular relevance to the project title.

The next section evaluates the reported growth in tourism as a global economic sector as well as related growth in tourism education.

4.3 INTERNATIONAL GROWTH IN THE TOURISM INDUSTRY AND IN TOURISM EDUCATION

In a document published by the University of Zagreb in 2002, *Rethinking of Education and Training for Tourism*, Steynberg et al (2002: 90) investigate the possibilities for a global tourism curriculum. They cite Geldenhuys (2001) who reports that the tourism industry has enjoyed a positive growth rate during the past three decades that categorises it as phenomenal. They also cite Hall (1991: 3), Van Harssel (1994: 2) and Nickerson (1996: 2) who recognise that the tourism industry has become the world's number one industry. The growth experienced by the global tourism industry is expected to have a major effect on tourism education, internationally.

Steynberg et al (2002: 90) report on Ritchie (1988), Sheldon and Gee (1997: 173) and Teare and Brotherton (1990: 5) who claim that the prosperity of any tourism destination is largely dependent on its personnel. Furthermore, the prosperity of a given country's tourism industry will depend largely on well-educated human resources. This can only be achieved through quality education and the optimal use of resources. It is further reported that the respective aims of the tourism profession, namely professionalism and curriculum diversity are in

conflict as professionalism on the one hand requires standardisation and curriculum diversification, on the other, requires a regular review of any given region's tourism curriculum in order to maintain its relevance to the needs of industry. The diversification of curricula around the world is necessary as globalisation, according to Saayman (2000) cited by Steynberg et al (2002: 90), brings to effect a greater movement of people and businesses. South Africa has reportedly experienced a growth in the number of foreign postgraduate students that enrol at its universities. Aspects such as the necessity for global training standards for tourism as well as internationally corresponding tourism curricula for HEIs from different regions, which are brought to stage by the former authors, were incorporated in the research later in this chapter.

Airey (2002: 14) gauges the most remarkable aspect of education for tourism in the last four decades as its significant growth. According to Airey this growth is demonstrated in the number of course enrolments, the growth in numbers of scholars and teachers, the numbers of textbooks and journals and the volume of research being produced for tourism education worldwide. The growth in tourism higher education, such as in any other higher education programme, is reportedly due to four significant factors: long term growing emphasis on vocationalism throughout education, greater attention by students to the employment opportunities provided by their programme of study, changes in the funding and regulation of higher education as well as a recognition by colleges and universities that tourism is a way of expanding student numbers more reliably and cheaply than many other fields of study. Airey (2002: 15) adds that there is much more to the development of a study area such as tourism than simply growth in numbers of courses, students and resources. More importantly, he emphasises the necessity for the development of a knowledge base about the given subject. He further notes that the growth in scale within the global tourism industry has permitted a number of fundamental changes in the knowledge base of tourism. Reportedly the growth in scale within the industry has caused academic courses to expand. Consequently more academic specialists are entering the profession and bringing along their disciplines and approaches to research, thus prompting a new development of the knowledge base of tourism. Therefore a deepening and broadening of tourism knowledge has occurred globally.

The next section investigates the relationship between tourism education and the tourism industry and the role that this plays in the development and regular review of tourism curricula and syllabi. This has particular relevance to the project title.

4.4 MAKING CONNECTIONS BETWEEN TOURISM EDUCATION AND THE INDUSTRY

Extensive research was conducted with the purpose to find international discourse regarding the development of tourism industries around the world and its impact on tourism education. It was found that very limited current research is available on the above and related topics. Sources by Airy (1994), Botterill (1996) and Morgan (2004) were consulted, from which Botterill (1996) was found the most relevant to the research topic.

According to Botterill (1996: 1) innovation is a vital part of competitiveness in the tourism industry and universities are well positioned to stimulate and disperse new ideas and practices for implementation in the industry. Available literature on the role of FET in stimulating growth in the South African tourism industry will be consulted.

Botterill (1996: 1) explains that, as tourism is an industry that depends on human resources to deliver quality services in order to gain economic success, it relies on tourism graduates employed in tourism-related companies and organisations to gain the professional stature, hallmarked globally by economic importance. Tourism programmes that develop skills, attributes and competencies required by different components of the industry are able to offer graduates a broad range of employment opportunities. It would be critical for any given region's tourism industry to be knowledgeable regarding the different qualifications and relevant related educational programmes that are available in order to gauge the employability of graduates in a responsible manner. Furthermore Botterill (1996: 2) claims that those universities that appear to offer vocationally-based tourism through higher education receive the strongest support from prospective students. Vocationally-based programmes often require periods of industry placement where students are taught to negotiate industry-defined projects. This exposure, according to Botterill greatly enhances the status of tourism programmes. The researcher debates that, in contrast, the exposure that in-service training periods lend to students and their qualifications in the industry, should justify an awareness among tourism professionals of different qualifications and educational tourism programmes offered by selected FET and HE institutions in any given region. A strong component of vocational or industry-related tourism learning creates opportunities for the diversification of the knowledge base of tourism as a subject area in the global arena.

The next section describes the different areas of development of knowledge that contribute to the knowledge base of a tourism curriculum.

4.4.1 Knowledge base of tourism education

Airey (2002: 15) cites Tribe (1999: 103) who divides the knowledge base of tourism into three different areas in terms of its development. The first area is called *extradisciplinary* knowledge that is developed outside the academic community in industry, government, research institutes and consultancies. Tribe claims that much of the early study in Tourism, including the development of educational material, derives from this type of knowledge. Airey (2002: 16) identifies the second of Tribe's categories as *multidisciplinary* which can be explained as knowledge that comes from a number of different disciplines. Thirdly, tourism knowledge can, according to Tribe, cited by Airey (2002: 16) be *interdisciplinary* which refers to knowledge that could serve as a central point where other disciplines are merged to present new insights and new knowledge. Sigala and Baum (2003: 368) introduce Information and Communication Technology (ICT) as a revolutionary fast-growing resource-base for educational systems and institutions globally for utilisation in stimulating knowledge creation and dissemination. Sigala and Baum (2003: 368) promote this "fourth knowledge base" as the platform for nurturing information-literacy and knowledge management skills. He argues that tourism and hospitality educational curricula and delivery systems should foster and incorporate the development of such skills, which could be described in more detail as competencies and abilities for students to recognise an opportunity to obtain information, find applicable information, access that information, gauge the suitability of the information, administrate, utilise and share that information. Sigala and Baum rate such abilities as highly necessary to educational and economic success, thus ensuring that tourism and/or hospitality graduates are more effective students, citizens and potential employees.

The next section embarks on an evaluation of knowledge and skills that are interpreted as fundamental in the development of a quality assured, industry-aligned curriculum for tourism educational programmes in South Africa. This has particular relevance to the project title.

4.5 ALIGNING EDUCATIONAL PROGRAMMES WITH THE TOURISM INDUSTRY IN SOUTH AFRICA

Steynberg et al (2002: 91) identify tourism as only one amongst a whole diversity of other disciplines that are offered by HEIs globally as a vocational study. The range of other departments offering programmes in selected related disciplines could include business, leisure, architecture, design, game ranging and geography. The tourism industry in itself is segmented into areas of specialisation such as transportation, food services, lodging and leisure services. It is reported by Steynberg et al (2002: 91) that there has been a lack of skills necessary for good commercial operations in all of the above areas, globally. Therefore

the authors suggest that, with the current diversity in educational areas underpinning tourism, it would be advantageous to the tourism academy to maintain a high standard in the development, governance and presentation of tourism programmes in order to teach students the most important basic tourism concepts in a professional manner. Schuurman (2004: 108) recommends, in support of Steynberg et al, that any selected HEI in South Africa that would diversify its tourism syllabus by incorporating comprehensive courses or modules in, for example Tourist Guiding, Events Management, Tourism and Hospitality Management, Gaming and Gambling, Conservation and Heritage, Sport and Leisure as well as Recreation, Parks and Amenities into their syllabus would be able to emphasise and enhance the transfer of skills and career routing facilitated on site. It is acknowledged, though, by Steynberg et al (2002: 91) that no single HEI could possibly teach the entire range of tourism subjects. The researcher argues, on the aspect of inclusiveness of all tourism and tourism-related knowledge and skills, that responsible application of representative knowledge and skills in the respective programmes offered by FET and HE institutions could enhance the transfer of current, necessary skills to students and improve their chances of employment in the tourism industry of their choice. Steynberg et al (2002: 91) furthermore maintain that a measure of specialisation in terms of specific knowledge and skills learning being offered and cultivated in a tourism programme at any given HEI is inevitable and that the basic philosophy and skills necessary for every tourism professional can be taught in a core national tourism curriculum that ensures a responsible measure of inclusiveness and representation of tourism industry-specific knowledge and skills learning.

The next section evaluates the different components that comprise a core national curriculum for tourism in South Africa.

4.5.1 A recommended curriculum for Tourism Programmes in South Africa

Steynberg et al (2002: 93) clarify their explanation of the role that a core curriculum plays in the delivery of higher education tourism programmes through the following example: in the past technikons in South Africa offered nationally recognised academic tourism courses. They were allowed to deviate up to 30% from the prescribed core curriculum in order to enrich their syllabi as much as possible and address regional tourism needs in South Africa. Furthermore it is maintained by Steynberg et al (2002: 93) that a core curriculum could be interpreted as an attempt to develop a “consensus-based approach” to teaching tourism concepts and that such a central guide to knowledge and skills composition in tourism courses could minimise confusion amongst students in terms of what a tourism qualification essentially involves. Conversely, it would provide a general comprehension amongst industry professionals as to what to expect from graduates who complete tourism-specific

programmes at selected institutions of higher learning. Support is given to this argument by Fester Et el (JBMD, 2008: 4) that was incorporated in chapter 3, section 3.3.4.3. They argue that each institution of higher learning should be free to decide upon the content, nature and organisation of their tourism programmes and modules as long as a “generic” knowledge base underpins all programmes. Therefore Steynberg et al (2002: 93) explain that the depth of knowledge, proficiency of skills and the specific balance of knowledge and skills will differ from one tourism programme to another. There will be a possible difference in a selected institution’s approach to teaching tourism, in terms of context and the aims and objectives of the programmes, but the core syllabus is expected to correspond with a prescribed core curriculum. This coincides with the tourism curriculum suggested by Schuurman in section 4.5.

In the next section a proposed model for a global tourism curriculum is evaluated.

4.5.1.1 Generic knowledge and skills base for tourism education programmes in South Africa

This section of the research evaluates a proposed model by Steynberg et al (2002: 93-95) for a global tourism curriculum. This model has been implemented at the Department of Social Services, Arts, Culture and Sport and the Institute for Tourism and Leisure Studies at the University of Potchefstroom, both located in the North West Province of South Africa.

According to this model, there are three categories of necessary content namely fundamental units, core units and elective units. Fundamental units refer to basic foundational knowledge that is necessary to be included in all tourism education and training. They prepare students for the next level of training. The second category constitutes core units of knowledge that teach students to understand the various different facets of tourism as a global industry. The subject content would consequently differ from destination to destination, especially with regard to the practical application of that subject in, for example Tourist Guiding or Hospitality Management. The third category constitutes elective units which enable institutions of higher learning to tailor-make their tourism course in order to suit their needs or those of the region they serve. In South Africa this category would, for example, focus on practical aspects regarding cultural tourism or ecotourism, which corresponds with the researcher’s earlier argument regarding FET and HE institutions’ approach to practical application within educational tourism programmes.

Within the framework of the above three categories Steynberg et al (2002: 93-95) selectively identify the knowledge, intellectual skills, industry-specific skills as well as key-efficiency skills that tourism students, globally and in South Africa, should be enabled to develop

through selected tourism programme. In terms of **knowledge**, they suggest that students should firstly develop a critical understanding of the development of tourism knowledge. Secondly, they should be schooled in multi-disciplinary and inter-disciplinary approaches to tourism studies in respect of service, research and the professional context. Thirdly, they should be introduced to the nature and characteristics of their subject through both academic and professional practice. Furthermore, students should gain knowledge and experience in research and problem solving, and develop a critical comprehension of the broader moral and ethical environment of tourism. Interestingly, on the basis of pedagogical methodology, Tribe (2002), cited by Jamal (2004: 530) establishes, in support of Steynberg et al, that the ethical tourism paradigm teaches and fosters virtue, experience and practical knowledge as well as a sense of intuition for conduct that is good and sustainable for tourism and the natural environment. The latter could be interpreted as critical aspects of a comprehensive tourism programme.

Steynberg et al (2002: 94) suggest that the following **Intellectual skills** should be developed by typical tourism graduates: firstly, research, interpretation and analysis of information; secondly, knowledge application in solving familiar and unfamiliar problems; thirdly, descriptive and reasoning abilities, and skills to critically evaluate and assess evidence.

It is maintained that **industry-specific skills** that will be developed through tourism education, should include the following: firstly, the planning, designing, executing and communicating of independent intellectual work using appropriate techniques and media; secondly, the recognition and response to moral ethical and safety regulations, relevant legislation and professional codes of conduct that pertain to fieldwork directly or indirectly related to tourism practices.

In support of industry-specific skills, the applicable authors indicate that **key-efficiency skills** such as communication and interpretation, numeric skills along with computer literacy and Information Technology (IT) skills (comparable to the ICT knowledge-base of Sigala and Baum referred to in section 4.4.1), interactive skills for group work, self-appraisal and reflective abilities as well as skills pertaining to planning and managing of personal studies should be developed by any selected higher education tourism programme in South Africa and globally.

To conclude the section on core curriculum and relevant knowledge base for tourism education programmes the research acknowledges the perspective on curriculum design by Steynberg et al (2002: 97). It could be advantageous for both the industry and HEIs located in a selected geographical region to collaborate in curriculum design. This does not deny

FET institutions of their potential to grow as partakers in the strengthening of academy-industry relations. Such collaboration could, according to Steynberg et al (2002: 97), ensure that the tourism syllabus of HE institutions is more in line with their fellow tourism industry's needs and expectations. It would increase the confidence amongst tourism students to look forward to greater scope for job opportunities in a dynamic tourism industry, that is representative of different educational tourism programmes available in their home country and abroad.

The next section investigates the criteria applied by the tourism industry of the Western Cape Province of South Africa for the recruitment and employment of tourism graduates emerging from institutions that offer programmes in National Curriculum (Tourism), undergraduate higher education tourism as well as post-graduate tourism.

4.6 INDUSTRY CRITERIA FOR EMPLOYMENT OF FET AND HE TOURISM GRADUATES IN SOUTH AFRICA

This section introduces the topic concerning criteria for employment in the tourism industry in South Africa. It serves as a forerunner to an empirical investigation later in the research, in Chapter Six.

Altman (2006: 627) categorises tourism as a segment of the services-sector of the South African economy. She estimates that, given the structure of the South African economy, it is most probable that the existing service sectors such as business services, trade, finance and tourism will most certainly be sources of employment for future generations. According to Lewis (2001: 11) the tourism industry, apart from being categorised under services, falls under another economic labour-market category, namely the semi-skilled and unskilled category. Taking into consideration South Africa's post-transitional development and its estimated unemployment rate of more than 36%, Lewis (2001: 11) informs that semi-skilled and unskilled labour represents half of the workforce (in 2001), but at the same time, two-thirds of the unemployed. Therefore, skilled labour sectors such as professional, technical, managerial and executive positions, constitute the other half of the workforce in South Africa, but represent a much lower segment of unemployment. This begs the question whether a shortage of available jobs exists or whether there is a lack of educated, skilled individuals in South Africa. Alternatively, the problem of unemployment could be due to a combination of the two factors.

Altman (2006: 632-633) estimates that, if the South African government does not create 476 000 jobs per annum, it would not reach its target of halving unemployment by 2014. She further envisages that, to achieve this goal, the private sector would have to create 4.9

percent annual employment growth. Four core economic sectors are identified as most probable contributors to future job creation. They are: manufacturing, business services, tourism and the non-formal sector such as commercial agriculture. If private sector tourism organisations are able to initiate and sustain such growth in creating employment opportunities in South Africa, the researcher argues that tourism graduates from both FET and HE institutions would be among the mass of prospective job-seekers up to 2014 and beyond. This would only be the case, though, if tourism organisations from both the private and public sectors formulate employment criteria that afford every applicant a fair chance to employment. After extensive research the researcher could not obtain any tourism-specific legislation that provide guidelines to South African companies or organisations on formulating their criteria for employment, other than equity guidelines from the Employment Equity Act 55 of 1998. This however only addresses a limited aspect of what would be considered fair criteria for employment of applicants.

Rátz and Puczkó (1998: 5) identified through a survey that, in Hungary, 85.5% of new employees in tourism organisations result from recommendations of friends and business partners. The second most popular channel for recruitment is reportedly advertisements in newspapers and magazines. Finally, employment in the tourism industry resulted from relationships built with vocational schools, colleges and universities. Rátz and Puczkó (1998: 6) support the researcher's argument that education is a necessary tool for potential employees to gain relevant knowledge and skills to fill prospective positions in the tourism industry. Rátz and Puczkó (1998: 6) define the following employment criteria: a suitable academic qualification; language proficiency; skills such as computer literacy; being in possession of a driving licence; professional work experience, and particular personality traits. An applicant's performance in an interview or attribute test could be considered as supporting criteria for employment. If the aforementioned criteria for employment should be applied on organisational level in South Africa, the researcher wonders whether job seekers would qualify for available jobs.

To conclude this chapter the researcher argues that every individual tourism organisation in South Africa can have its own set of preferences concerning criteria or requirements for employing new staff. Therefore the research, embark on an investigation of individual tourism related organisations' preferred criteria for employment, by means of an empirical study in chapter six. This and other related aspects of the research are discussed in more detail in chapter five.

4.7 SUMMARY

This chapter evaluates the difference between programmes that offer “education about tourism” and “education for tourism”. It also debates the necessity for a central standard for tourism programme content or curriculum in South Africa. Relevant factors such as international tourism growth, especially i.t.o. economic and technological developments, and its demands on tourism education are discussed. This is followed by an evaluation of the possible connections between industry and tourism education in South Africa, with specific reference to the role that vocational components play in the alignment of tourism educational programmes with industry as well as industry criteria for employment of FET and HE tourism graduates in South Africa. Concomitant to the before mentioned evaluation, the researcher divides the knowledge base of tourism into three different areas, and debates the critical enhancement of tourism theory by ways of a fourth knowledge base known as Information and Communication Technology (ICT). Furthermore, the research proposes a suggested curriculum for Tourism Programmes in South Africa which encompasses a generic knowledge and skills base. Finally, the researcher introduces the reader to discourse regarding industry criteria for employment of FET and HE tourism graduates in South Africa, which serves as a forerunner to an empirical investigation into this matter later in the research.

It is not the objective of this chapter, or any sub-section of it, to compare tourism curricula in South Africa with that of other countries, nor to any global standards. The evaluation of international trends and standards for tourism knowledge management and/or education was conducted for the purpose of creating perspective as well as a suitable platform for professional debate.

In the next chapter the research methodology for the study is described.

CHAPTER 5

RESEARCH METHODOLOGY

5.1 INTRODUCTION

This section provides a summary of the research objectives.

The first objective investigates the relative differences in the approaches of selected FET and HE institutions in the Western Cape. This relates specifically to their practical application of tourism knowledge and skills learning concepts.

The second objective depends on the outcome of the first. Should such differences be identified they will be evaluated with reference to:

- The extent of such differences among educational tourism programmes (Western Cape)
- The impact these differences might impose on the knowledge levels of tourism graduates

The third objective establishes what criteria are currently used by industry professionals in order to appoint tourism graduates. These criteria are limited to an evaluation of educational qualifications offered by FET and HET sectors.

Should significant differences exist in the practical application of tourism knowledge and skills learning concepts among selected further- and higher education institutions, the research has a fourth objective: to evaluate the possible extent of the impact such differences might impose on the tourism industry, especially with regard to its perceptions of tourism programmes and qualifications in the Western Cape.

Given the above, a fifth objective for the research is to establish the viability of and/or necessity for proposing recommendations to address such differences in order to assist industry in becoming more acquainted with the diversity of FET and HE tourism programmes in the Western Cape.

In this chapter the various methodological elements of the research are introduced and described. The main elements that are described include, *inter alia*, the literature search, methods of data collection, research methodology and design, and the organisation and presentation of findings.

5.2 OVERVIEW OF RESEARCH METHODOLOGY

The research is based on a positivist philosophy. The researcher adopts a deductive approach in that the existing body of knowledge is reviewed and deductions are made in order to arrive at specific conclusions. Further elements of the research methodology for this study are discussed below.

5.2.1 Literature search

In this section the objectives for the literature search are revisited in order to point out their significance as the foundation for the empirical survey that is explained later in the chapter.

The literature search incorporates relevant books, journal articles, academic papers, official reports, government policies, such as legislation and subordinate legislation, official publications and other policy documents, newspaper articles and published research. Examples of these documents are *The Constitution of South Africa Act 108 of 1996*, *The White Paper on Transformation of Higher Education in South Africa of 1997*, *The Further Education and Training Act No 16 of 2006*, *Curriculum Development (SAQA 2000)*, *THETA Guidelines for Tourism and Hospitality Unit Standards*, *The Higher Education Qualifications Framework Act 101 of 1997*, publications by the South African Institute for Distance Education (SAIDE), the Association for the Development of Education in Africa (ADEA), the Association for Tourism and Hospitality Education (United Kingdom) and various universities around the world. Furthermore the literature search includes interviews with a random selection of full-time lecturers at selected FET and HE institutions in the Western Cape Province of South Africa.

The literature search is divided into sub-sections in the following order:

- Role-players in further- and higher education development in South Africa – an overview (Chapter 2),
- Post 2008 challenges for further education and training and higher education sectors in South Africa (Chapter 3), and
- Global tourism growth - its impact on programme development(tourism) for further education and training and higher education in South Africa (Chapter 4).

The next section elaborates on the significance of normative criteria as a foundation for the empirical survey.

5.2.2 Extracting normative criteria from the literature

Normative criteria were identified in chapters two through four and are used in the empirical data collection measurement tools.

The literature search includes interview schedules with four interviewees, representing two FET and two HE institutions in the Western Cape. It was pointed out that, within the conceptualisation of FET and HE tourism programmes by selected FET and HE institutions in the Western Cape, practical application exists, and that, according to academic personnel from two selected FET and two HE institutions, the practical application component in the learning process does enhance the competency of students and graduates for their careers in the tourism industry in the Western Cape. It was also pointed out that the industry will be enriched with competent, trainable graduates through enhanced FET and HE tourism learning.

Furthermore the literature search pointed out that, “it would be critical for any given region’s tourism industry to be knowledgeable regarding the different qualifications and relevant related educational programmes that these graduates have studied in order to gauge their employability in a responsible manner” (Botterill, 1996:1). Requirements for employment of tourism graduates include “an academic qualification, language proficiency, skills such as computer literacy and (possession of a suitable) driver’s licence, professional work experience and particular personality traits” Rátz and Puczkó (1998: 6). The normative criteria included in the citing of Botterill (1996:1) and Rátz and Puczkó (1998:6) by the researcher, are evaluated by means of a questionnaire survey that involves tourism industry professionals in the Western Cape.

The next section evaluates relevant components of the various approaches to empirical research that exist.

5.2.3 Various approaches to research methodology

In this section the various research approaches that can be employed separately or in combination are described, and the approach followed for the research is indicated.

5.2.3.1. Quantitative approach, Qualitative approach and Triangulation

According to Denzin and Lincoln (cited by Welman, Kruger and Mitchell, 2005: 8), the difference between qualitative and quantitative research approaches is found in the difference in emphasis of these two approaches.

Denzin and Lincoln point out that the aims of qualitative research are to establish the socially constructed nature of reality, to stress the relationship between the researcher and the object of study, and to emphasise the value-laden nature of inquiry. Baines and Chansarkar (cited by Pei, 2006: 55) claim that the advantage of qualitative research is that it uncovers the underlying motivations for people's behaviours, attitudes, opinions and perceptions. The disadvantage of qualitative research is that the results cannot be generalised to the wider population of interest but should be used as a guide.

Quantitative research, according to Denzin and Lincoln (cited by Welman, Kruger and Mitchell, 2005: 8), emphasises the measurement and analysis of causal relationships between variables within a value-free context. According to Baines and Chansarkar (cited by Pei, 2006: 55), the advantage of quantitative research is centred around the fact that such research is based on large samples of respondents. The disadvantage of quantitative research is defined in the sense that it is difficult to obtain detailed, in-depth information to answer the research questions properly.

According to Olsen (2004: 3) triangulation in research is defined as the mixing of data or methods so that diverse viewpoints or standpoints cast light upon a topic. She further states that the mixing of data types, known as data-triangulation, is often thought to assist in validating the claims that might arise from an initial pilot study.

5.2.3.2 Approach followed for this research

The methodology for this study is both quantitative and qualitative. Responses to open-ended questions are codified (quantified) according to, for example, frequency of occurrence. Responses to pre-coded questions are codified in order to identify re-occurring answers.

The next section describes the methodology for the empirical survey.

5.2.4 The empirical survey

The researcher selected a survey strategy for the empirical data collection. A cross-sectional survey was embarked on. Furthermore, the researcher sampled selected tourism industry

professionals in the Western Cape. These respondents were approached to participate voluntarily in a questionnaire survey(see Appendix A). The questionnaire consists of a combination of quantitative and qualitative elements. Through this method the researcher obtained primary data on the perceptions of FET and HE tourism programmes and qualifications.

The next section explains the structural considerations that the researcher employed for the questionnaire design.

5.2.5 Elements of questionnaire design

A structured questionnaire was decided upon for the collection of primary empirical data from tourism-industry professionals in the Western Cape. The questionnaire was compiled and structured in collaboration with a registered statistician. Bailey (cited by Welman, Kruger and Mitchell, 2005: 154) identifies factors for improving both questionnaires and response rates. Hence, factors such as format, length, colour of the questionnaire, the appearance of the covering letter as well as the ease of completing and returning the questionnaire were taken into consideration when compiling the survey questionnaire. Furthermore a pilot electronic questionnaire survey was done in order to verify the effectiveness of the format and the validity of the questions. Dillon, Madden and Firtle (cited by Pei, 2006: 60) point out that a pilot test is a critical aid for the development of a good questionnaire.

The questionnaire includes open-ended and closed or pre-coded questions, of which a selection consists of filter questions. Welman, Kruger and Mitchell (2005: 153) indicate that filter questions have the purpose of determining whether respondents should answer all subsequent questions, or whether they can omit some of them. Furthermore, the questionnaire consists of multiple sections in order to evaluate the perceptions of tourism professionals of tourism programmes and qualifications for FET and HE in the Western Cape. The questionnaire evaluates the possible impact of practical application components on the competency levels of tourism students and graduates. It also evaluates the possible impacts of practical application in tourism learning on the tourism industry in the given province.

Distribution of the questionnaire was conducted in two phases. In the first phase the questionnaire was distributed via e-mail to the following targeted tourism companies: tour operators, travel agencies, car rental agencies, hospitality companies and tourism information centres in the Western Cape. The first phase was conducted as a pilot study. During the second phase the researcher conducted physical door-to-door visits to target tourism companies in order to improve the quantity of responses and due to time and

financial constraints the target population was limited to 200 tourism establishments in the Western Cape. Door-to-door visits were necessitated because of an unsatisfactory response to the e-mail survey. The sample element was defined as any employee ranging from those who occupy top managerial posts, to those who perform functional roles within the targeted organisations. Responses from the pilot study are used in the data analysis.

The next section introduces the element of bias and explains the approach this research has adopted towards bias.

5.2.6 Introduction to the element of bias

According to Hammersly and Gomm, bias is not uncommon in social research. They point out that, commonly, bias refers to systematic error in research, but that more specifically bias refers to “that deriving from conscious or unconscious tendency, on the part of a researcher, to produce data, and/or interpret them, in a way that inclines towards erroneous conclusions which are in line with his or her commitments.” (Hammersly and Gomm, 1997: 1)

In this study particular care was taken to minimize the element of bias. This is especially true in compiling and preparing the survey questionnaire and in analysing the responses scientifically. This was done through scientific validation of the questions by way of a pilot run. The compilation of the measurement instrument and the scientific analysis of the findings were done in close collaboration with a registered statistician.

The next section demarcates the research limitations to the study.

5.2.7 Research limitations

The range of elements pertaining to limitation of research includes the research population, the sample or target population and the response population. For the purpose of conducting an empirical survey the total research population was limited to tourism companies in the Western Cape. These include tour operators, travel agencies, car rental agencies, hospitality companies, and tourism information offices in the Western Cape. The companies were selected from the Cape Metro region, West Coast Region, Cape Winelands, Boland Region, Swartland Region and Overberg Region. From the total research population a target sample of 200 tourism companies (40 tour operators, 40 travel agencies, 40 car rental agencies, 40 accommodation establishments, and 40 information offices) in the province were selected. They constitute a non-probability sample of 200 respondents, with one competent employee

acting as a respondent for each company. A final estimated response sample of 66% of the research sample is expected.

The next section describes the methodology followed for organising and presenting the research data.

5.2.8 Organisation and presentation of the data

In this section the methodology for the organisation and presentation of data is described.

The data collected through the empirical survey was analysed using MS Excel. Descriptive statistics were deduced from the data, which are presented by way of graphics such as bar charts and pie charts. In chapter seven a z-test and binomial test is used, where appropriate in order to calculate the p-value which indicates either significance or non-significance in the statistical findings.

The following explanation applies to the use of z-test:

- In those cases where the sample size is greater than 25 a z-test (based on the standard normal distribution) is used to determine whether the differences in proportions are significant. These differences will be significant when the p-value is less than 0.05. The observation n indicates the sample size for each tourism sector.

The following explanation applies to the use of binomial test:

- In those cases where the sample size is less than 25 a test based on the binomial distribution is used to determine whether the differences in proportions are significant. These differences will be significant when the p-value is less than 0.05. The observation n indicates the sample size for each tourism sector.

Findings are interpreted in chronological order according to research questions. Each section of findings is accompanied by an introduction and description.

5.3 DISCUSSION OF RESEARCH QUESTIONNAIRE

5.3.1 Section A: Biographical Data

In this section each question from section A of the research questionnaire is discussed in terms of its rationale and its relation to other questions.

5.3.1.1 Question 1: In which sector of the tourism industry does your business operate?

Rationale: This question is posed to the constituency in order to ascertain the representation from each sector of the Western Cape tourism industry. The response rate from each sector would reflect, to some degree, how accessible tourism enterprises in each sector are, whether they are travel agents, accommodation establishments or tour operators. The accessibility of every given sector, in turn, can be interpreted as an indication of the preferred channel(s) of communication each tourism enterprise utilises for interface with the general public.

Statistics and findings from question one are discussed in section 6.2.1.1.

5.3.1.2 Question 2: Where in the Western Cape is your business located?

Rationale: The purpose of this question is to collect data on the geographical distribution of randomly selected tourism enterprises throughout the Western Cape. The data collected not only reflect statistics pertaining to geographical location of participating tourism enterprises, but, if compared to data collected with succeeding questions, also reflect the relative degree of awareness that the constituency from each selected region carries in terms of various existing tourism educational programmes that are offered at Further – and Higher Education institutions in the Western Cape.

Statistics and findings on question two are discussed in section 6.2.1.2.

5.3.1.3 Question 3: What is your job level in your business?

Rationale: The purpose of this question is to collect data on the representation of the different managerial and functional levels among respondents. The different levels that are considered are Functional, Lower Management, Middle Management and Top Management. The majority of organisations that were approached to participate in the research questionnaire fall in the category Small Micro and Medium Enterprises (SMMEs) and operate without a dedicated Human Resource department. Therefore the survey involved tourism

professionals from all levels of management in order to increase the pool of respondents. In the case where respondents, whether they hold functional or managerial jobs, carry a varying level of awareness of the various existing tourism educational institutions and the programmes that they offer in the Western Cape, it could possibly be detected in further data collected through succeeding questions in the questionnaire.

Statistics and findings on question three are discussed in section 6.2.1.3.

5.3.1.4 Question 4: Are you familiar with the term “Further Education and Training”?

Rationale: The purpose of this question is to establish whether respondents are familiar with the term ‘Further Education and Training’. It serves as a filter question (See section 5.2.4 for more information on the use of filter questions). This question ties in with question three in the sense that it evaluates the awareness of tourism professionals from various job levels, of the term Further Education and Training. The data collected with this question is compared to data collected with question seven. This comparison has the purpose of evaluating the validity of data collected with question four in the sense that, if respondents indicate an awareness of the term Further Education and Training, but their response to question seven indicates unfamiliarity with FET institutions and their tourism programmes, the validity of their response to question four is questioned.

Statistics and findings on question four are discussed in section 6.2.1.4.

5.3.1.5 Question 5: Are you familiar with the term “Higher Education”?

Rationale: The purpose of this question is to establish whether respondents are familiar with the term Higher Education. It serves as a filter question (See section 5.2.4 for more information on the use of filter questions). This question ties in with question three in the sense that it evaluates the awareness of tourism professionals from various job levels, of the term Higher Education. The data collected with this question is compared to data collected with question four. The comparison is done for the purpose to compare tourism professionals’ familiarity with the terms “Further Education and Training” and “Higher Education” respectively. A second comparison is done between data collected with question five and data collected with questions 13 and 14. This second comparison has the purpose of verifying data collected with question five in the sense that, if respondents indicate an awareness of the term Higher Education, but their responses to questions 13 and 14 indicate unfamiliarity with HE institutions and their tourism programmes, the validity of their response to question five is questioned.

The comparison and further discussions on statistics and findings on questions five are conducted in section 6.2.1.5.

5.3.2 Section B: Further Education and Training

In this section each question from section B of the research questionnaire is discussed in terms of its rationale and its relation to other questions.

5.3.2.1 Question 7: Are you aware of any Further Education and Training (FET) institutions (e.g. Colleges) in your area?

Rationale: This question ties in with question four in section 5.3.1.4. The purpose of this question is to evaluate the awareness of tourism professionals of Further Education and Training institutions in their vicinity. Data collected from question four is verified by using data collected from question seven. The rationale for this verification is as follows: if respondents to question four indicate an awareness of the term “Further Education and Training”, but their responses to questions seven indicate unfamiliarity with FET institutions, the validity of their responses to question four is questionable. The term *awareness* refers to tourism professionals’ knowledge of the geographic location of FET institutions and the contexts in which they operate. Should the respondents indicate such an awareness, the researcher believes that they should be able to make contact with selected FET institutions in order to, for example, negotiate employment for competent FET tourism graduates and foster collaboration initiatives for employment of future graduates.

The verification and further discussions on statistics and findings on question seven are conducted in section 6.3.1.1.

5.3.2.2 Question 8: Do you know of any tourism related qualification(s) offered by Further Education and Training institutions in your area?

Rationale: This question is posed to participants in order to evaluate their knowledge of tourism related qualifications offered by Further Education and Training institutions in their area. Data collected through question seven is verified by data collected through question eight. The rationale for the verification is as follows: if respondents to question seven indicate an awareness of Further Education and Training institutions in their vicinity, they should have knowledge of the tourism-related qualifications offered by these institutions. Concomitant to knowledge of tourism-related qualifications is tourism professionals’ ability to gauge tourism graduates’ employability upon evaluating their qualification.

The verification and further discussions on statistics and findings on questions eight are conducted in section 6.3.1.2 and 7.2.2.

5.3.2.3 Question 9: How critical do you consider practical knowledge and skills as components of Further Education and Training tourism programmes that could increase the competency of graduates when entering the industry?

Rationale: The purpose of this question is to evaluate tourism professionals' perceptions of the role that practical knowledge and skills play in the composition of FET tourism programmes. Furthermore, question nine evaluates tourism professionals' understanding of the critical role that practical knowledge and skills play in increasing the competency of graduates when entering the industry. Responses to question nine indicate whether tourism professionals in the Western Cape understand that FET tourism graduates, who have had exposure to learning enhanced by a practical knowledge and skills component, could demonstrate an increased competency and that the possibility exists that such graduates could apply for employment at their tourism enterprise.

Statistics and findings on question nine are discussed in section 6.3.1.3 and 7.2.3.

5.3.2.4 Question 10: Does your tourism business employ graduates from Further Education and Training Institutions?

Rationale: This question is posed to participants in order to evaluate the Western Cape tourism industry's propensity to employ FET tourism graduates. This question ties in with question 11 in the sense that, if participants indicate a high tendency to employ FET tourism graduates, they should consider relevant criteria that either qualify or disqualify graduates for employment at their enterprises. If responses to question 10 indicate a low tendency to employ FET tourism graduates in any given sector in the Western Cape tourism industry, their requirements should justify their decision.

Statistics and findings on question 10 are discussed in section 6.3.1.4 and 7.2.4.

5.3.2.5 Question 11: Please list, in your view, the possible requirements that a Further Education and Training tourism-graduate should comply with, in order to qualify for employment at your tourism business?

Rationale: The purpose of this question is to collect data pertaining to the possible requirements that Further Education and Training tourism graduates should comply with in

order to qualify for employment at participating tourism businesses. This question ties in with question 10 in the sense that, if participants indicate a high tendency to employ FET tourism graduates, they should consider relevant criteria for such employment. If responses to question 10 indicate a low tendency to employ FET tourism graduates in any given sector in the Western Cape tourism industry, their requirements that are revealed through question 11, should justify their decision.

Statistics and findings on question 11 are discussed in section 6.3.1.5 and 7.2.5.

5.3.2.6 Question 12: In your understanding, to what extent does practical knowledge and skills learning in Further Education and Training impact on the tourism industry in the Western Cape?

Rationale: The purpose of this question is to evaluate participants' understanding of the extent to which practical knowledge and skills learning in Further Education and Training impact on the tourism industry in the Western Cape. This question ties in with question nine in the following way: if tourism professionals, regardless of their type of operation, perceive practical knowledge and skills learning as a critical, imperative component of FET tourism programmes, they should also regard themselves as part of that given tourism industry. Furthermore respondents should regard themselves as part of the constituency that will benefit from competent FET tourism graduates who have had exposure to learning enhanced by a practical knowledge and skills component. With this understanding in mind respondents should be able to estimate the impact that practical knowledge and skills learning in FET have on the industry in the Western Cape.

Statistics and findings on question 12 are discussed in section 6.3.1.6 and 7.2.3.

5.3.3 Section C: Higher Education

In this section each question from section C of the research questionnaire is discussed in terms of its rationale and its relation to other questions.

5.3.3.1 Question 13: Are you aware of any Higher Education Institution in your area? (E.g. Universities)

Rationale: This question ties in with question five in section 5.3.1.5. The purpose of this question is to evaluate tourism professionals' awareness of Higher Education institutions in their vicinity. Data collected from question five is verified by using data collected from

question 13. The rationale for this verification is as follows: if respondents to question five indicate an awareness of the term “Higher Education”, but their responses to question 13 indicate unfamiliarity with HE institutions, the validity of their responses to question five is questionable. The term *awareness* refers to tourism professionals’ knowledge of HE institutions’ geographical location and the contexts in which they operate. Should the constituency indicate such an awareness, the researcher believes that tourism professionals within this constituency should be able to make contact with selected HE institutions in order to, for example, negotiate employment for competent HE tourism graduates and foster collaboration initiatives for employment of future graduates.

In section 7.2.5.2, verification of statistics and findings from question 13 are discussed.

5.3.3.2 Question 14: Do you know of any tourism-related qualification(s) offered by Higher Education Institutions in your area?

Rationale: This question is posed to participants in order to evaluate their knowledge of tourism-related qualifications offered by Higher Education institutions in their area. Data collected through question 13 is verified by data collected through question 14. The rationale for the verification is as follows: if respondents to question 13 indicate an awareness of Higher Education institutions in their vicinity, they should have knowledge of the tourism related qualifications offered by these institutions. Concomitant to respondents’ knowledge of tourism related qualifications is their ability to gauge tourism graduates’ employability upon evaluating their qualifications.

Verification and further discussions on statistics and findings on question 14 are conducted in sections 6.4.1.2 and 7.2.6.2.

5.3.3.3 Question 15: How critical do you consider practical knowledge and skills as components of Higher Education tourism programmes, which could increase the competency levels of graduates when entering the industry?

Rationale: The purpose of this question is to evaluate tourism professionals’ perception of the critical role that practical knowledge and skills play in the composition of HE tourism programmes. Furthermore, question 15 evaluates tourism professionals’ understanding of the critical role that practical knowledge and skills play in increasing the competency of graduates when entering the industry. Responses to question 15 indicate whether tourism professionals in the Western Cape understand that HE tourism graduates, who have had exposure to learning enhanced with a practical knowledge and skills component, could

demonstrate an increased competence and whether the possibility exists that such graduates could apply for employment at their tourism enterprises. Statistics and findings on question 15 are discussed in sections 6.4.1.3 and 7.2.7.2.

5.3.3.4 Question 16: Does your tourism business employ Higher Education tourism graduates?

Rationale: This question is posed to participants in order to evaluate the Western Cape tourism industry's propensity to employ HE tourism graduates. This question ties in with question 17 in the sense that, if participants indicate a high tendency to employ HE tourism graduates, they should consider relevant criteria that either qualify or disqualify graduates for employment at their enterprises. If responses to question 16 indicate a low tendency in any given sector of the Western Cape to employ HE tourism graduates, their requirements should justify their decision.

Statistics and findings on question 16 are discussed in sections 6.4.1.4 and 7.2.8.2.

5.3.3.5 Question 17: Please list the possible requirements that a Higher Education tourism graduate should comply with, in order to qualify for employment at your tourism business?

Rationale: The purpose of this question is to collect data pertaining to the possible requirements that HE tourism-graduates should comply with in order to qualify for employment at participating tourism businesses. This question ties in with question 16 in the sense that, if participants indicate a high tendency to employ HE tourism graduates, they should consider relevant criteria for such employment. If responses to question 16 indicate a low tendency in any given sector of the Western Cape tourism industry to employ HE tourism graduates, their requirements that are revealed through question 17, should justify their decision.

Statistics and findings on question 17 are discussed in section 6.4.1.5 and 7.2.9.2.

5.3.3.6 Question 18: In your understanding, to what extent does practical knowledge and skills learning in Higher Education impact on the tourism industry in the Western Cape?

Rationale: This question has the purpose to evaluate participants' understanding of the extent to which practical knowledge and skills learning in Higher Education impact on the

tourism industry in the Western Cape. This question ties in with question 15 in the following way: if tourism professionals, regardless of their type of operation, perceive practical knowledge and skills learning as a critical, imperative component of HE tourism programmes, they should also regard themselves as part of that given tourism industry. Furthermore respondents should regard themselves as part of the constituency that will benefit from competent HE tourism graduates who have had exposure to learning enhanced with a practical knowledge and skills component. With this understanding in mind respondents should be able to estimate the impact that practical knowledge and skills learning in HE has on the industry in the Western Cape.

Statistics and findings on question 18 are discussed in section 6.4.1.6 and 7.2.10.2.

5.4 SUMMARY

In this chapter the objectives of the research are reiterated and various methodological elements of the research are introduced and described. To introduce the chapter, the literature search and the methodological elements that underpin it, such as the extraction of normative criteria, the application of qualitative and quantitative approaches and a selection of a specific approach for the research study, are described. This is followed by a discussion on the methodology for the empirical survey, the researcher's choice of an approach to selected elements of questionnaire design and his methodology for applying his chosen methods of data collection. Furthermore, the chapter includes a motivation on the researcher's strategy for mitigation of the element of bias, a definition of the research limitations underpinning the study and the methodology for the design, organisation and presentation of findings.

The chapter is concluded with a discussion on each question from the research questionnaire survey. The discussion includes an explanation of the rationale for each question followed by an indication of corresponding sections that pertain to the analysis of data collected through each question, in chapter six and seven.

In summary, the following statistics regarding industry participation in the empirical research survey are presented: Within the Western Cape Tourism Industry constituency, 44 travel agencies, 12 car rental agencies, 49 accommodation establishments, 19 tourist information offices and 9 tour operators participated in the questionnaire survey. A total of 133 respondents were recorded. This figure constitutes a 67 percent response rate. The next chapter includes a statistical analysis of collected data, and an interpretation and expression of findings.

CHAPTER 6

STATISTICAL ANALYSIS OF COLLECTED DATA; INTERPRETATION AND PRESENTATION OF FINDINGS

6.1 INTRODUCTION

In this chapter data collected through the empirical survey is analysed using MS Excel. Descriptive statistics are deduced from the data, which are presented by way of graphics such as bar charts and pie charts. In sections 6.2.1 through 6.4.1 all data are statistically presented, but only section 6.2 includes an analysis of the significance of data. Statistical data from questions seven to eighteen (sections 6.3 to 6.4) is analysed in sections 6.5 through 6.6, specifically according to its significance to the research. It is grouped according to inter-relationships between questions. For example, question seven focuses on FET and question thirteen focuses on HE, but both questions share a common purpose to evaluate tourism industry professionals' awareness of relevant education institutions in their area. They are therefore grouped together in section 6.3.1. This has specific reference to the research title and objectives.

6.2 DESCRIPTIVE STATISTICS

In this section responses to each question from the research questionnaire (see Appendix A) are statistically presented and expressed by way of tables and charts. The sub-sections of the research questionnaire are: Section A - Biographical Data, Section B - Further Education and Training and Section C - Higher Education and Training. Data is similarly presented in sections 6.2.1 through 6.4.1. The aforementioned sections each comprise an introductory phrase followed by subcategories, e.g. 6.2.1.1, 6.2.1.2, that depicts the selected research questions, in chronological order as they appear on the research questionnaire. This is followed by descriptive statistical deductions pertaining to each question.

6.2.1 Analysis of empirical data from Section A

This section depicts data from Section A of the research questionnaire that pertains to Biographical data.

6.2.1.1 Question 1: In which sector of the tourism industry does your business operate?

This question was posed to the constituency in order to ascertain the representation from each sector of the Western Cape tourism industry.

The statistics presented below show that accommodation establishments constitute the largest number of respondents, with 37 percent and travel agencies second largest with 33 percent. This large representation is mainly due to the fact that travel agencies and accommodation establishments are highly accessible to the general public and therefore to any individual engaging in research. Information offices and car rental agencies occupy third and fourth place with 14 and nine percent respectively, mainly due to their branches being fewer and more widely dispersed throughout the Western Cape. The tour operating sector was least represented in the questionnaire survey with 7 percent. The low response rate of tour operators is mainly due to two factors. Firstly, the limited access that the public has through telephonic and online communication media to tour operators. Secondly, the researcher found that most tour operators employ minimum office personnel. Tourism enterprises that belong to the other industry sectors are more accessible to the public because they can be reached by foot at any time during operating hours.

The above discussion serves the conclusion to the relevant section.

Respondent Distribution Across Tourism Sectors in the Western Cape

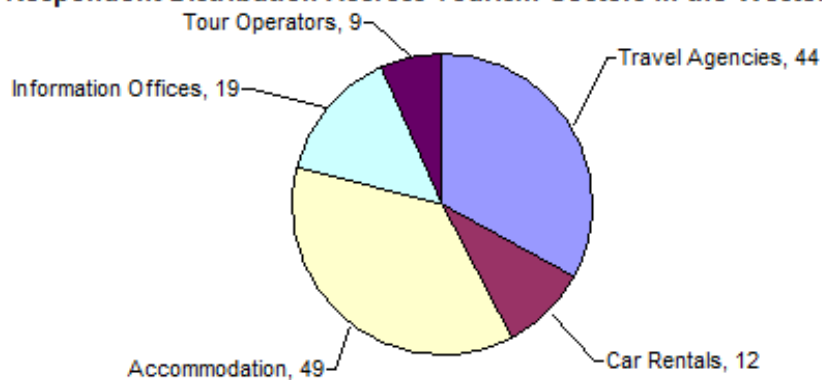


Figure 6.1

Category	Response	Percentage
Travel Agencies	44	33
Car Rentals	12	9
Accommodation	49	37
Information Offices	19	14
Tour Operators	9	7
Total	133	100

Table 6.1

6.2.1.2 Question 2: Where in the Western Cape is your business located?

The purpose of this question is to collect data on the geographical distribution of randomly selected tourism enterprises throughout the Western Cape.

The geographical distribution of respondents is graphically presented below according to industry sector. The largest representation - travel agencies, car rental agencies and tour operators, constituting 52, 50 and 67 percent respectively, are from the Cape Metro region. This is mainly due to the high density in distribution of the relevant tourism sectors' branches in that given region. Accommodation establishments and information offices, in turn are mainly found in the Cape Winelands region. The West Coast, Overberg, Garden Route and Karoo regions all reflect a similar, smaller representation and are therefore grouped into a homogenous pool that share equal characteristics. The data collected through succeeding questions reveals the awareness that tourism enterprises from each participating sector has of the various existing Further- and Higher Education tourism programmes in each selected region of the Western Cape.

Travel Agencies

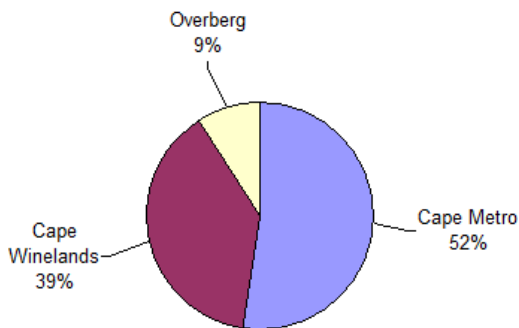


Figure 6.2.1

Category	Travel Agencies	Percentage
Region of the Western Cape		
Cape Metro	23	52%
Cape Winelands	17	39%
Overberg	4	9%
Karoo	0	0%
Garden Route	0	0%
West Coast	0	0%
Subtotal	44	100%
No Response	0	
TOTAL	44	

Table 6.2.1

Car Rentals

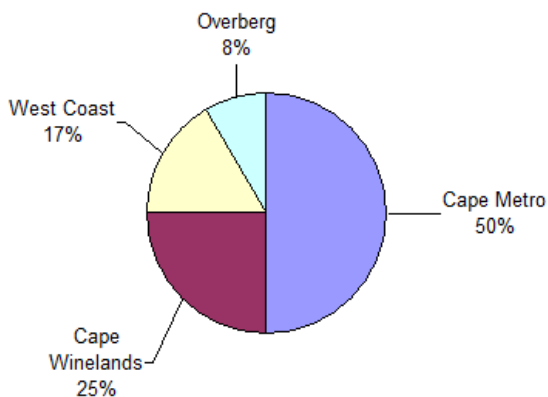


Figure 6.2.2

Accommodation

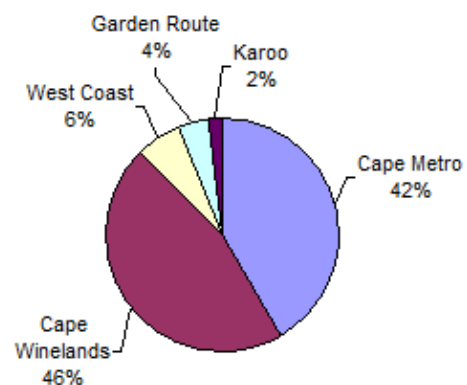


Figure 6.2.3

Category	Car Rentals	Percentage
Region of the Western Cape		
Cape Metro	6	50%
Cape Winelands	3	25%
West Coast	2	17%
Overberg	1	8%
Garden Route	0	0%
Karoo	0	0%
Subtotal	12	100%
No Response	0	
TOTAL	12	

Table 6.2.2

Category	Accommodation	Percentage
Region of the Western Cape		
Cape Metro	20	42%
Cape Winelands	22	46%
West Coast	3	6%
Garden Route	2	4%
Karoo	1	2%
Overberg	0	0%
Subtotal	48	100%
No Response	1	
TOTAL	49	

Table 6.2.3

Information Offices

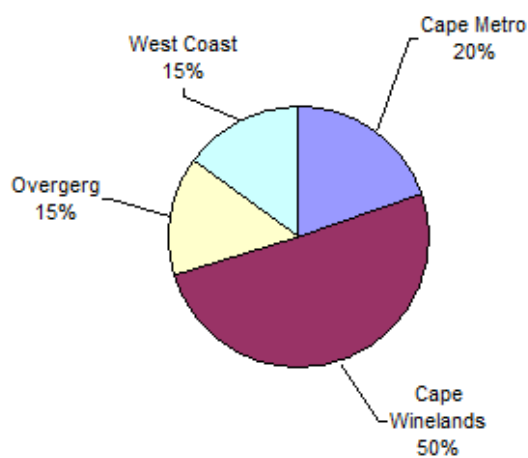


Figure 6.2.4

Tour Operators

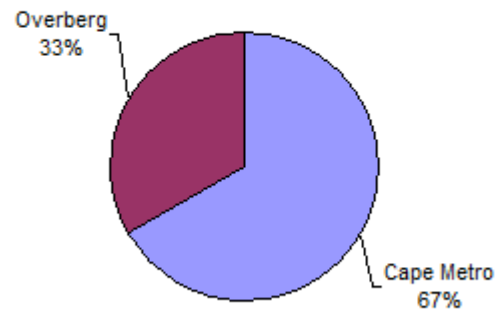


Figure 6.2.5

Category	Information Offices	Percentage
Region of the Western Cape		
Cape Metro	4	20%
Cape Winelands	10	50%
Overberg	3	15%
West Coast	3	15%
Garden Route	0	0%
Karoo	0	0%
Subtotal	20	100%
No Response	0	
TOTAL	20	

Table 6.2.4

Category	Tour Operators	Percentage
Region of the Western Cape		
Cape Metro	6	67%
Overberg	3	33%
Garden Route	0	0%
Karoo	0	0%
Cape Winelands	0	0%
West Coast	0	0%
Subtotal	9	100%
No Response	0	
TOTAL	9	

Table 6.2.5

6.2.1.3 Question 3: What is your job level in your business?

The purpose of this question is to collect data on the representation of the different managerial levels among respondents.

Statistical representation of the data below reveals responses from participating industry sectors that range from top managers to functional employees. The two sectors with the

most similar representation across job levels are travel agencies and information offices. This could mean that more similarities relating to responses from these sectors, dispersed across all the given levels of management, are more likely to share similar awareness of FET and HE institutions in the Western Cape and of the tourism programmes that they offer. Car rental agencies, accommodation establishments and tour operators yield more dissimilar representation across the given job levels. Accommodation establishments' and tour operators' largest representation is from top managerial employees with 41 and 75 percent respectively. Information offices in turn yield 60 percent responses from the combined responses of functional and middle management employees. The large disproportionate representation across all given job levels increases the overall significance of the research.

Travel Agencies

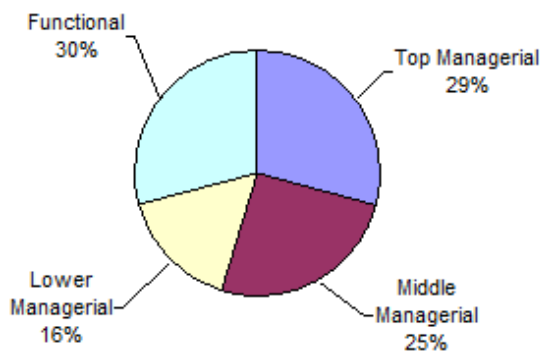


Figure 6.3.1

Car Rentals

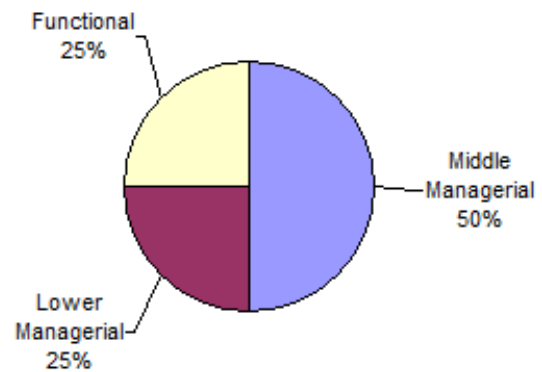


Figure 6.3.2

Category	Travel Agencies	Percentage
Top Managerial	13	30%
Middle Managerial	11	25%
Lower Managerial	7	16%
Functional	13	30%
Subtotal	44	100%
No Response	0	
Total	44	

Table 6.3.1

Category	Car Rentals	Percentage
Top Managerial	0	
Middle Managerial	6	50%
Lower Managerial	3	25%
Functional	3	25%
Subtotal	12	100%
No Response	0	
Total	12	

Table 6.3.2

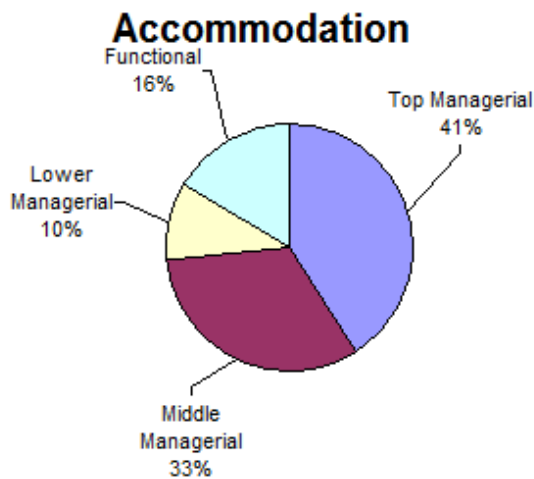


Figure 6.3.3

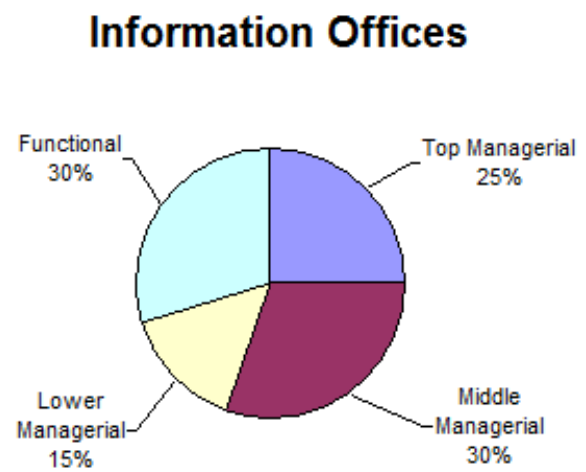


Figure 6.3.4

Category	Accommodation	Percentage	Category	Information Offices	Percentage
Top Managerial	20	41%	Top Managerial	5	25%
Middle Managerial	16	33%	Middle Managerial	6	30%
Lower Managerial	5	10%	Lower Managerial	3	15%
Functional	8	16%	Functional	6	30%
Subtotal	49	100%	Subtotal	20	100%
No Response	0		No Response	0	
Total	49		Total	20	

Table 6.3.3

Table 6.3.4

Tour Operators

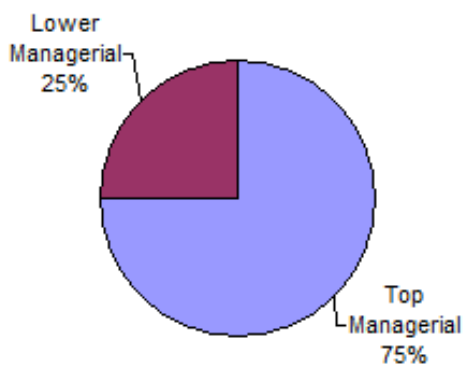


Figure 6.3.5

Category	Tour Operators	Percentage
Top Managerial	6	75%
Middle Managerial	0	0%
Lower Managerial	2	25%
Functional	0	0%
Subtotal	8	100%
No Response	1	
Total	9	

Table 6.3.5

6.2.1.4 Question 4: Are you familiar with the term “Further Education and Training”?

The purpose of this question is to establish whether respondents are familiar with the term “Further Education and Training”.

Statistical data below describe the level of familiarity of tourism industry professionals in the Western Cape with the term “Further Education and Training”. In response to this question, 100 percent of tourism information offices and 84 percent of accommodation establishments

indicate familiarity and are the two tourism sectors that deliver the least number of respondents in the Cape Metro region. The Cape Metro region is chosen as a focus area because it is densely populated with tourism enterprises and FET institutions.

Travel agencies have the largest number of respondents in the Cape Metro region and yield third largest familiarity with the term “Further Education and Training” with 77 percent. Car rental agencies and tour operators yield similar responses with 67 percent familiarity. It is interesting to note that the two tourism sectors with the least respondents in the Cape Metro region demonstrate the greatest familiarity with the term “Further Education and Training”. The opposite is true for car rental agencies, travel agencies and tour operators. The former is a significant finding because the Cape Metro region is densely populated with tourism enterprises and FET colleges. One would therefore expect that the tourism businesses should be aware of FET colleges.

Verification of data collected through question four appears in section 6.3.1.1. This verification process is achieved by comparing the data collected through question seven. The rationale for the verification is as follows: if respondents indicate an awareness of the term “Further Education and Training”, but their responses to question seven reveal unfamiliarity with FET institutions and their tourism programmes, the validity of their responses to question four will be questionable.

Data presented in this section reveal a notable awareness among tourism enterprises of the term “Further Education and Training” - more than 60 percent - and therefore serve as an indication that participants qualify to answer the remainder of the questionnaire pertaining to Further Education and Training.

Travel Agencies

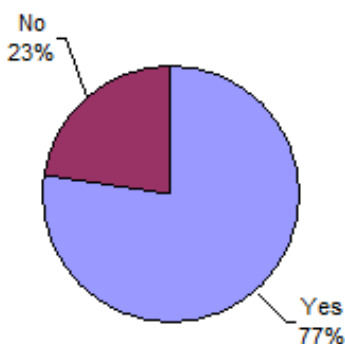


Figure 6.4.1

Car Rentals

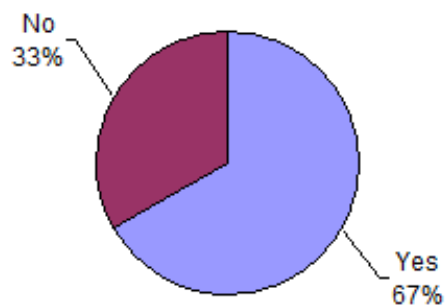


Figure 6.4.2

Category	Travel Agencies	Percentage
Yes	34	77%
No	10	23%
Subtotal	44	100%
No Response	0	
TOTAL	44	

Table 6.4.1

Category	Car Rentals	Percentage
Yes	8	67%
No	4	33%
Subtotal	12	100%
No Response	0	
TOTAL	12	

Table 6.4.2

Accommodation

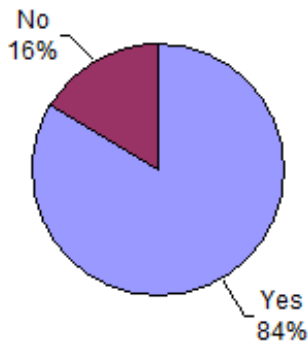


Figure 6.4.3

Information Offices

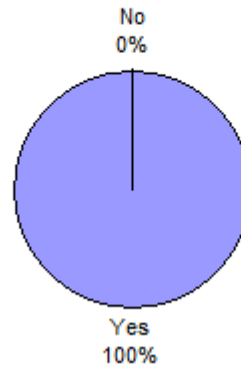


Figure 6.4.4

Category	Accommodation	Percentage
Yes	41	84%
No	8	16%
Subtotal	49	100%
No Response	0	
TOTAL	49	

Table 6.4.3

Category	Information Offices	Percentage
Yes	20	100%
No	0	0%
Subtotal	20	100%
No Response	0	
TOTAL	20	

Table 6.4.4

Tour Operators

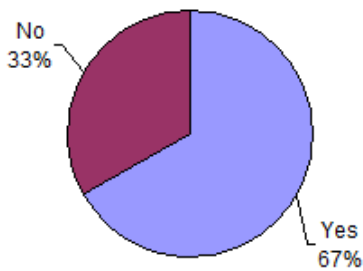


Figure 6.4.5

Category	Tour Operators	Percentage
Yes	6	67%
No	3	33%
Subtotal	9	100%
No Response	0	
TOTAL	9	

Table 6.4.5

6.2.1.5 Question 5: Are you familiar with the term Higher Education?

The purpose of this question is to establish whether respondents are familiar with the term Higher Education.

Statistical data below represent familiarity with the term “Higher Education” by tourism industry professionals in the Western Cape. Respondents from accommodation establishments, car rental agencies and information offices indicate the highest levels of familiarity with 98, 92 and 90 percent respectively. Travel agencies and tour operators indicate a similar level of familiarity at 89 percent. This data serves as an indication that participants are qualified to answer the remainder of the questionnaire pertaining to Higher Education. When this data is compared to that of section 6.2.1.4 it is interesting to note that accommodation establishments and information offices, which have the fewest respondents in the Cape Metro region, reflect the greatest familiarity with the terms Further Education and Training and Higher Education. It is significant that similar findings are revealed in section 6.2.1.4 and 6.2.1.5 in terms of the familiarity of with FET and HE respondents within accommodation establishments and information offices. This could be due to the Cape Metro region hosting the biggest complement of tourism enterprises and HE institutions. One would expect that they would have a high level of familiarity with each other.

A verification process is conducted in sections 6.4.1.1 and 6.4.1.2, in which data collected through question five is compared and contrasted with data collected through questions 13 and 14. The rationale for the verification is as follows: if respondents indicate an awareness of the term “Higher Education” in section 6.2.1.5, but their responses to questions thirteen and fourteen reflect unfamiliarity with HE institutions and their tourism programmes, the validity of their responses to question five will be questioned.

Travel Agencies

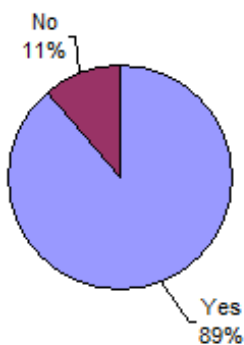


Figure 6.5.1

Category	Travel Agencies	Percentage
Yes	39	89%
No	5	11%
Subtotal	44	100%
No Response	0	
Total	44	

Table 6.5.1

Car Rentals



Figure 6.5.2

Category	Car Rentals	Percentage
Yes	11	92%
No	1	8%
Subtotal	12	100%
No Response	0	
Total	12	

Table 6.5.2

Accommodation



Figure 6.5.3

Information Offices



Figure 6.5.4

Category	Accommodation	Percentage	Category	Information Offices	Percentage
Yes	48	98%	Yes	18	90%
No	1	2%	No	2	10%
Subtotal	49	100%	Subtotal	20	100%
No Response	0		No Response	0	
Total	49		Total	20	

Table 6.5.3

Table 6.5.4

Tour Operators

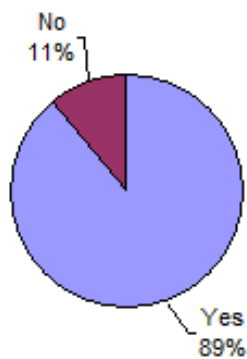


Figure 6.5.5

Category	Tour Operators	Percentage
Yes	8	89%
No	1	11%
Subtotal	9	100%
No Response	0	
Total	9	

Table 6.5.5

6.3.1 Analysis of empirical data from section B

This section depicts data from Section B of the research questionnaire that pertains to Further Education and Training.

6.3.1.1 Question 7: Are you aware of any Further Education and Training Institutions in your area?

This question ties in with question four in section 6.2.1.4. The purpose of this question is to evaluate the *awareness* of tourism professionals of Further Education and Training

institutions in their vicinity. Data collected with question four is verified by using data collected from question seven. The rationale for this verification is as follows: if respondents to question four indicate an awareness of the term “Further Education and Training”, but their responses to question seven indicate unfamiliarity with FET institutions, the validity of their responses to question four will be regarded as questionable.

Statistical data below reveal that the majority of respondents indicate a notable awareness of educational institutions in their vicinity that offer Further Education and Training qualifications. Respondents from accommodation establishments and tour operators reveal the greatest awareness with 80 and 78 percent and travel agencies and information offices are closely behind them with 75 and 70 percent. Respondents from car rental agencies show the least awareness. The significant value of these findings for the research is discussed in section 7.2.1.

Travel Agencies

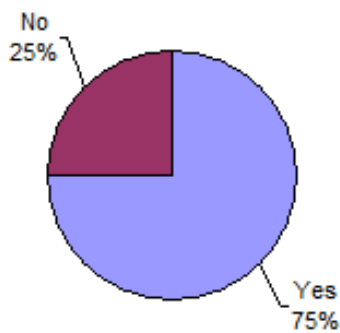


Figure 6.7.1

Category	Travel Agencies	Percentage
Yes	33	75%
No	11	25%
Subtotal	44	100%
No Response	0	
TOTAL	44	

Table 6.7.1

Car Rentals

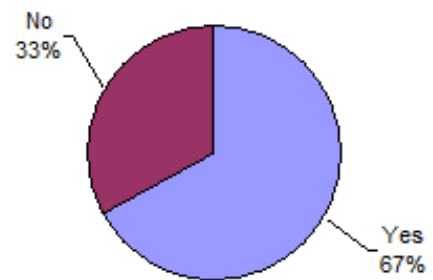


Figure 6.7.2

Category	Car Rentals	Percentage
Yes	8	67%
No	4	33%
Subtotal	12	100%
No Response	0	
TOTAL	12	

Table 6.7.2

Accommodation

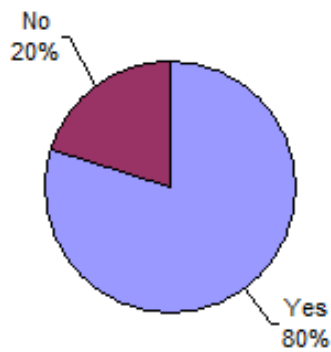


Figure 6.7.3

Information Offices

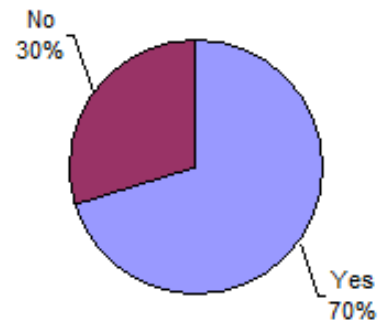


Figure 6.7.4

Category	Accommodation	Percentage	Category	Information Offices	Percentage
Yes	39	80%	Yes	14	70%
No	10	20%	No	6	30%
Subtotal	49	100%	Subtotal	20	100%
No Response	0		No Response	0	
TOTAL	49		TOTAL	20	

Table 6.7.3

Table 6.7.4

Tour Operators

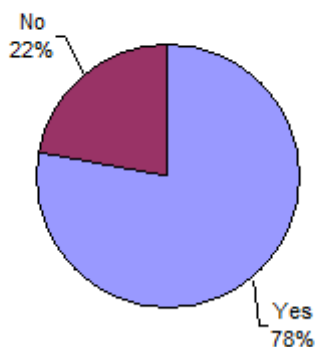


Figure 6.7.5

Category	Tour Operators	Percentage
Yes	7	78%
No	2	22%
Subtotal	9	100%
No Response	0	
TOTAL	9	

Table 6.7.5

6.3.1.2 Question 8: Do you know of any tourism related qualification(s) offered by Further Education and Training Institutions in your area?

This question is posed to participants in order to evaluate their awareness of tourism qualifications offered by Further Education and Training institutions in their area. Data collected with question seven is verified by data collected with question eight. The rationale for the verification is the following: if respondents to question seven indicate an awareness of Further Education and Training institutions in their vicinity, they should have knowledge of the tourism-related qualifications offered by these institutions.

An average of 60 percent of respondents indicate an awareness of above-mentioned qualifications. At a closer glance, it becomes evident that there is a definite trend between data from question seven and data from question eight. The research reveals that 67 percent of both accommodation establishments and tour operators indicate that they know of tourism-related qualifications offered in their area. Furthermore, it is revealed that 64 percent of travel agencies and 60 percent of information offices share that knowledge and 58 percent of car rental agencies present knowledge of tourism-related FET qualifications in their area. While all of the above figures are above 50 percent, this cannot be construed as satisfactory. There is a clear need for tourism-related businesses to acquaint themselves with knowledge relating to FET qualifications offered in the Western Cape.

The significant value of this finding, for the research is discussed in section 7.2.2.

Travel Agencies

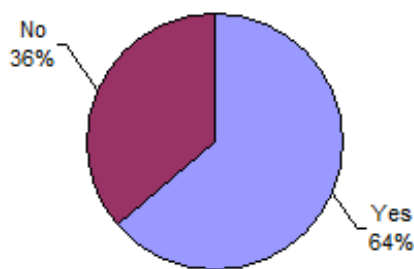


Figure 6.8.1

Category	Travel Agencies	Percentage
Yes	28	64%
No	16	36%
Subtotal	44	100%
No Response	0	
TOTAL	44	

Table 6.8.1

Car Rentals

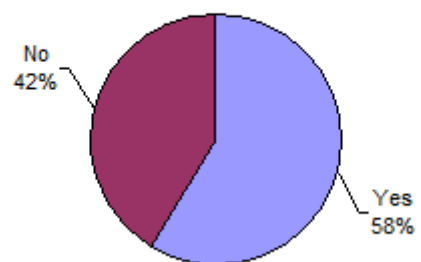


Figure 6.8.2

Category	Car Rentals	Percentage
Yes	7	58%
No	5	42%
Subtotal	12	100%
No Response	0	
TOTAL	12	

Table 6.8.2

Accommodation

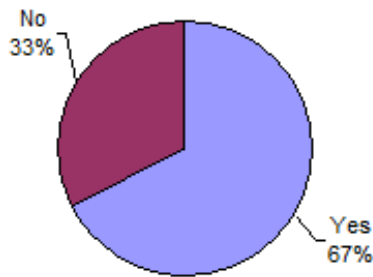


Figure 6.8.3

Category	Accommodation	Percentage
Yes	33	67%
No	16	33%
Subtotal	49	100%
No Response	0	
TOTAL	49	

Table 6.8.3

Information Offices

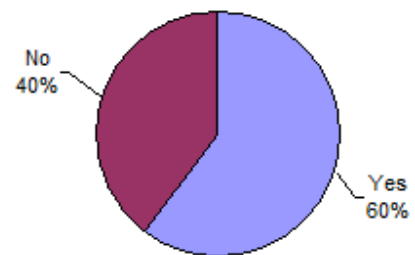


Figure 6.8.4

Category	Information Offices	Percentage
Yes	12	60%
No	8	40%
Subtotal	20	100%
No Response	0	
TOTAL	20	

Table 6.8.4

Tour Operators

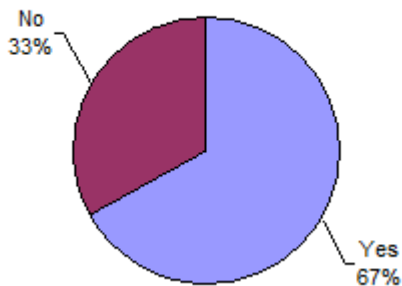


Figure 6.8.5

Category	Tour Operators	Percentage
Yes	6	67%
No	3	33%
Subtotal	9	100%
No Response	0	
TOTAL	9	

Table 6.8.5

6.3.1.3 Question 9: How critical do you consider practical knowledge and skills as components of Further Education and Training tourism programmes that could increase the competency of graduates when entering the industry?

The purpose of this question is to evaluate tourism professionals' perception of the role that practical knowledge and skills play in the composition of FET tourism programmes. Furthermore question nine is an evaluation of tourism professionals' understanding of the role that practical knowledge and skills play in increasing the competency of graduates when entering the industry. In section 7.2.3, responses to question 12 are discussed as a verification of responses to question nine. This verification compares participating tourism industry professionals' understanding of the extent to which practical knowledge and skills learning in FET impact on the tourism industry, against their perception on how critical

practical knowledge and skills are as components of FET tourism programmes for increasing the competency of graduates when entering the industry.

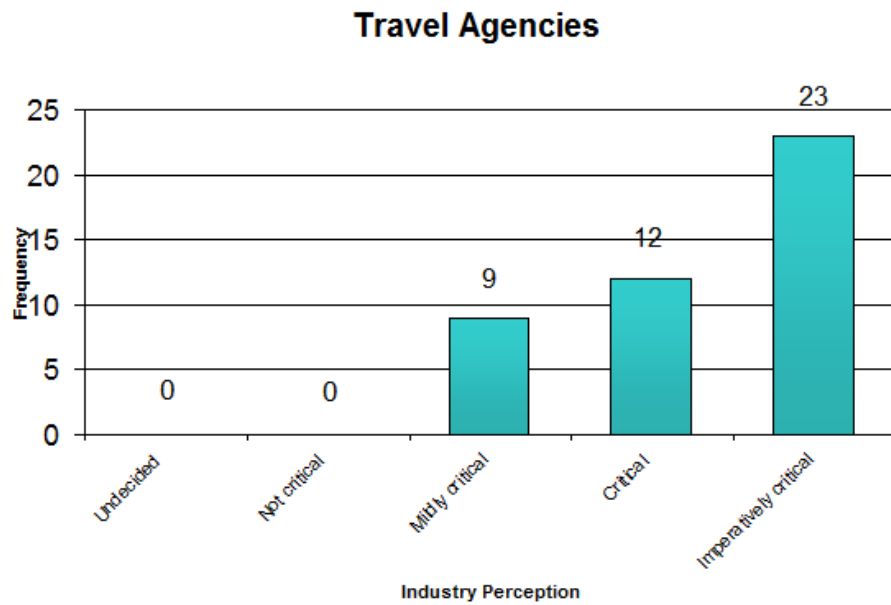


Figure 6.9.1

Category	Travel Agencies	Percentage
Undecided	0	
Not critical	0	
Mildly critical	9	20%
Critical	12	27%
Imperatively critical	23	52%
No Response	0	0%
TOTAL	44	100%

Table 6.9.1

In response to the above question the majority of respondents indicate that they consider practical knowledge and skills components of Further Education and Training as critical and/or imperatively critical for increasing the competency levels of graduates when entering the industry. Closer investigation reveals that 52 percent of travel agencies and 56 percent of tour operators indicate that they consider practical knowledge and skills as imperatively critical.

Car Rentals

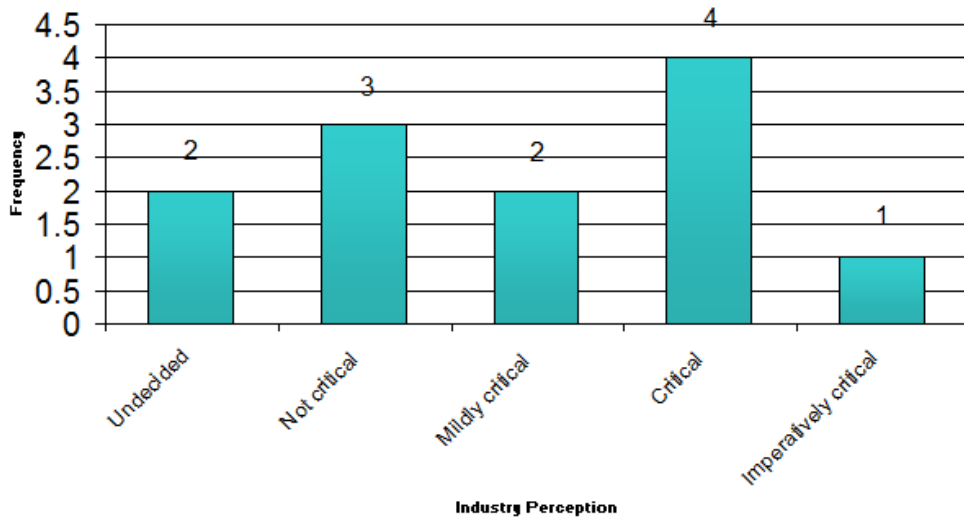


Figure 6.9.2

Category	Car Rentals	Percentage
Undecided	2	17%
Not critical	3	25%
Mildly critical	2	17%
Critical	4	33%
Imperatively critical	1	8%
No Response	0	0%
TOTAL	12	100%

Table 6.9.2

Accommodation

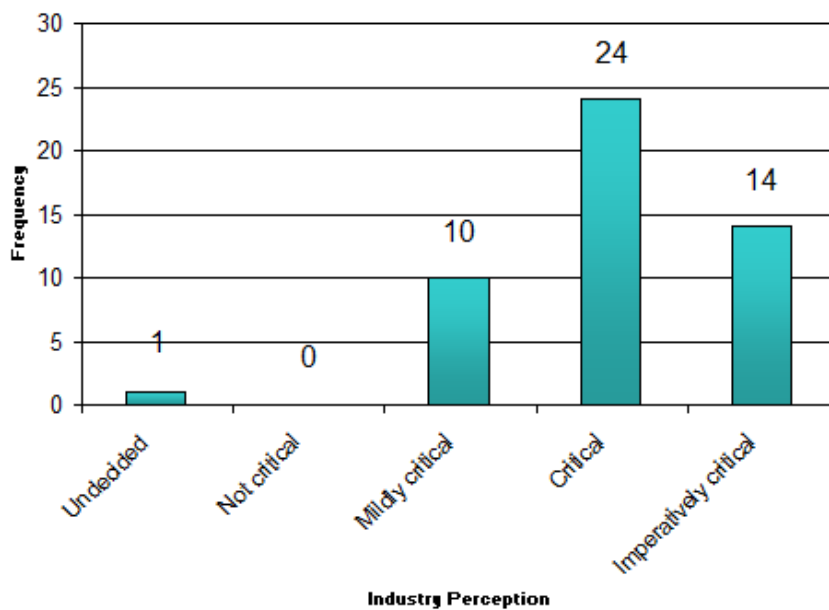


Figure 6.9.3

Category	Accommodation	Percentage
Undecided	1	2%
Not critical	0	0%
Mildly critical	10	20%
Critical	24	49%
Imperatively critical	14	29%
No Response	0	0%
TOTAL	49	100%

Table 6.9.3

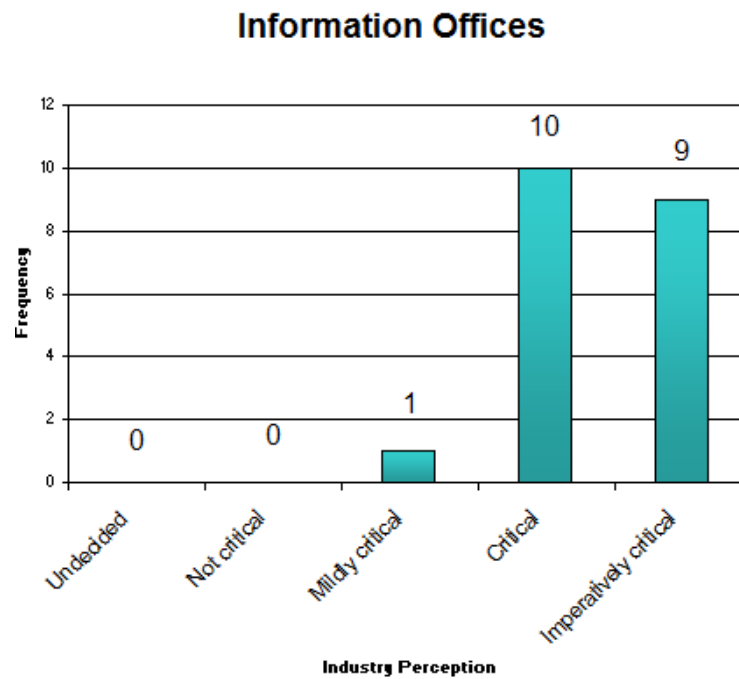


Figure 6.9.4

Percentage	Category	Information Offices
2%	Undecided	0
0%	Not critical	0
20%	Mildly critical	1
49%	Critical	10
29%	Imperatively critical	9
0%	No Response	0
100%	TOTAL	20

Table 6.9.4

Furthermore, 78 percent of both accommodation establishments and information offices indicate that they consider practical knowledge and skills as critical and 58 percent of car rental agencies indicate that they consider it as critical.

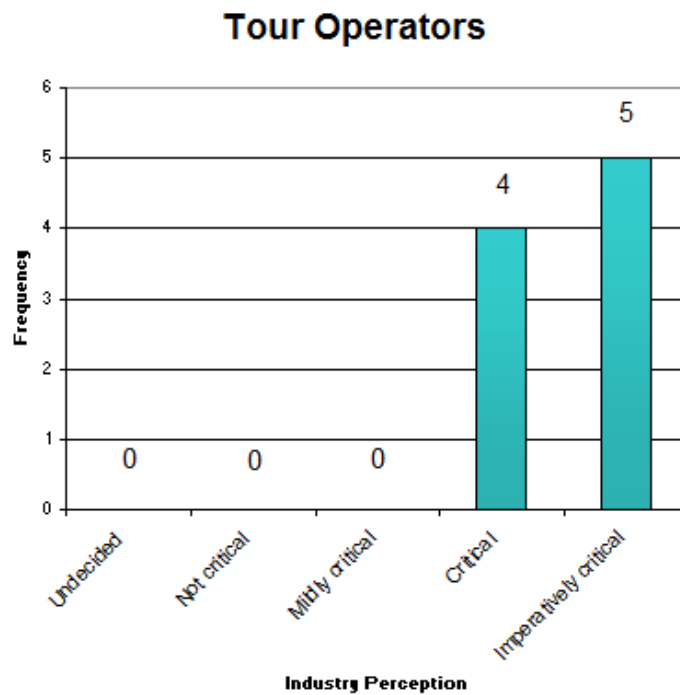


Figure 6.9.5

Category	Tour Operators	Percentage
Undecided	0	
Not critical	0	
Mildly critical	0	
Critical	4	44%
Imperatively critical	5	56%
No Response	0	0%
TOTAL	9	100%

Table 6.9.5

6.3.1.4 Question 10: Does your tourism business employ graduates from Further Education and Training institutions?

This question is posed to participants in order to evaluate the Western Cape tourism industry's propensity to employ FET tourism graduates. This question ties in with question 11 in the sense that, if participants indicate a high propensity to employ FET tourism graduates, they should consider relevant criteria that either qualify or disqualify graduates for employment at their enterprises. If respondents to question 10 indicate a low propensity to employ FET tourism graduates in any given sector of the Western Cape, their requirements in terms of educational qualifications should justify their decision. A suitable example of the propensity of tour operators to employ FET tourism graduates is found below.

Statistics below indicate the percentage of participating tourism companies in the Western Cape who employ Further Education and Training tourism graduates.

Travel Agencies

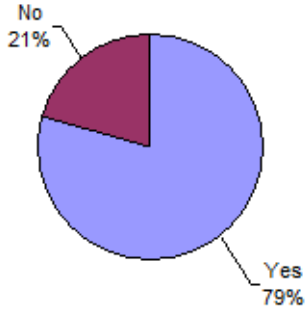


Figure 6.10.1

Car Rentals

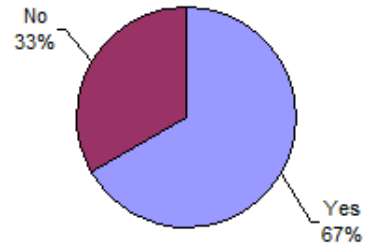


Figure 6.10.2

Category/Number	Travel Agencies	Percentage
Yes	34	79%
No	9	21%
Subtotal	43	100%
No Response	1	
TOTAL	44	

Table 6.10.1

Category/Number	Car Rentals	Percentage
Yes	8	67%
No	4	33%
Subtotal	12	100%
No Response	0	
TOTAL	12	

Table 6.10.2

A propensity of 79 percent of travel agencies and 76 percent of accommodation establishments to employ FET tourism graduates is revealed and they are closely followed by 67 percent of car rental agencies and 63 percent of information offices.

Accommodation

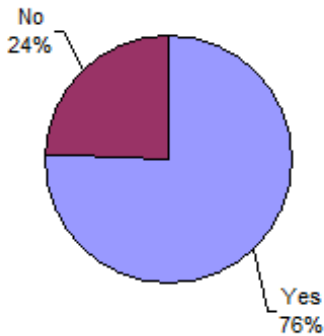


Figure 6.10.3

Information Offices

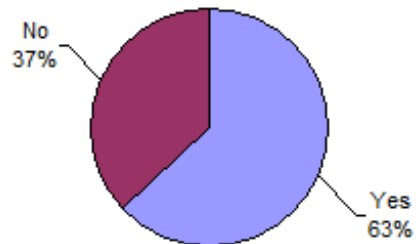


Figure 6.10.4

Category/Number	Accommodation	Percentage
Yes	37	76%
No	12	24%
Subtotal	49	100%
No Response	0	
TOTAL	49	

Table 6.10.3

Category/Number	Information Offices	Percentage
Yes	12	63%
No	7	37%
Subtotal	19	100%
No Response	0	
TOTAL	19	

Table 6.10.4

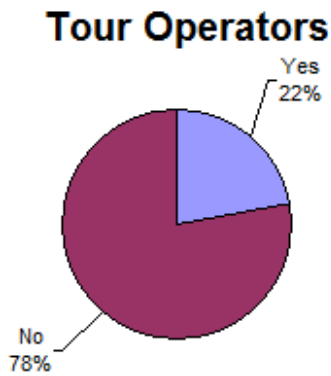


Figure 6.10.5

Category/Number	Tour Operators	Percentage
Yes	2	22%
No	7	78%
Subtotal	9	100%
No Response	0	
TOTAL	9	

Table 6.10.5

The lowest propensity constitutes 22 percent of tour operators in the Western Cape. The significance of the above findings will be discussed in sections 6.3.1.5 and 7.2.4.

6.3.1.5 Question 11: Please list, in your view, the possible requirements that a Further Education and Training tourism-graduate should comply with, in order to qualify for employment at your tourism business.

The purpose of this question is to collect data pertaining to the possible requirements that Further Education and Training tourism-graduates should comply with in order to qualify for employment at participating tourism businesses. This question ties in with question 10 in the sense that, if participants indicate a high propensity to employ FET tourism graduates, they should consider relevant criteria for such employment. If respondents to question 10 indicate a low propensity in any given sector of the Western Cape tourism industry to employ FET tourism graduates, their requirements that are revealed by question 11 should justify their decision.

In this section the employment requirements identified by participating industry enterprises are presented according to frequency.

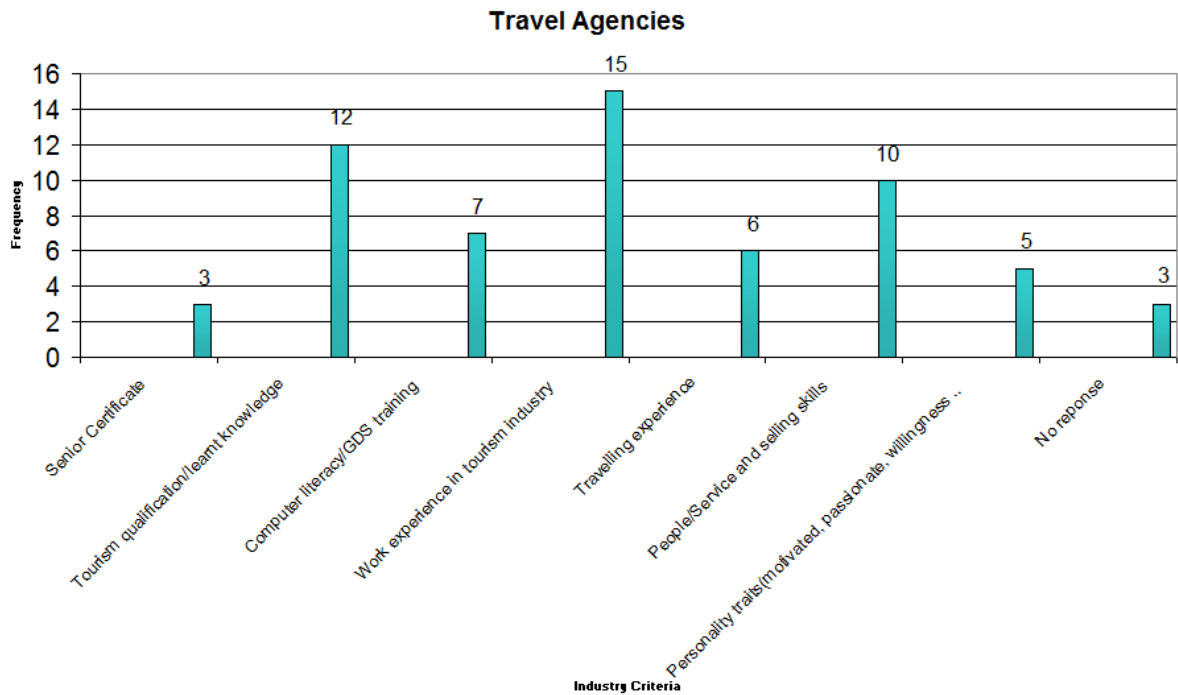


Figure 6.11.1

Travel Agency Requirements					Frequency
Senior Certificate					3
Tourism qualification/learnt knowledge					12
Computer literacy/GDS training					7
Work experience in tourism industry					15
Travelling experience					6
People/Service and selling skills					10
Personality traits(motivated, passionate, willingness to learn)					5
No reponse					3

Table 6.11.1

Among travel agencies, a tourism qualification and learnt knowledge and experience in the tourism industry are considered the two most critical requirements that tourism graduates should possess. Accommodation establishments highlight industry experience, a tourism qualification, industry knowledge and personality traits such as friendliness and trustworthiness as their most critical requirement for employment. In section 6.3.1.3, 79 percent of travel agencies and 76 percent of accommodation establishments indicate a propensity to employ FET tourism graduates. This leads the researcher to the conclusion that FET tourism graduates who comply with the abovementioned requirements, especially those who want to pursue a career in the travel agency or accommodation sectors in the Western Cape, should qualify for employment.

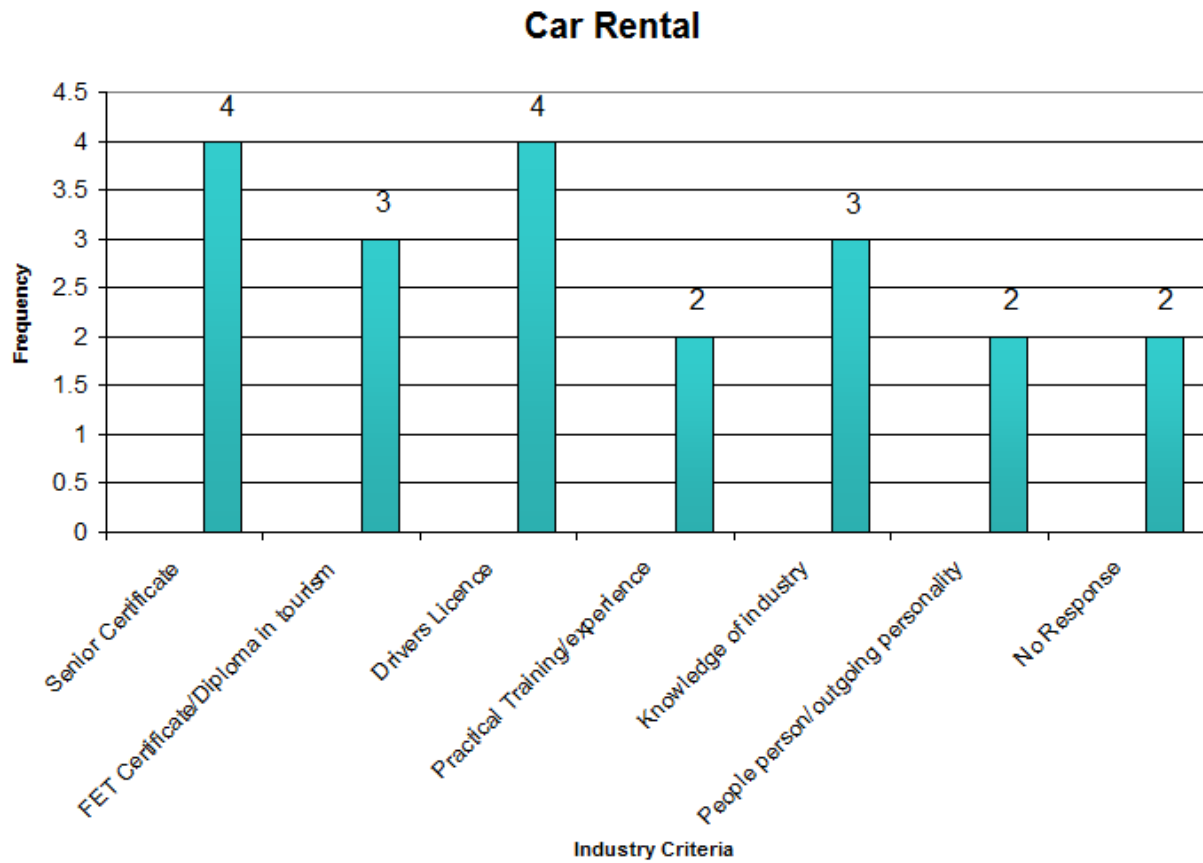


Figure 6.11.2

Car Rental Requirements		Frequency
Senior Certificate		4
FET Certificate/Diploma in tourism		3
Drivers Licence		4
Practical Training/experience		2
Knowledge of industry		3
People person/outgoing personality		2
No Response		2

Table 6.11.2

Amongst car rental agencies a driver's licence is considered the most critical requirement that FET tourism graduates should possess to qualify for employment. In section 6.3.1.3, 67 percent of car rental agencies indicate a propensity to employ FET tourism graduates. This leads the researcher to the conclusion that FET tourism graduates who want to pursue a career in the car rental sector in the Western Cape, especially who are in possession of a valid driver's licence, should qualify for employment.

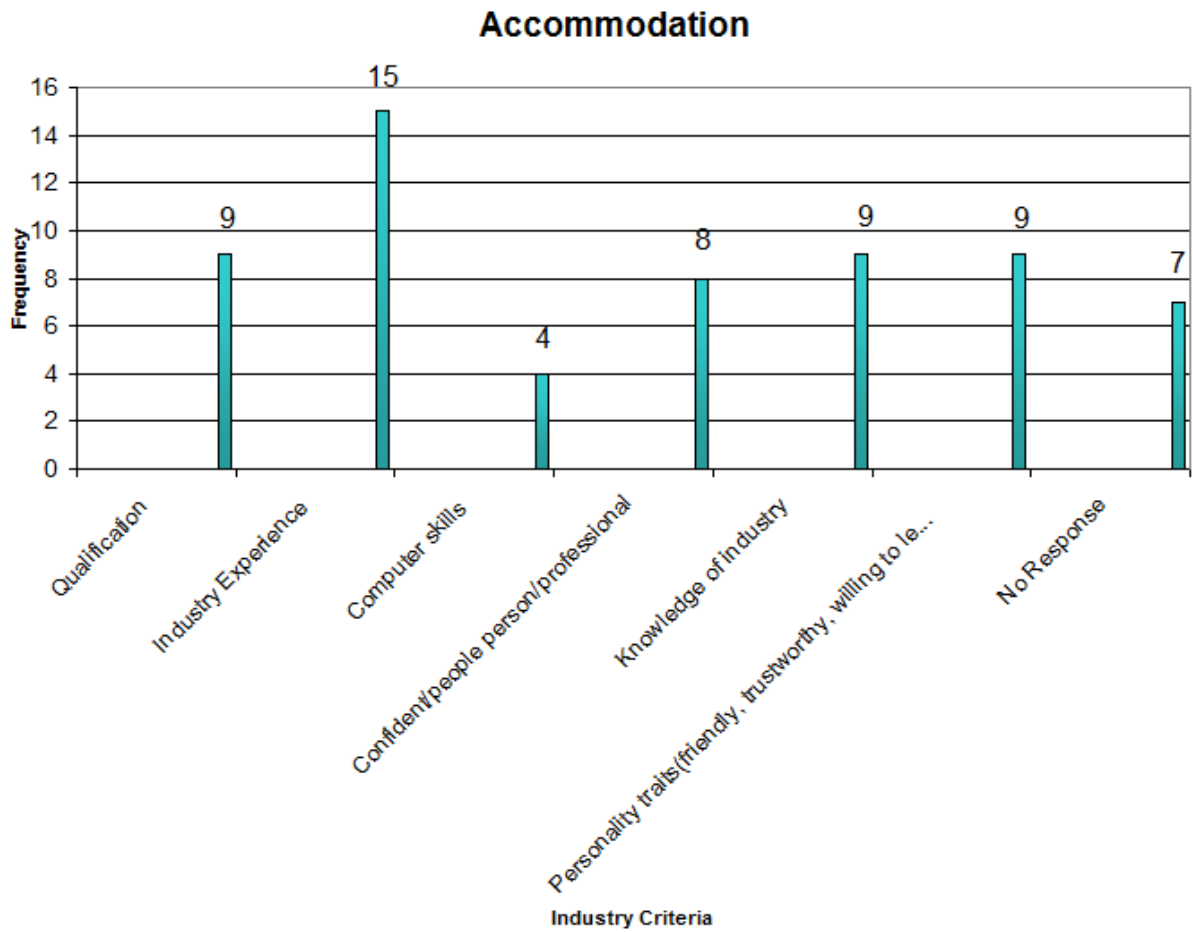


Figure 6.11.3

Accommodation Requirements								Frequency
Qualification								9
Industry Experience								15
Computer skills								4
Confident/people person/professional								8
Knowledge of industry								9
Personality traits(friendly, trustworthy, willing to learn, adaptable, passionate, honest, ethical, creative)								9
No Response								7

Table 6.11.3

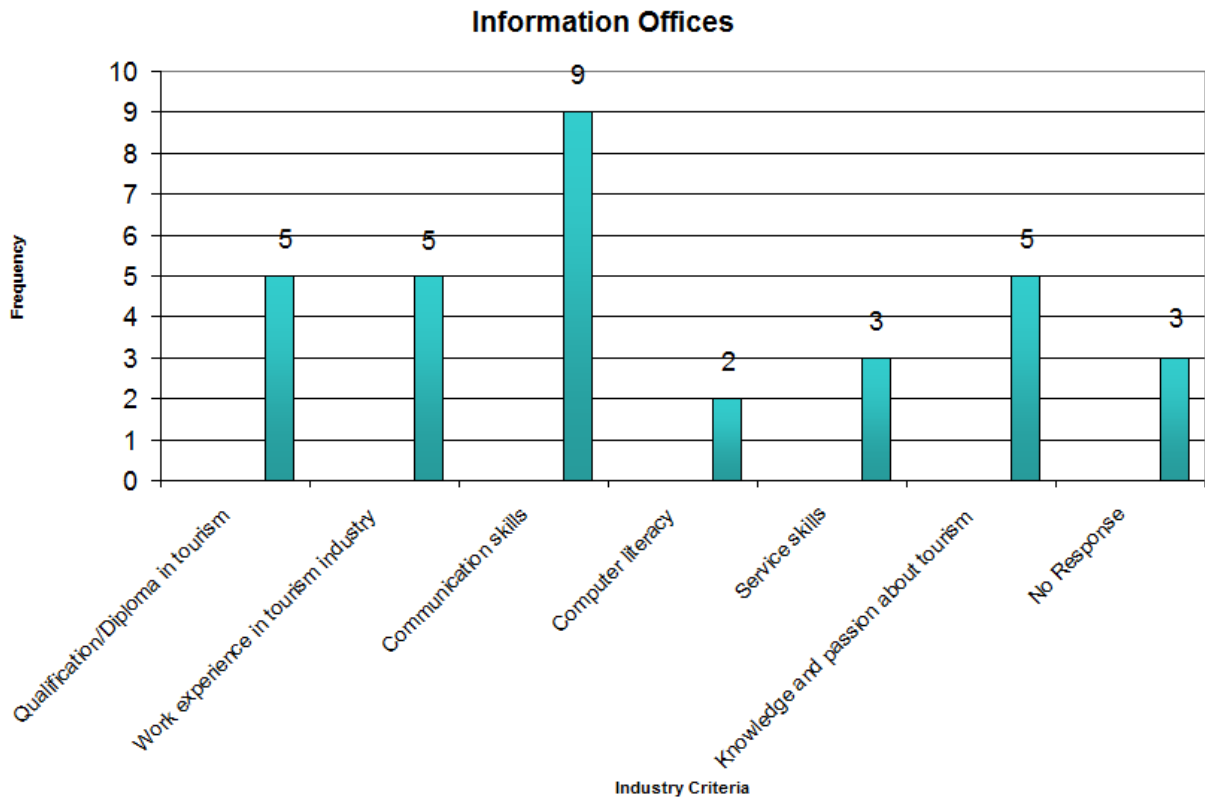


Figure 6.11.4

Information Offices Requirements	Frequency
Qualification/Diploma in tourism	5
Work experience in tourism industry	5
Communication skills	9
Computer literacy	2
Service skills	3
Knowledge and passion about tourism	5
No Response	3

Table 6.11.4

In response to question 11, 63 percent of information offices indicate that they employ FET tourism graduates. In section 6.3.1.3, information offices highlight a tourism qualification, work experience, knowledge and passion about the tourism industry and communication skills as the most critical requirement for employment of FET tourism graduates. This leads the researcher to the conclusion that FET tourism graduates, especially those who want to work at tourism information offices in the Western Cape who comply with the above requirements, should qualify for employment.

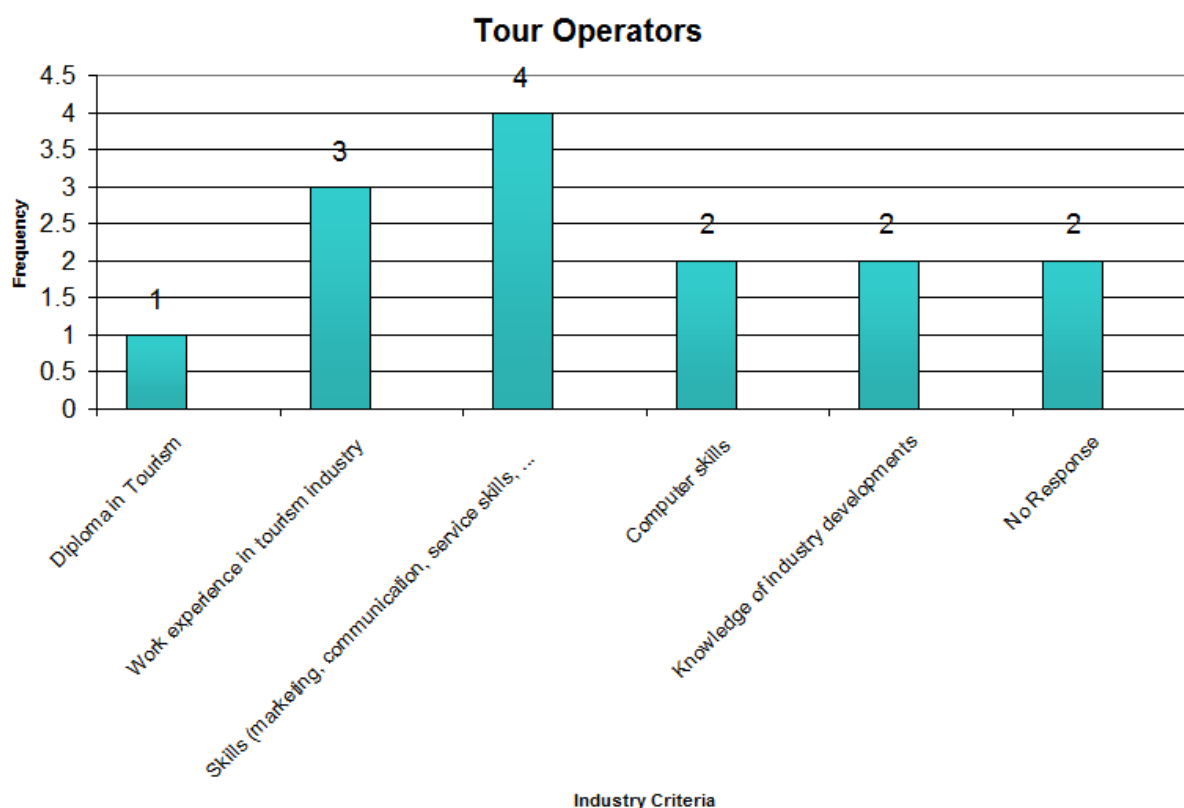


Figure 6.11.5

Tour Operators Requirements	
Diploma in Tourism	1
Work experience in tourism industry	3
Skills (marketing, communication, service skills, problem solving)	4
Computer skills	2
Knowledge of industry developments	2
No Response	2

Table 6.11.5

In response to question 11, 22 percent of tour operators indicate a tendency to employ FET tourism graduates. This corresponds with the finding presented in section 6.2.1.1 that tour operators in the Western Cape employ minimum office personnel. Due to this low propensity revealed by tour operators, the competition to qualify for employment in this sector is expected to be fierce. Tour operators seek practical skills such as marketing, communication and service skills as their most critical requirements for employment. Therefore, FET tourism graduates, especially those who want to pursue a career in tour operating in the Western Cape should utilise their studies and work-integrated learning as diligently as possible to gain excellent experience in performing the above-mentioned skills. The significance of the above findings is discussed in section 7.2.4.

6.3.1.6 Question 12: In your understanding, to what extent does practical knowledge and skills learning in Further Education and Training impact the tourism industry in the Western Cape?

This question is designed to evaluate participants' understanding of the extent to which practical knowledge and skills learning in Further Education and Training impact on the tourism industry in the Western Cape. This question ties in with question nine in the following way: if tourism professionals, regardless of their type of operation, perceive practical knowledge and skills learning as a critical, imperative component of FET tourism programmes, they should also regard themselves as part of that given tourism industry. Furthermore respondents should regard themselves as part of the constituency that will benefit from competent FET tourism graduates who have had exposure to learning enhanced with a practical knowledge and skills component.

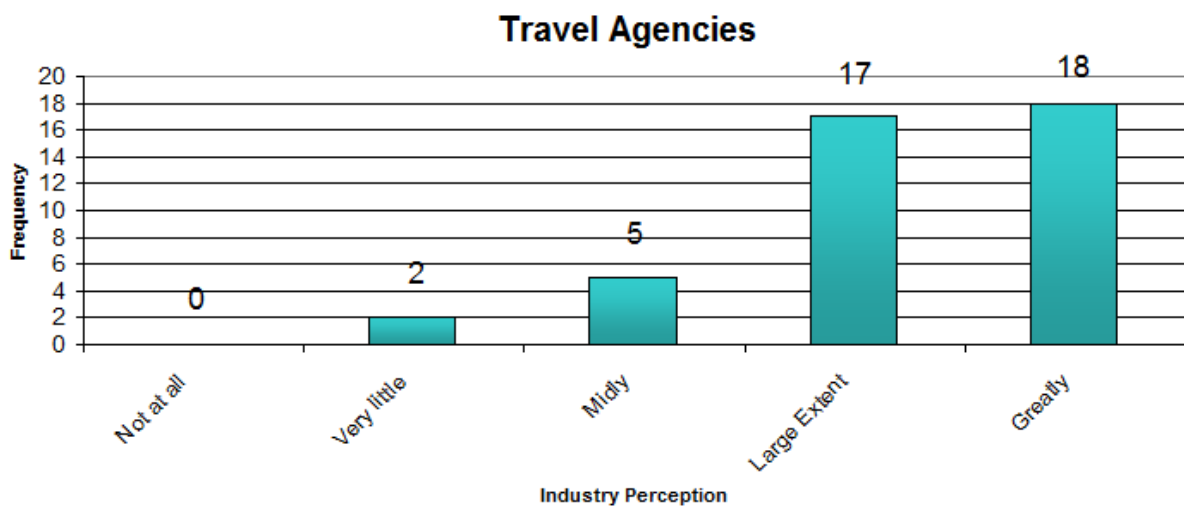


Figure 6.12.1

Category	Travel Agencies	Percentage
Not at all	0	
Very little	2	5%
Midly	5	11%
Large Extent	17	39%
Greatly	18	41%
Subtotal	42	95%
No Response	2	5%
TOTAL	44	100%

Table 6.12.1

In response to question 12, 80 percent of travel agencies indicate that they consider practical knowledge and skills components in FET tourism qualifications to have a large to great impact on the tourism industry in the Western Cape.

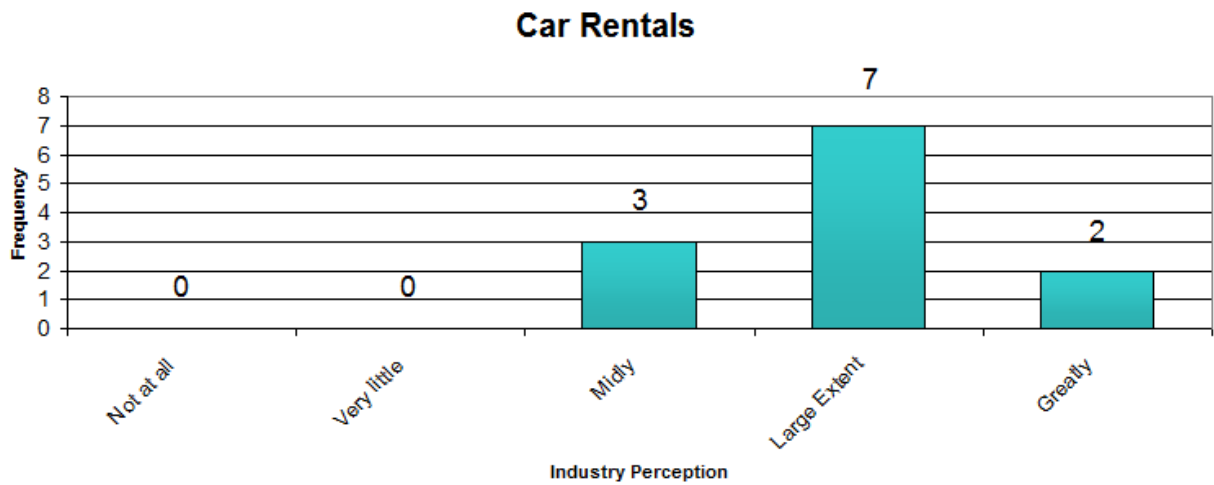


Figure 6.12.2

Category	Car Rentals	Percentage
Not at all	0	
Very little	0	
Midly	3	
Large Extent	7	58%
Greatly	2	17%
Subtotal	12	100%
No Response	0	
TOTAL	12	

Table 6.12.2

Furthermore, 58 percent of car rental agencies indicate that they consider it to impact on industry to a large extent.

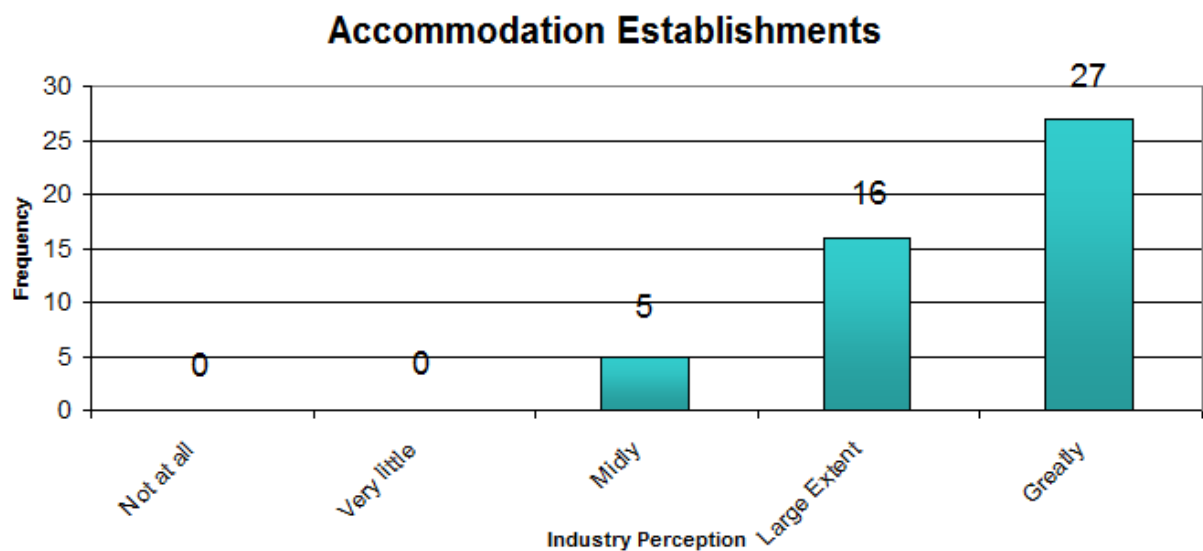


Figure 6.12.3

Category	Accommodation	Percentage
Not at all	0	
Very little	0	
Midly	5	10%
Large Extent	16	33%
Greatly	27	55%
Subtotal	48	98%
No Response	1	2%
TOTAL	49	100%

Table 6.12.3

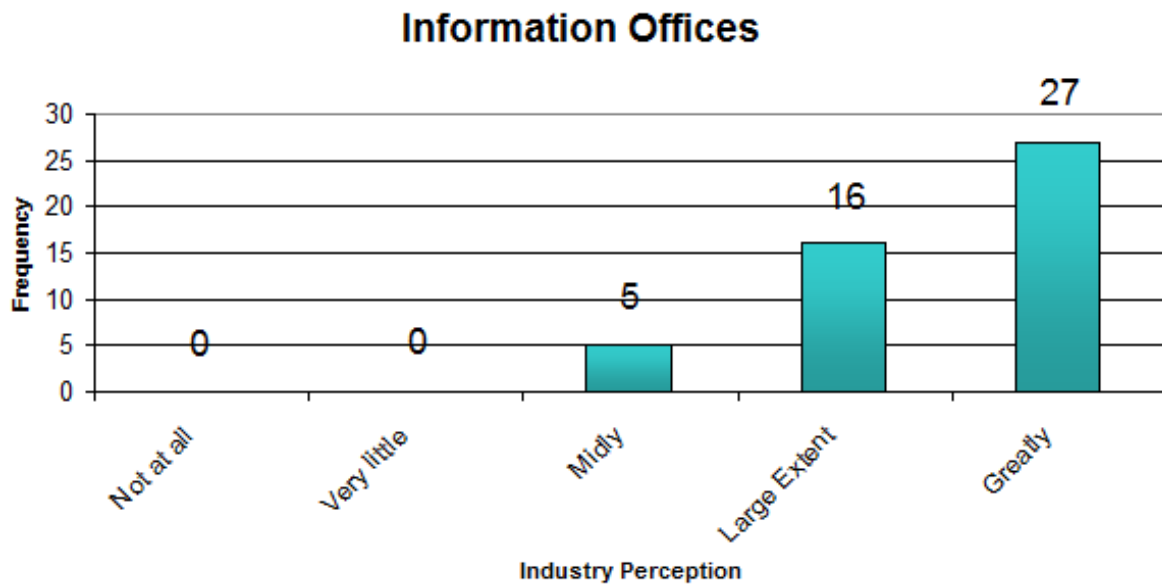


Figure 6.12.4

Category	Information Offices	Percentage
Not at all	0	
Very little	0	
Midly	1	5%
Large Extent	13	65%
Greatly	6	30%
Subtotal	20	100%
No Response	0	
TOTAL	20	

Table 6.12.4

It is interesting to note that an almost similar percentage of accommodation establishments, information offices and tour operators are of the opinion that practical knowledge and skills components have a great impact on the tourism industry in the Western Cape.

The significance of these findings is discussed in section 7.2.3.

Tour Operators

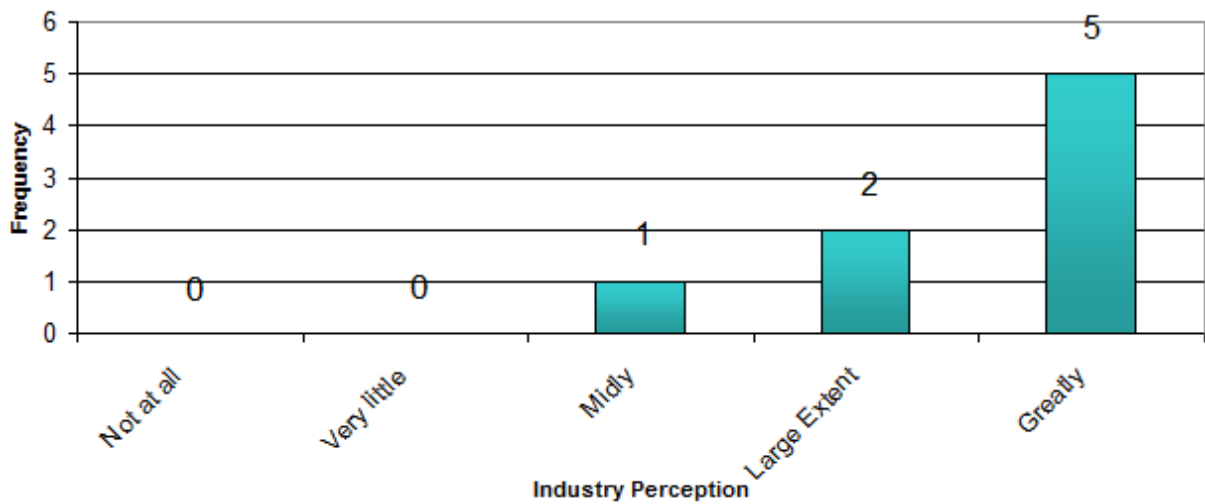


Figure 6.12.5

Category	Tour Operators	Percentage
Not at all	0	
Very little	0	
Midly	1	11%
Large Extent	2	22%
Greatly	5	56%
Subtotal	8	89%
No Response	1	11%
TOTAL	9	100%

Table 6.12.5

6.4.1 Analysis of empirical data from section C

This section depicts data from Section C of the research questionnaire that deals with Higher Education.

6.4.1.1 Question 13: Are you aware of any Higher Education Institutions in your area?

This question ties in with question five in section 6.2.1.5. The purpose of this question is to evaluate the awareness of Higher Education institutions in their vicinity by tourism professionals. Data collected with question five is verified by using data collected with question 13. The rationale for this verification is as follows: if respondents in question five indicate an awareness of the term “Higher Education”, but their responses to questions 13 reflect unfamiliarity with HE institutions, the validity of their responses to question five will be regarded as questionable.

Statistical data from section 6.2.1.5 describe the Western Cape’s tourism industry professionals’ familiarity with the term “Higher Education”. Respondents from accommodation establishment, car rental agencies and information offices indicate the highest levels of familiarity with 98, 92 and 90 percent respectively. Travel agencies and tour operators reveal a similar level of familiarity at 89 percent.

The graphs and tables below describe the awareness of Higher Education institutions in their vicinity by tourism industry professional

Travel Agencies

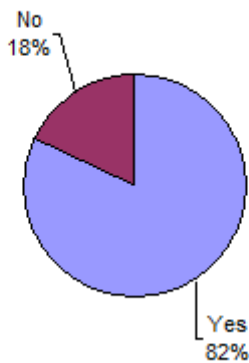


Figure 6.13.1

Category	Travel Agencies	Percentage
Yes	36	82%
No	8	18%
Subtotal	44	100%
No response	0	
TOTAL	44	

Table 6.13.1

Car Rentals

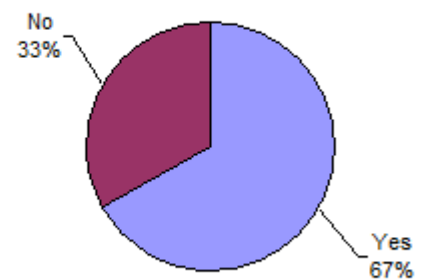


Figure 6.13.2

Category	Car Rentals	Percentage
Yes	8	67%
No	4	33%
Subtotal	12	100%
No response	0	
TOTAL	12	

Table 6.13.2

A notable 82 percent of respondents from travel agencies and accommodation establishments indicate awareness and 67 percent of car rental agencies and tour operators indicate an awareness of HE institutions in their vicinity.

Accommodation

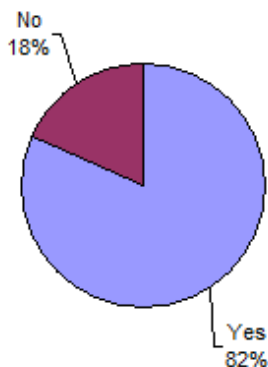


Figure 6.13.3

Category	Accommodation	Percentage
Yes	40	82%
No	9	18%
Subtotal	49	100%
No response	0	
TOTAL	49	

Table 6.13.3

Information Offices

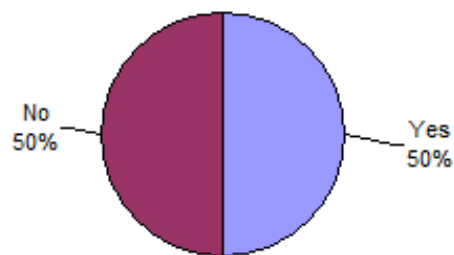


Table 6.13.4

Category	Information Offices	Percentage
Yes	10	50%
No	10	50%
Subtotal	20	100%
No response	0	
TOTAL	20	

Table 6.13.4

From all the participating sectors information offices indicate least awareness with 50 percent. This raises the question whether they can truly be familiar with the term “Higher Education” if they are not aware of any HE institutions in their area. The researcher argues that respondents from information offices should have heard about the term Higher Education either from an HE institution itself or from a reference to such an institution. On the other hand respondents could possibly have migrated from another province and not be familiar with HE institutions in the Western Cape. Tourism information office personnel serve as agents for the province they work in and should therefore be trained on the logistics of that given province, which in the case of this research study, includes the Western Cape Higher Education landscape. Data from question 14, section 6.4.1.2, serves as a further verification of data from question five and 13.

Tour Operators

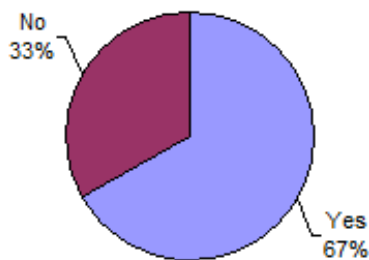


Figure 13.5

Category	Tour Operators	Percentage
Yes	6	67%
No	3	33%
Subtotal	9	100%
No response	0	
TOTAL	9	

Table 6.13.5

6.4.1.2 Question 14: Do you know of any tourism related qualifications offered by Higher Education Institutions in your area?

This question is posed to participants in order to evaluate their knowledge of tourism-related qualifications offered by Higher Education institutions in their area. Data collected with question 14 serves as verification of data collected with question 13. The rationale for the verification is as follows: if respondents to question 13 reveal an awareness of Higher Education institutions in their vicinity, they should have knowledge of tourism-related qualifications offered by these institutions.

The awareness of tourism-related qualifications offered by Higher Education institutions, by tourism industry professionals in the Western Cape, is discussed below.

Travel Agencies

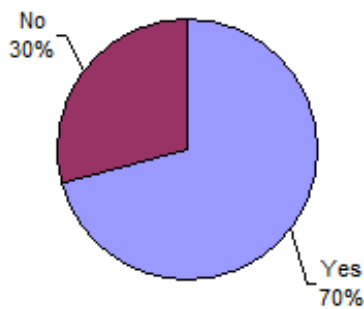


Figure 6.14.1

Category	Travel Agencies	Percentage
Yes	31	70%
No	13	30%
Subtotal	44	100%
No Response	0	
TOTAL	44	

Table 6.14.1

Car Rentals

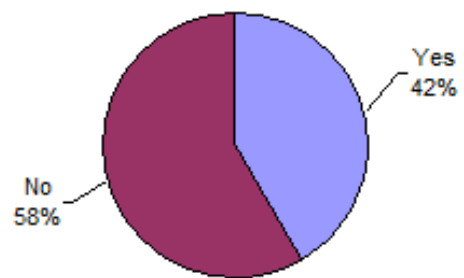


Figure 6.14.2

Category	Car Rentals	Percentage
Yes	5	42%
No	7	58%
Subtotal	12	100%
No Response	0	
TOTAL	12	

Table 6.14.2

Notably, 73 percent of accommodation establishments and 70 percent of travel agencies reveal that they know of tourism-related qualifications offered by HE institutions in the Western Cape.

Accommodation

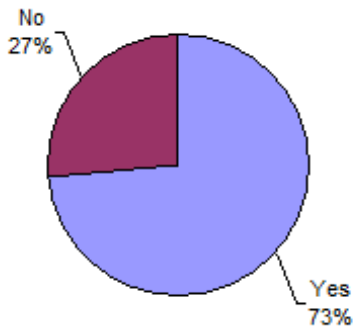


Figure 6.14.3

Category	Accommodation	Percentage
Yes	36	73%
No	13	27%
Subtotal	49	100%
No Response	0	
TOTAL	49	

Table 6.14.3

Information Offices

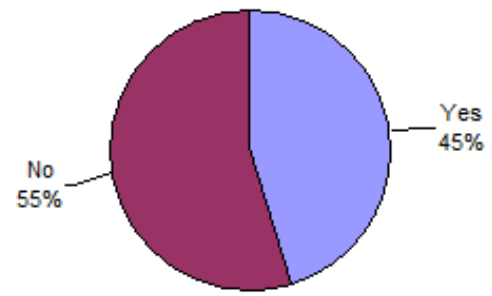


Figure 6.14.4

Category	Information Offices	Percentage
Yes	9	45%
No	11	55%
Subtotal	20	100%
No Response	0	
TOTAL	20	

Table 6.14.4

A less notable 42 percent of car rental agencies and 45 percent of information offices indicate knowledge of such qualifications. It is interesting, though, that tour operators indicate the lowest awareness of all participating sectors at 33 percent. The significance of this data for the research is discussed in section 7.2.6.2.

Tour Operators

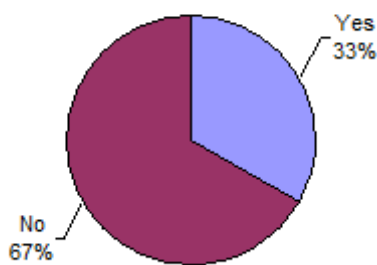


Figure 6.14.5

Category	Tour Operators	Percentage
Yes	3	33%
No	6	67%
Subtotal	9	100%
No Response	0	
TOTAL	9	

Table 6.14.5

Concomitant to respondents' knowledge of tourism-related qualifications is their ability to gauge tourism graduates' employability upon evaluating their qualifications. This has specific relevance to questions 15 and 16.

6.4.1.3 Question 15: How critical do you consider practical knowledge and skills as components of Higher Education Tourism Programmes, which could increase the competency levels of graduates when entering the industry?

This question is designed to evaluate tourism professionals' perception of the role that practical knowledge and skills play in the composition of HE tourism programmes. Furthermore, question 15 evaluates tourism professionals' understanding of the role that practical knowledge and skills play in increasing the competency of graduates when entering the industry. Responses to question 15 indicate whether tourism professionals in the Western Cape understand that HE tourism graduates, who have had exposure to learning enhanced with a practical knowledge and skills component, could demonstrate an increased competence and could possibly apply for employment at their tourism enterprises.

In response to the above question the majority of respondents indicate that they consider practical knowledge and skills components of Higher Education tourism programmes as critical, imperative components for increasing the competency of graduates when entering the industry. A tabular summary of responses to questions 14 and 15 is presented below, which includes a verification of industry professionals' understanding of this phenomenon, as explained in the first paragraph above.

The significance of the above findings for the research is discussed in section 7.2.7.2.

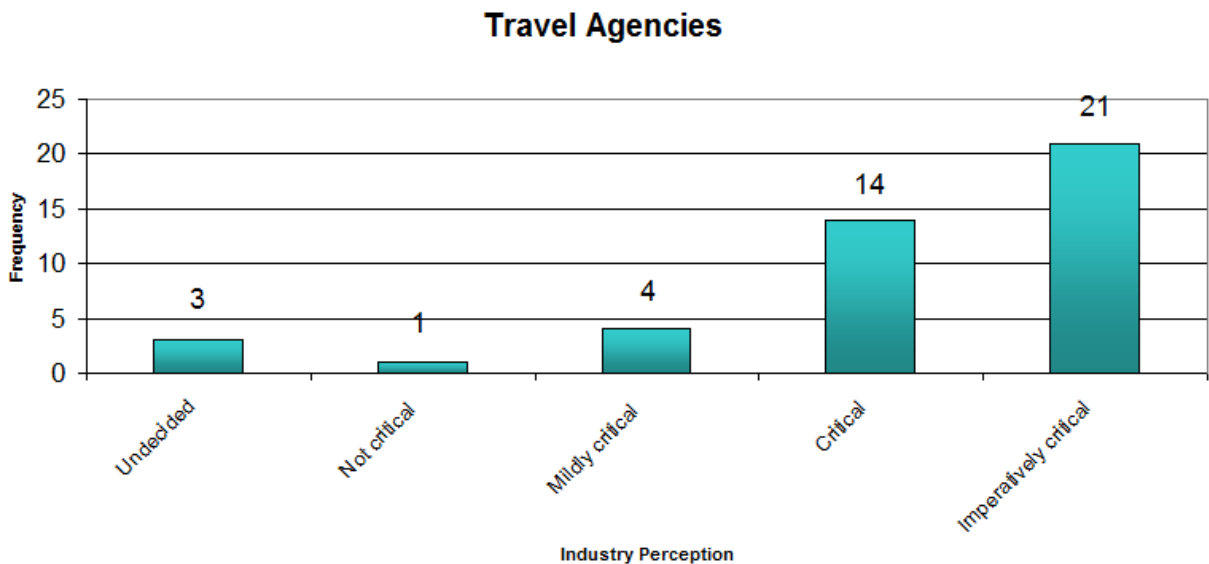


Figure 6.15.1

Category	Travel Agencies	Percentage
Undecided	3	7%
Not critical	1	2%
Mildly critical	4	9%
Critical	14	32%
Imperatively critical	21	48%
No Response	1	2%
TOTAL	44	100%

Table 6.15.1

A total of 48 percent of respondents from travel agencies and 56 percent of participating tour operators indicate that they perceive practical knowledge and skills as imperatively critical components of HE tourism programmes.

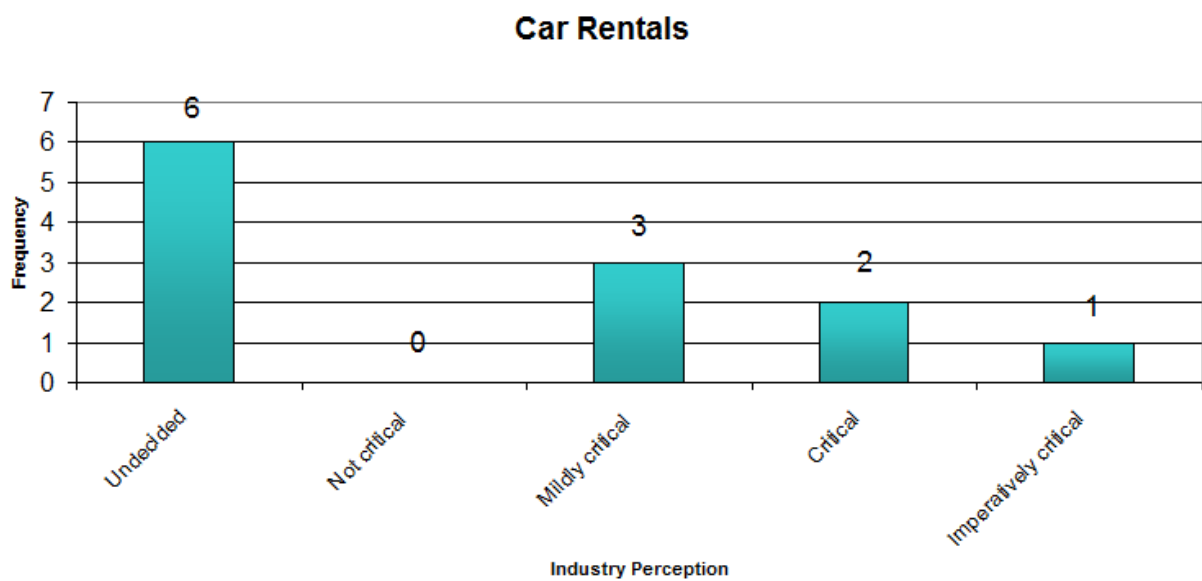


Figure 6.15.2

Category	Car Rentals	Percentage
Undecided	6	50%
Not critical	0	0%
Mildly critical	3	25%
Critical	2	17%
Imperatively critical	1	8%
No Response	0	0%
TOTAL	12	100%

Table 6.15.2

Among car rental respondents, 50 percent are undecided and 25 percent indicate that they perceive practical knowledge and skills as a mildly critical component of HE tourism programmes.

Accommodation

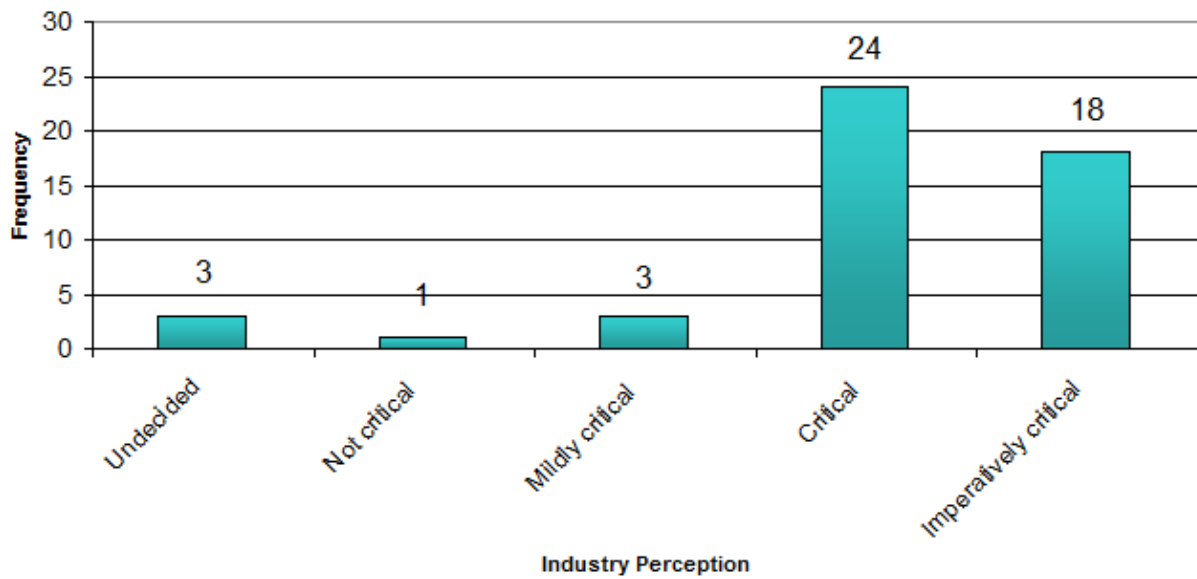


Figure 6.15.3

Category	Accommodation	Percentage
Undecided	3	6%
Not critical	1	2%
Mildly critical	3	6%
Critical	24	49%
Imperatively critical	18	37%
No Response	0	0%
TOTAL	49	100%

Table 6.15.3

Information offices and accommodation establishments agree, 60 percent and 49 percent respectively, that the above components are critical as they could increase the competency levels of graduates when they enter the industry.

Information Offices

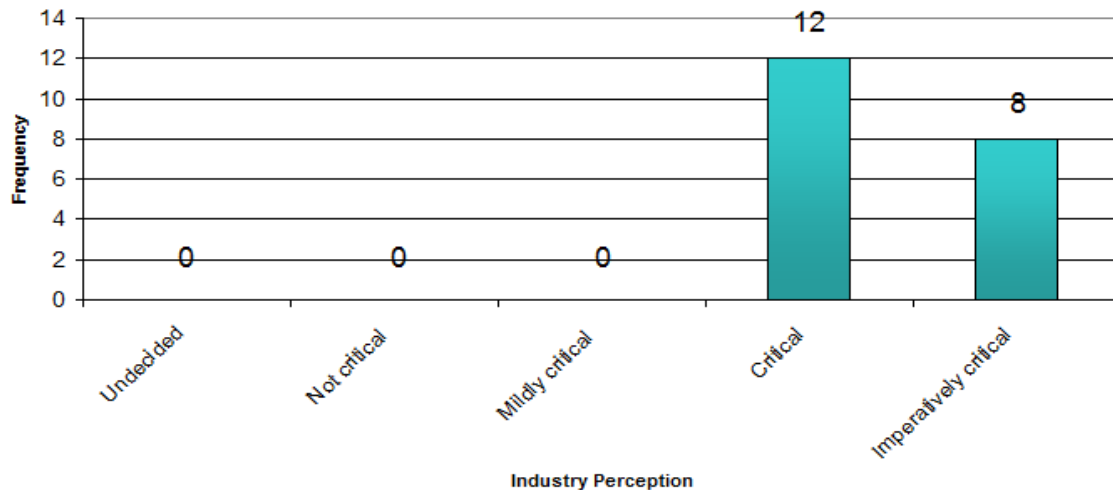


Figure 6.15.4

Category	Information Offices	Percentage
Undecided	0	
Not critical	0	
Mildly critical	0	
Critical	12	60%
Imperatively critical	8	40%
No Response	0	0%
TOTAL	20	100%

Table 6.15.4

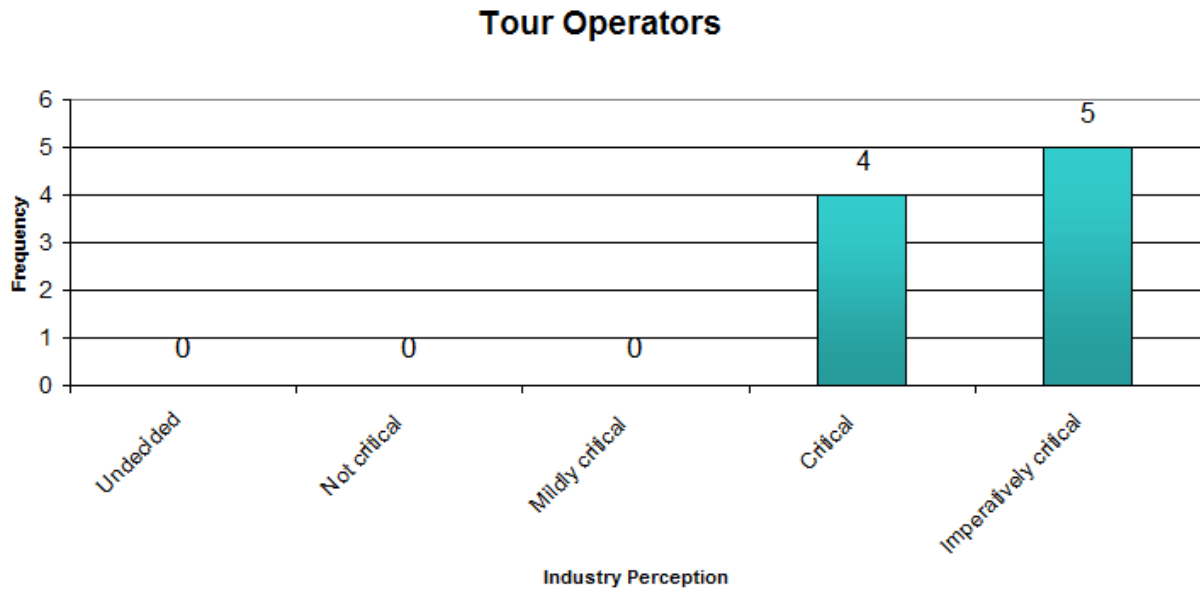


Figure 6.15.5

Category	Tour Operators	Percentage
Undecided	0	
Not critical	0	
Mildly critical	0	
Critical	4	44%
Imperatively critical	5	56%
No Response	0	0%
TOTAL	9	100%

Table 6.15.5

6.4.1.4 Question 16: Does your tourism business employ Higher Education tourism graduates?

This question is posed to participants in order to evaluate the Western Cape tourism industry's propensity to employ HE tourism graduates. This question ties in with questions 15 and 17. If it was found, in analysing responses to question 15, that tourism professionals in the Western Cape understand the relevance of the incorporation of practical components in HE tourism educational programmes, and that they could increase the competency levels of HE tourism graduates, the researcher infers that tourism enterprises in the Western Cape would be able to gauge such graduates as suitable candidates for employment.

Question 16 furthermore ties in with question 17 in the sense that, if participants indicate a high propensity to employ HE tourism graduates, they should consider relevant criteria that either qualify or disqualify graduates for employment at their enterprises. If respondents to question 16 indicate a low propensity to employ HE tourism graduates in any given sector of the Western Cape, their requirements should justify their decision. A suitable example on the propensity of tour operators to employ FET tourism graduates is found in the statistics presented below.

Statistics below indicate the percentage of participating tourism companies in the Western Cape who employ Higher Education tourism graduates.

A graphic representation that indicates the propensity of participating tourism companies in the Western Cape to employ Higher Education tourism graduates is presented below.

Travel Agencies

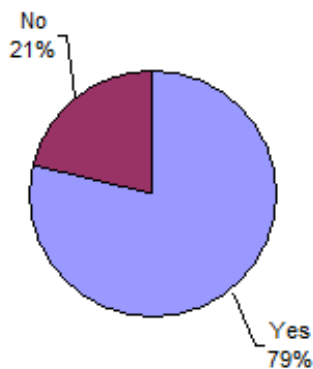


Figure 6.16.1

Car Rentals

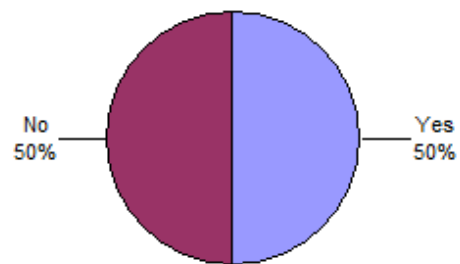


Figure 6.16.2

Category	Travel Agencies	Percentage
Yes	33	79%
No	9	21%
Subtotal	42	100%
No Response	2	
TOTAL	44	

Table 6.16.1

Category	Car Rentals	Percentage
Yes	6	50%
No	6	50%
Subtotal	12	100%
No Response	0	
TOTAL	12	

Table 6.16.2

A high propensity of 79 percent of travel agencies and 77 percent of accommodation establishments to employ HE tourism graduates is revealed and they are closely followed by 68 percent of information offices.

Accommodation

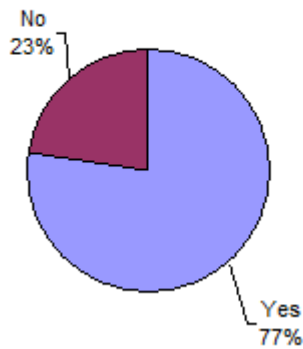


Figure 6.16.3

Category	Accommodation	Percentage
Yes	37	77%
No	11	23%
Subtotal	48	100%
No Response	0	
TOTAL	48	

Table 6.16.3

Information Offices

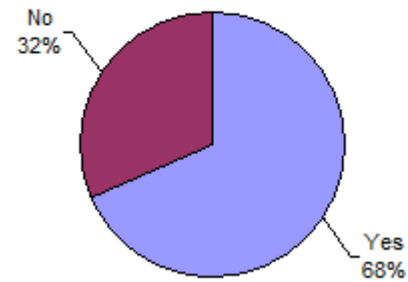


Figure 6.16.3

Category	Information Offices	Percentage
Yes	13	68%
No	6	32%
Subtotal	19	100%
No Response	1	
TOTAL	20	

Table 6.16.3

It is interesting to note that 50 percent of car rental agencies indicate their inclination towards employing HE tourism graduates. The lowest propensity is revealed by 11 percent of tour operators in the Western Cape. The significance of the above findings is discussed in sections 6.4.1.5 and 7.2.8.2.

Tour Operators

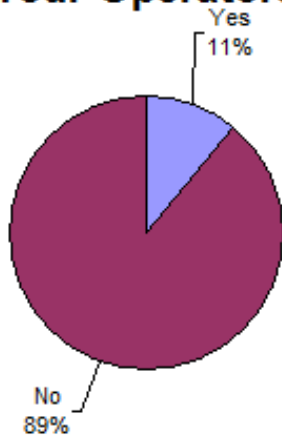


Figure 6.16.5

Category	Tour Operators	Percentage
Yes	1	11%
No	8	89%
Subtotal	9	100%
No Response	0	
TOTAL	9	

Table 6.16.5

6.4.1.5 Question 17: Please list the possible requirements that a Higher Education tourism graduate should comply with in order to qualify for employment at your tourism business.

The purpose of this question is to collect data pertaining to the possible requirements that tourism industry professionals from participating tourism enterprises stipulate. This data relates to the requirements that Higher Education tourism-graduates should possess in order to qualify for employment. This question ties in with question 16 in the sense that, if participants indicate a high propensity to employ HE tourism graduates, they should consider relevant criteria for such employment. If respondents to question 16 indicate a low propensity to employ HE tourism graduates in any given sector of the Western Cape tourism industry, their requirements that are revealed through question 17 should justify their decision. An example of the propensity of tour operators to employ FET tourism graduates is found in the statistics presented below.

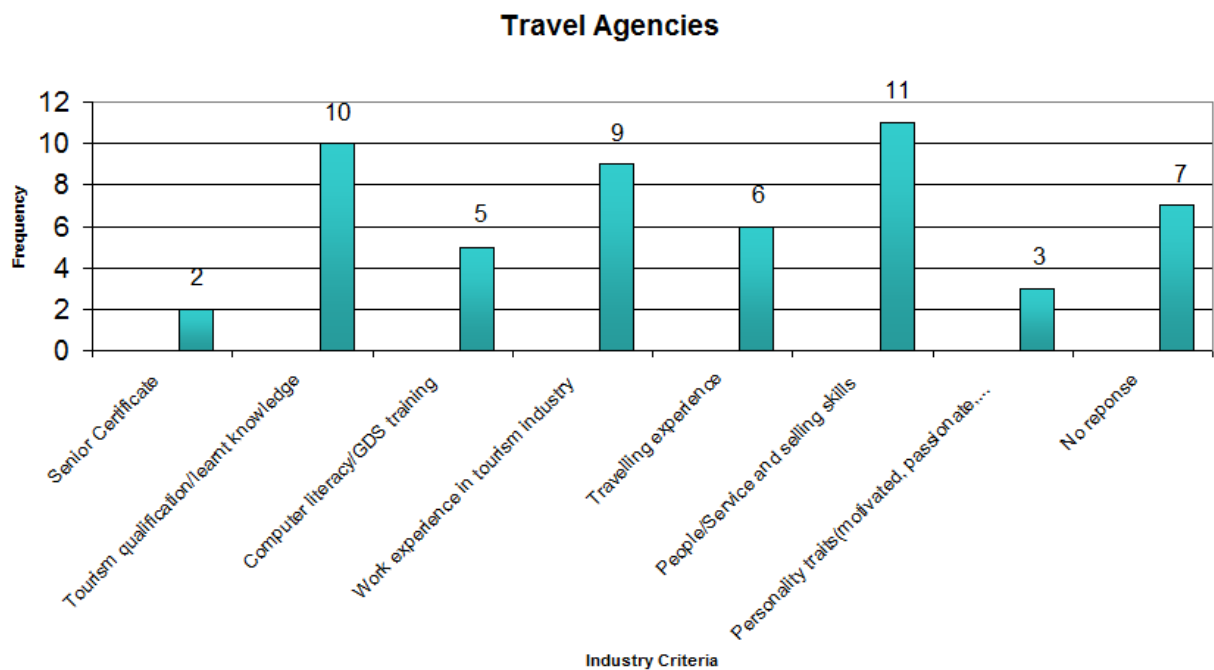


Figure 6.17.1

Travel Agency Requirements			Frequency
Senior Certificate			2
Tourism qualification/learnt knowledge			10
Computer literacy/GDS training			5
Work experience in tourism industry			9
Travelling experience			6
People/Service and selling skills			11
Personality traits(motivated, passionate, willingness to learn)			3
No response			7

Table 6.17.1

Travel agencies indicate that they require graduates to have a tourism qualification, working experience in the tourism industry and specifically, service and selling skills.

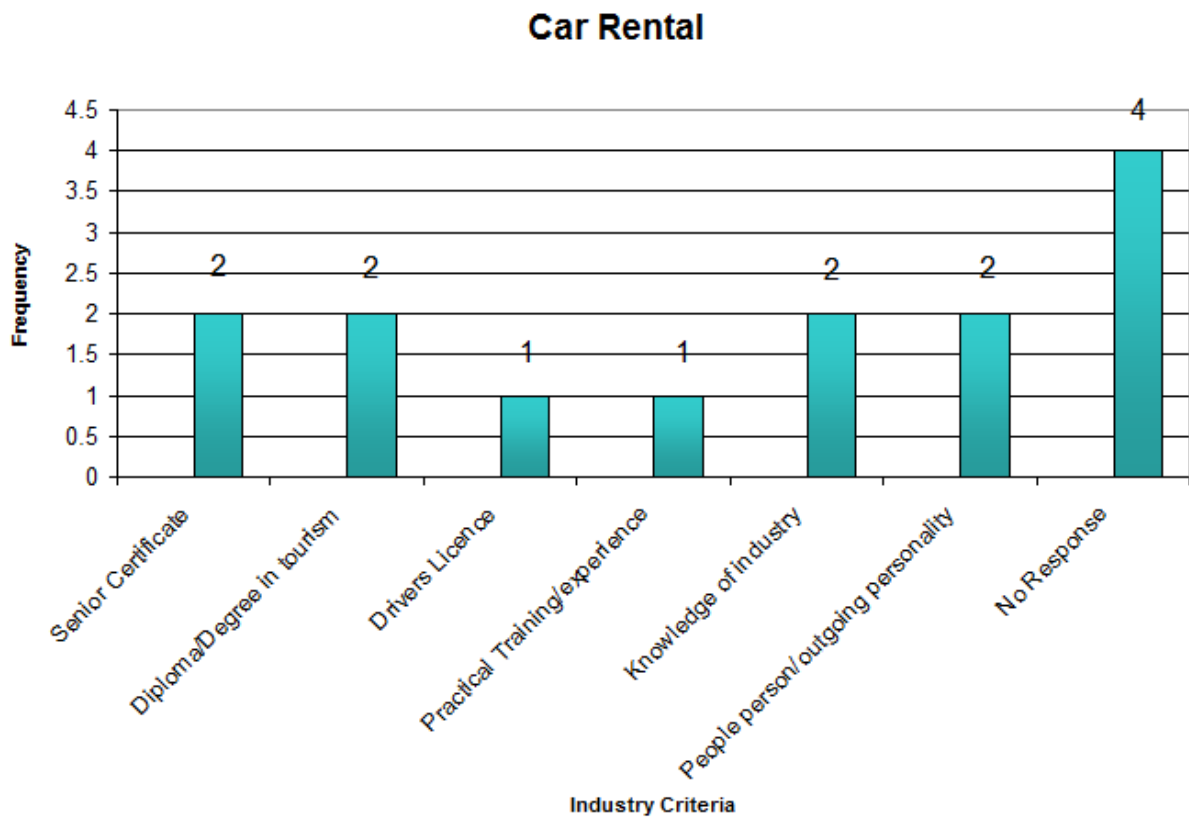


Figure 6.17.2

Car Rental Requirements		Frequency
Senior Certificate		2
Diploma/Degree in tourism		2
Drivers Licence		1
Practical Training/experience		1
Knowledge of industry		2
People person/outgoing personality		2
No Response		4

Table 6.17.2

Amongst car rental agencies a Diploma or Degree in Tourism, knowledge of the tourism industry and outgoing personality traits are considered the most critical requirements for employment of HE tourism graduates. In section 6.4.1.4, 50 percent of car rental agencies reveal a propensity to employ HE tourism graduates. This leads the researcher to the conclusion that, should HE tourism graduates, especially those who want to pursue a career in the car rental sector in the Western Cape, comply with the above requirements, they should qualify for employment.

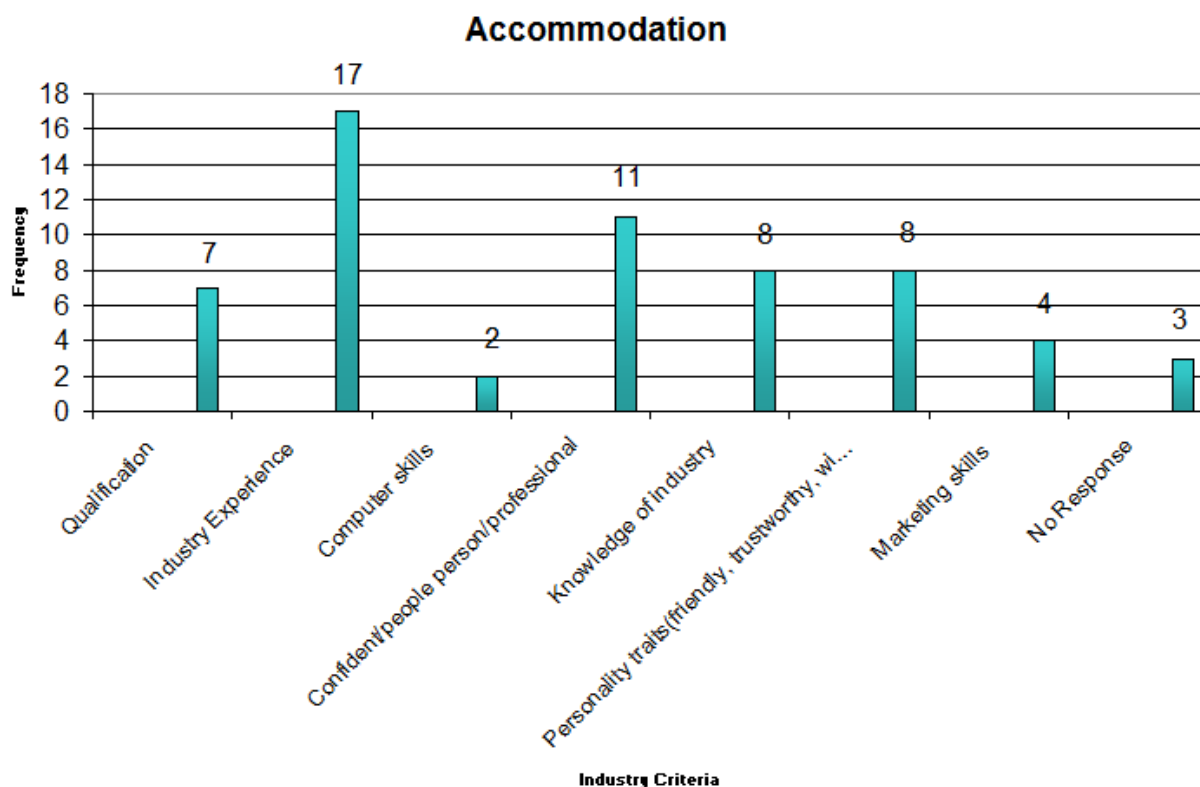


Figure 6.17.3

Accommodation Requirements				Frequency
Qualification				7
Industry Experience				17
Computer skills				2
Confident/people person/professional				11
Knowledge of industry				8
Personality traits (friendly, trustworthy, willing to learn, adaptable, passionate, honest, ethical, creative)				8
Marketing skills				4
No Response				3

Table 6.17.3

Accommodation establishments seek industry experience, learnt knowledge of the tourism and hospitality industry, professional conduct and personality traits such as friendliness, honesty, adaptability and creativity as their most critical requirements for employment. In section 6.4.1.4, 79 percent of travel agencies and 77 percent of accommodation establishments indicate a propensity to employ HE tourism graduates. Should HE tourism graduates choose a career in the travel agency or accommodation sectors in the Western Cape – and their qualifications incorporate a work-integrated component based on selling skills and work ethics – they should qualify for employment.

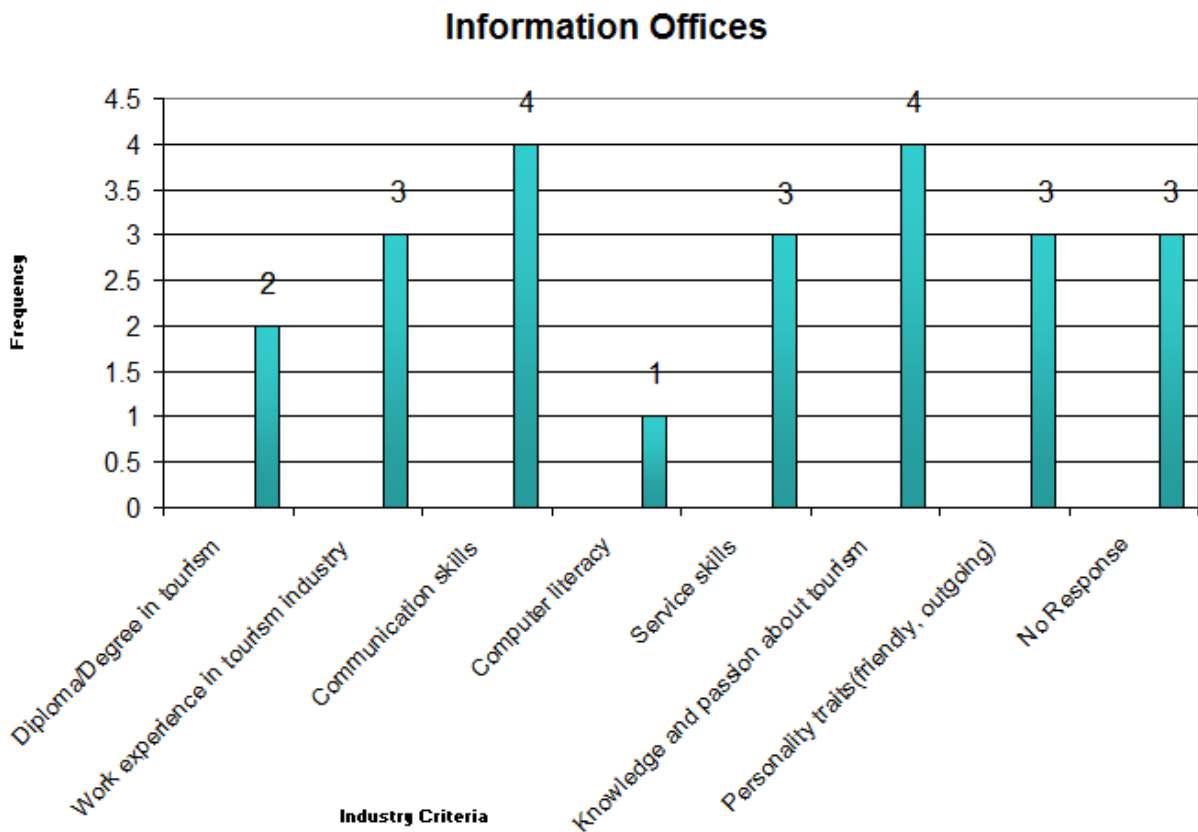


Figure 6.17.4

Information Office Requirements	Frequency
Diploma/Degree in tourism	2
Work experience in tourism	3
Communication skills	4
Computer literacy	1
Service skills	3
Knowledge and passion about tourism	4
Personality traits (friendly, outgoing)	3
No Response	3

Table 6.17.4

In response to question 11, 68 percent of information offices indicate that they employ HE tourism graduates. In section 6.4.1.4, information offices highlight knowledge about and passion for the tourism industry, work experience in the industry and communication skills as the most critical requirements for employment of HE tourism graduates. This leads the researcher to the conclusion that, should HE tourism graduates who want to work at tourism information offices in the Western Cape comply with the above requirements, they should qualify for employment.

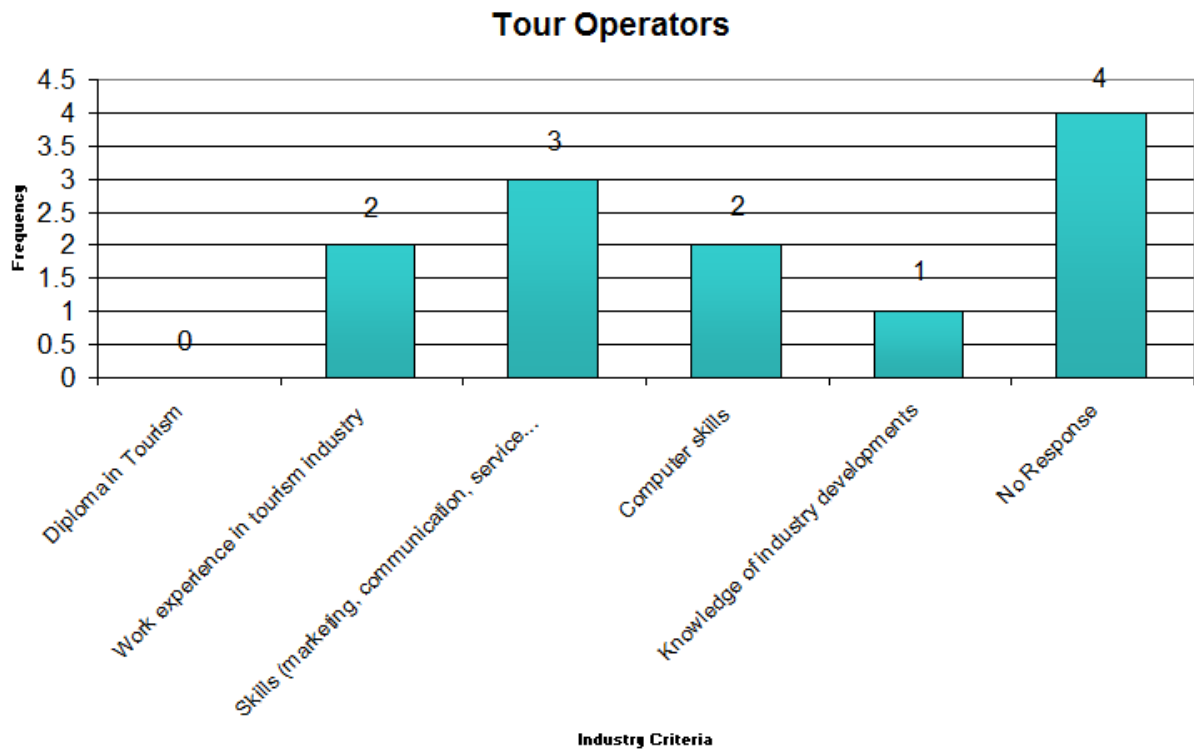


Figure 6.17.5

Tour Operator Requirements						Frequency
Diploma in Tourism						0
Work experience in tourism						2
Skills (marketing, communication, service skills, problem solving)						3
Computer skills						2
Knowledge of industry developments						1
No Response						4

Table 6.17.6

In section 6.4.1.4, 11 percent of tour operators indicate a propensity to employ HE tourism graduates. This corresponds with the findings presented in section 6.2.1.1 that tour operators in the Western Cape employ minimum office personnel. Due to this low propensity revealed by tour operators, the competition to qualify for employment in this sector is expected to be fierce. Tour operators seek work experience in the tourism industry, computer skills and practical skills such as marketing, communication and service skills as their most critical requirements for employment. Therefore, HE tourism graduates who want to pursue a career in tour operating in the Western Cape, should utilise their studies and Work Integrated Learning opportunities as diligently as possible to gain excellent experience in mastering the above-mentioned skills. The significance of the above findings is discussed in section 7.2.9.3.

6.4.1.6 Question 18: In your understanding, to what extent does practical knowledge and skills learning in Higher Education impact on the tourism industry of the Western Cape?

This question is designed to evaluate participants' understanding of the extent to which practical knowledge and skills learning in Higher Education impact on the tourism industry in the Western Cape. This question ties in with question 15 in the following way: if tourism professionals, regardless of their type of operation, perceive practical knowledge and skills learning as a critical and moreover imperatively critical component of HE tourism programmes, they should also regard themselves as part of that given tourism industry. Furthermore respondents should regard themselves as part of the constituency that will benefit from competent HE tourism graduates who have had exposure to learning enhanced with a practical knowledge and skills component.

By taking cognisance of the above, the reader should take note that this section discusses responses to question 18 with the specific purpose of verifying responses to question 15. This verification compares participating tourism industry professionals' understanding of the extent to which practical knowledge and skills learning in HE impact on the tourism industry, against their perception on the degree to which critical practical knowledge and skills fare, as components of HE tourism programmes, as components that enhance the competencies of graduates who enter the industry. The significance of these findings is discussed in section 7.2.10.2.

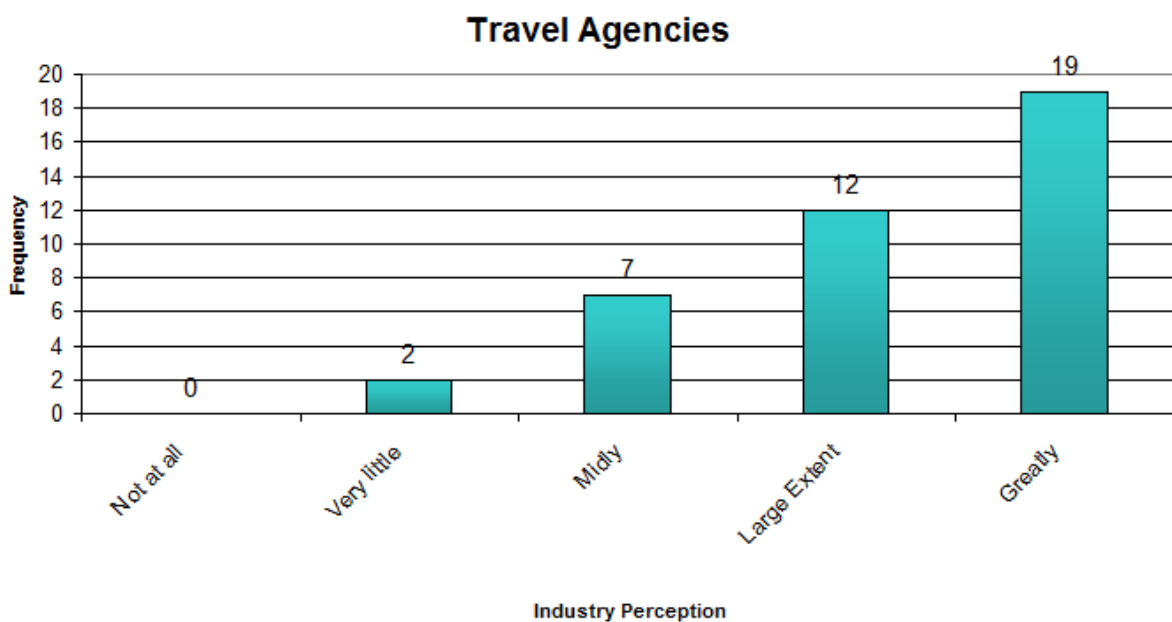


Figure 6.18.1

Category	Travel Agencies	Percentage
Not at all	0	
Very little	2	5%
Mildly	7	16%
Large Extent	12	27%
Greatly	19	43%
Subtotal	40	91%
No Response	4	9%
TOTAL	44	100%

Among travel agencies, 43 percent indicate that they consider practical knowledge and skills learning to have a great impact on the Western Cape Tourism industry.

Table 6.18.1

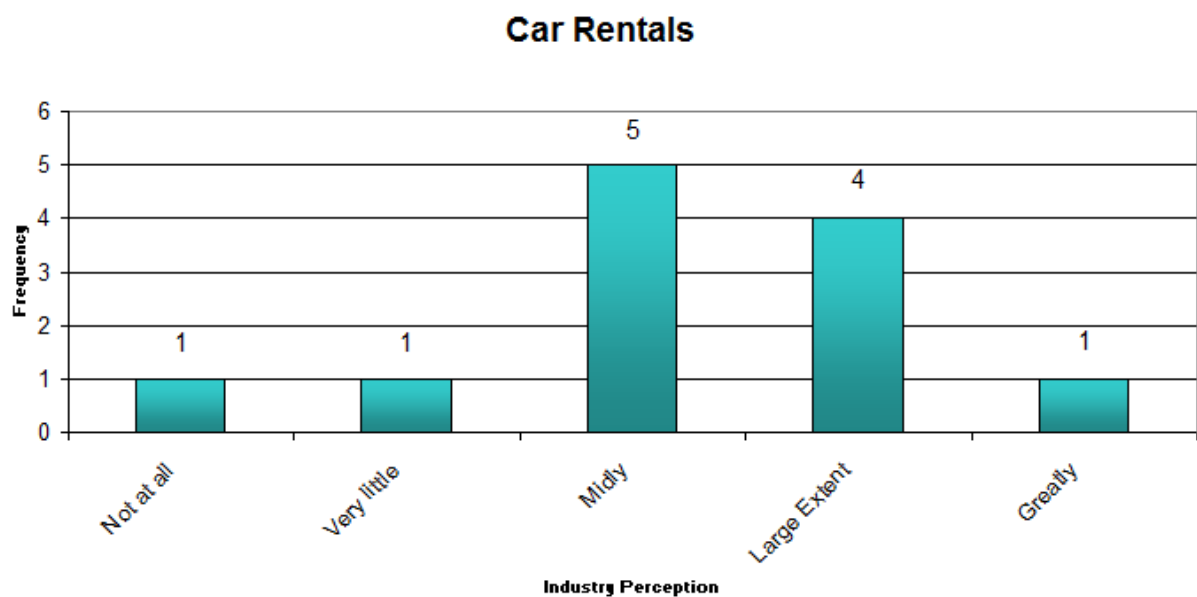


Figure 6.18.2

Category	Car Rentals	Percentage
Not at all	1	8%
Very little	1	8%
Mildly	5	42%
Large Extent	4	33%
Greatly	1	8%
Subtotal	12	100%
No Response	0	
TOTAL	12	

Table 6.18.2

In contrast with travel agencies, majority car rental agencies indicate that they consider the Western Cape tourism industry to be impacted only mildly by the inclusion of practical knowledge and skills learning in HE tourism programmes.

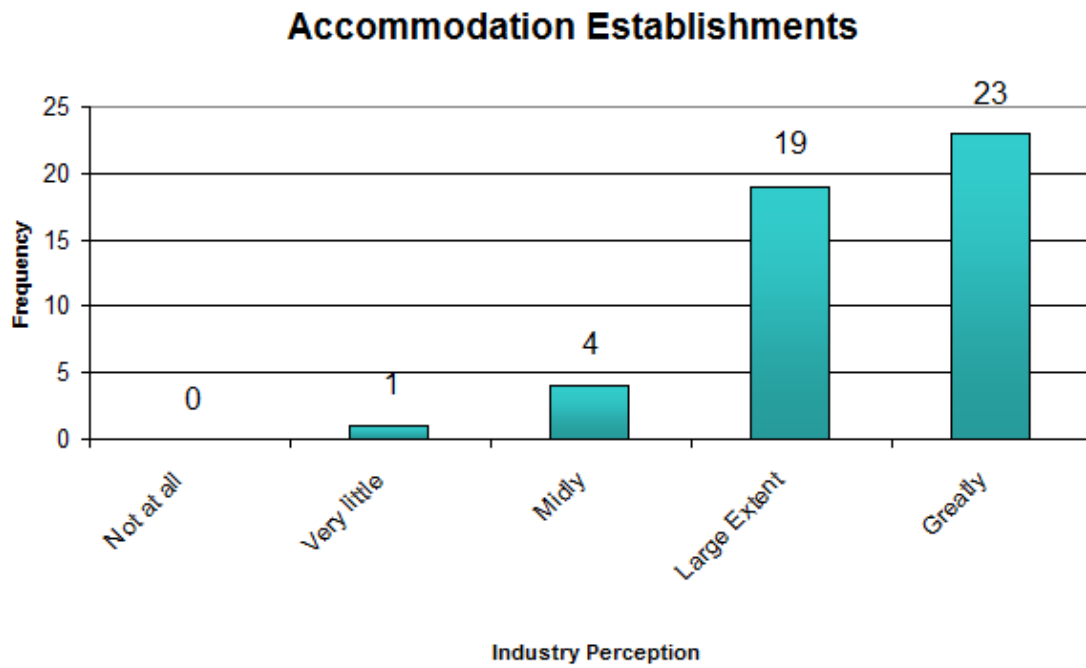
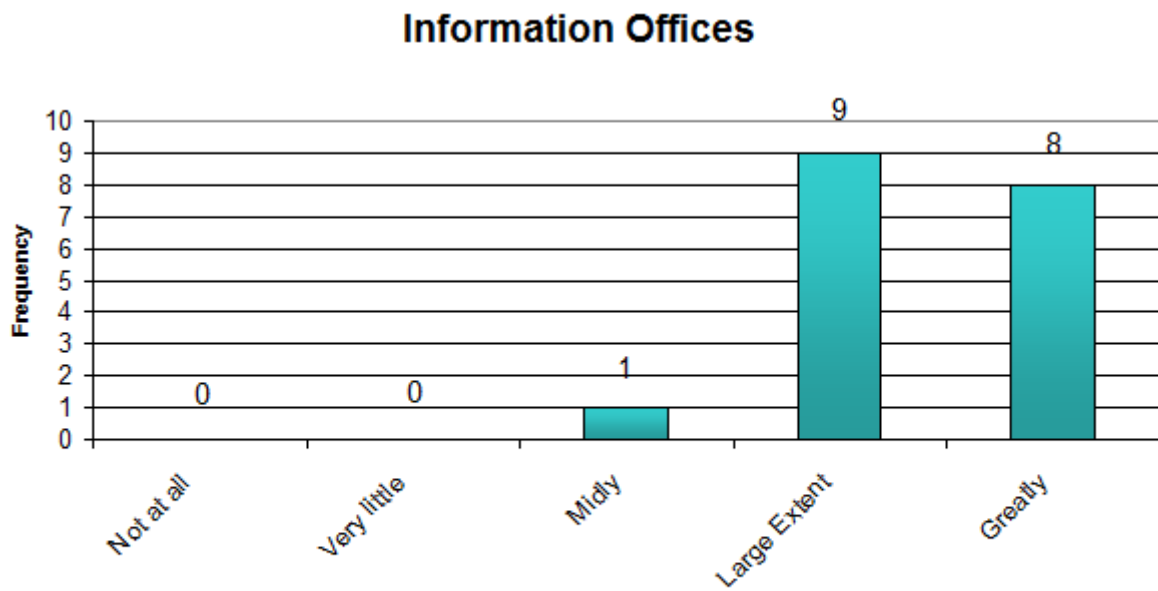


Figure 6.18.3

Category	Accommodation	
Not at all	0	
Very little	1	2%
Midly	4	8%
Large Extent	19	39%
Greatly	23	47%
Subtotal	47	96%
No Response	2	4%
TOTAL	49	100%

Table 6.18.3

Accommodation establishments are in agreement with travel agencies that practical knowledge and skills learning in HE tourism programmes have a great impact on the Western Cape tourism industry.



Industry Perception

Figure 6.18.4

Category	Information Offices	
Not at all	0	
Very little	0	
Midly	1	5%
Large Extent	9	45%
Greatly	8	40%
Subtotal	18	90%
No Response	2	10%
TOTAL	20	100%

Table 6.18.4

Information offices and tour operators indicate that they consider practical knowledge and skills learning in HE tourism programmes to impact the Western Cape tourism industry to a large and great extent, respectively.

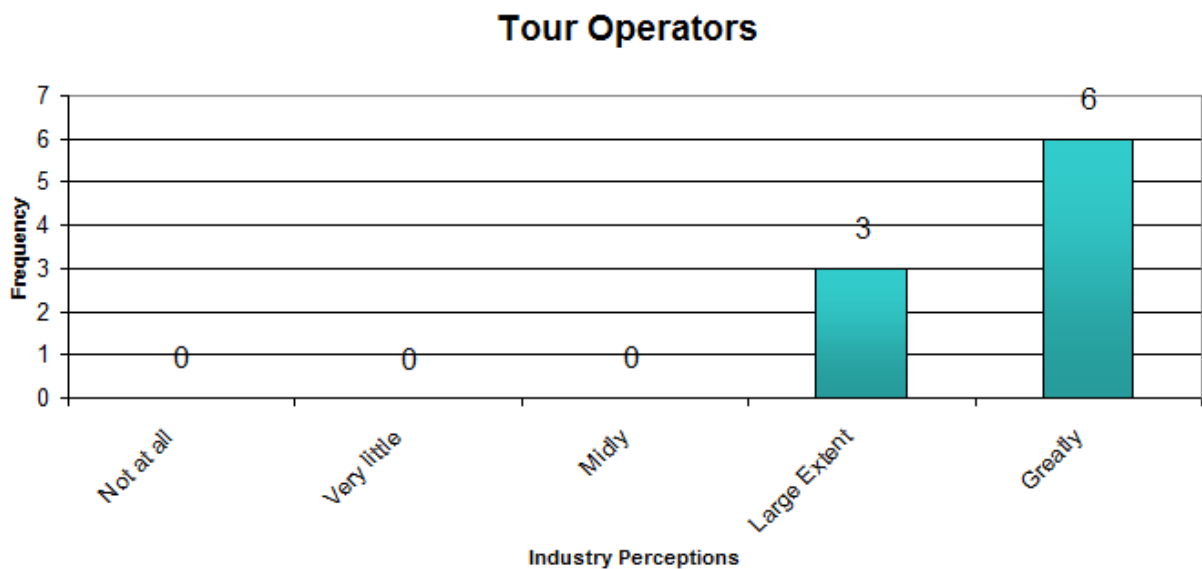


Figure 6.18.5

Category	Tour Operators	
Not at all	0	
Very little	0	
Midly	0	
Large Extent	3	33%
Greatly	6	67%
Subtotal	9	100%
No Response	0	
TOTAL	9	

Table 6.18.5

6.5 QUESTION 19: PLEASE PROVIDE ANY FURTHER COMMENTS AND/OR SUGGESTIONS THAT YOU MIGHT CONSIDER APPLICABLE TO THE STUDY.

In this section qualitative responses to Question 19 of the research questionnaire are discussed in categories, according to industry sector.

6.5.1 Tourism Information Offices

In this section, responses from tourism information offices are discussed.

6.5.1.1 More advertising should be conducted by educational institutions in order to create greater awareness of tourism programmes amongst industry and the general public.

6.5.1.2 Vredendal Tourism indicate that tourism is growing rapidly in the West Coast region. They therefore believe that their region could benefit greatly from the development of more educational institutions and an increase in the number of tourism-related offerings being offered at existing institutions.

6.5.2 Accommodation Establishments

In this section responses from accommodation establishments are depicted.

6.5.2.1 One accommodation establishment based in Robertson in the Cape Winelands Region recommends that tourism educational programmes should be enhanced with practical components on service skills, language and image management.

6.5.2.2 One accommodation establishment in Montagu indicates that there is a great shortage of educational institutions in their vicinity, especially for rural people to access. The suggestion is made that, once such institutions are developed,

prerequisites for admission such as attitude, personality and values should be established.

6.5.2.3 Two accommodation establishments in Cape Town recommends the learning components that include knowledge and skills on foreign exchange and advanced geography should be included in tourism educational programmes.

6.5.2.4 Two accommodation establishments - one in Sea Point and one in Paarl - recommend that tourism graduates must have passion as this cannot be taught in any job.

6.5.3 Car Rental Agencies

In this section responses from car rental agencies are depicted.

6.5.3.1 Two car rental agencies in Cape Town recommend that students should be made fully aware of the following requirements of the tourism industry: strict selection criteria, expectation of excellent personal conduct and presentation.

6.5.4 Travel Agencies

In this section responses from travel agencies are depicted.

6.5.4.1 One travel agent in Cape Town recommends that more research of this nature should be conducted in order to benefit the youth who want to pursue a career in the travel and tourism industry.

6.5.4.2 Seven travel agencies in the Western Cape recommend that tourism incumbents should be exposed to rigorous internships that should incorporate strict goals and supervision.

6.5.4.3 A travel agent situated in the Overberg region, recommends that a Further Education and Training tourism course should be established in Hermanus as there is a great need for graduates in this area.

6.5.4.4 A travel agent situated in Durbanville, Northern Suburbs of Cape Town, recommends that one curriculum should be created for each level of tourism education as skills training within the tourism industry is, in their opinion, too fragmented.

6.6 SUMMARY

In this chapter data collected through the empirical survey is analysed using MS Excel. Descriptive statistics which are presented by way of graphics such as bar charts and pie charts, are deduced from the data. In sections 6.2.1 through 6.4.1.6 all data is statistically presented and discussed. In section 6.5, qualitative responses to Question 19 of the research questionnaire are arranged according to industry sectors and discussed in the form of general recommendations to the research with reference to the greater FET and HE constituencies in the Western Cape.

In the next chapter the researcher draws conclusions and poses recommendations to the research.

CHAPTER 7

CONCLUDING REMARKS AND RECOMMENDATIONS

7.1 INTRODUCTION

In this chapter conclusions are drawn on statistics presented in chapter six. Furthermore, recommendations are posed for further research.

7.2 CONCLUSIONS FROM FINDINGS

In this section conclusions are drawn in chronological order on statistics presented on each question in the research questionnaire survey that is discussed in chapter six. Each section comprises an introduction, a discussion on the statistics relevant to the selected question and concluding remarks pertaining to statistics presented.

7.2.1 Concluding remarks on data collected with questions four and seven

7.2.1.1 Introduction

In this section, data collected from question four is verified by using data collected from question seven. The rationale for this verification is as follows: if respondents to question four indicate an awareness of the term Further Education and Training, but their responses to question seven indicate unfamiliarity with FET institutions, the validity of their response to question four is regarded as questionable.

7.2.1.2 Discussion

Statistical data collected through question four is presented below. It describes the level of familiarity of tourism industry professionals in the Western Cape with the term Further Education and Training. In response to this question 100 percent and 84 percent of tourism information offices and accommodation establishments respectively, which are the two sectors with the fewest respondents in the Cape Metro region, indicate familiarity. Travel agencies have the most number of respondents in the Cape Metro region. They yielded third most familiarity with the term "Further Education and Training" - 77 percent. Car rental agencies and tour operators showed similar familiarity with 67 percent. It is interesting to note that the two sectors with the fewest respondents in the Cape Metro region indicated the greatest familiarity with the term "Further Education and Training". The opposite is true for

car rental, travel agencies and tour operators. Such a finding is significant because the Cape Metro region hosts the largest complement of tourism enterprises and HE institutions. One would expect that they would have a high level of familiarity with each other.

Statistical data below reveal that the majority of respondents to question seven indicate a great awareness of educational institutions that offer Further Education and Training qualifications in their vicinity. Respondents from accommodation establishments and tour operators indicated the greatest awareness – 80 percent and 78 percent respectively while travel agencies and information offices trail them with a close 75 percent and 70 percent respectively. Respondents from car rental agencies show the least awareness.

Industry sector	Question four	Question seven		Difference	Verification
	Familiarity with the term FET %	Awareness of FET institutions in WC %	n	%	Significant/Not Significant
Travel Agencies	77	75	44	-2	Z-test p-value > 0.05
					Not significant
Car rental	67	67	12	0	Binomial p-value > 0.05
					Not significant
Accommodation	84	80	50	-4	Z-test p-value > 0.05
					Not significant
Information offices	100	70	20	-30	Binomial p-value < 0.05
					Significant
Tour operators	67	78	9	+11	Binomial p-value > 0.05
					Not Significant

Table 7.1

7.2.1.3 Findings

In section 5.3.2.1, the rationale for question seven is explained. It is stated that the term *awareness* refers to tourism professionals' knowledge of FET institutions' geographical location and the context in which they operate. Statistics presented in the table above lead the researcher to deduce that the constituency has such awareness. It is interesting to note,

though, that information offices reveal 100 percent familiarity with the term FET, but 70 percent awareness of FET institutions in the Western Cape. This is the exception to responses from other sectors, but is still a great awareness. This finding reveals that great potential exists to improve employees' awareness of FET institutions, who are associated with information offices in the Western Cape. The conclusion is drawn from the above statistics that tourism enterprises in the Western Cape are aware of FET institutions and should be able to make contact with selected FET institutions in order to, for example, negotiate employment for competent FET tourism graduates and foster collaboration initiatives for employment of future graduates.

7.2.2 Concluding remarks on data collected with question seven and eight

7.2.2.1 Introduction

In this section, data collected with question seven is verified by using data collected with question eight. The rationale for the verification is as follows: if respondents to question seven indicate an awareness of Further Education and Training institutions in their vicinity, they should have knowledge of the tourism-related qualifications offered by these institutions in order to gauge tourism graduates' employability upon evaluation of their qualification. The verification is presented in tabular format below.

7.2.2.2 Discussion and Verification

An average of 60 percent of respondents indicate an awareness of the above-mentioned qualifications. At a closer glance, it is established that there is a definite trend between data from question seven and data from question eight. The research reveals that 67 percent of both accommodation establishments and tour operators indicate that they know of tourism-related qualifications offered in their area. Furthermore it is revealed that 64 percent of travel agencies and 60 percent of information offices share that knowledge. 58 percent of car rental agencies reveal a knowledge of tourism related FET qualifications in their area.

Industry sector	Question seven	Question eight		Difference	Verification
	Awareness of FET institutions in WC %	Knowledge of FET tourism qualifications %	n	%	Significant/Not Significant
Travel Agencies	75	64	44	-11	Z-test p-value > 0.05
					Not significant
Car rental	67	58	12	-9	Binomial test p-value < 0.05
					Significant
Accommodation	80	67	50	-13	Z-test p-value > 0.05
					Not significant
Information offices	70	60	20	-10	Binomial test p-value < 0.05
					Significant
Tour operators	78	67	9	-11	Binomial test p-value > 0.05
					Not significant

Table 7.2

7.2.2.3 Findings

By taking cognisance of the rationale for question eight and the statistics presented in the table above, the researcher concludes that all participating tourism sectors in the Western Cape, with the exception of car rental agencies and tourism information offices, show corresponding levels of awareness of Further Education and Training institutions in their vicinities as well as knowledge of the tourism-related qualifications offered by these institutions. Botteril (1996: 1) state that *“it would be critical for any given region’s tourism industry to be knowledgeable regarding the different qualifications and relevant related educational programmes that these graduates have studied in order to gauge their employability in a responsible manner”*.

Therefore the researcher believes that car rental agencies and tourism information offices should gain more knowledge of FET tourism qualifications in order to gauge FET tourism graduates’ employability, but that the rest of the Western Cape tourism industry, with reference to sectors included in this study will be able to gauge FET tourism graduates’ employability upon evaluation of their qualifications.

7.2.3 Concluding remarks on data collected with question nine and twelve

7.2.3.1 Introduction

The purpose of question nine is to evaluate tourism professionals' perception of the role that practical knowledge and skills play in the composition of FET tourism programmes. Furthermore question nine evaluates tourism professionals' understanding of the role that practical knowledge and skills fulfil in increasing the competency of graduates when entering the industry.

7.2.3.2 Verification

In this section, responses to question 12 are discussed as a verification of responses to question nine. This verification compares participating tourism industry professionals' understanding of the extent to which practical knowledge and skills learning in FET impact on the tourism industry. This, in turn is verified against their perception of the significance critical practical knowledge and skills as components of FET tourism programmes for enhancing the competencies of graduates when entering the industry.

In response to the above question the majority of respondents indicate that they consider practical knowledge and skills components of Further Education and Training programmes as critical and/or imperatively critical for increasing the competencies of graduates when they enter the industry. Closer investigation reveals that 52 percent of travel agencies and 56 percent of tour operators indicate that they consider practical knowledge and skills as imperatively critical. Furthermore 78 percent of both accommodation establishments and information offices indicate that they consider practical knowledge and skills as critical and 58 percent of car rental agencies indicate that they consider it as critical.

Industry sector	Question 9	Question 12		Difference	Verification
	Critical-Imperatively Critical %	Sum of Large Extent-Greatly %	n	%	Not Significant/ Significant
Travel Agencies	79	80	44	+1	Z-test p-value > 0.05
					Not significant
Car rental	58	77	12	+19	Binomial test p-value < 0.05
					Significant
Accommodation	78	88	50	+10	Z-test p-value > 0.05
					Not significant
Information offices	78	95	20	+17	Binomial test p-value < 0.05
					Significant
Tour operators	100	78	9	-22	Binomial test p-value < 0.05
					Significant

Table 7.3

Statistics presented in the table above are discussed below. Car rental agencies and information offices in the Western Cape indicate a greater understanding of the significance of practical knowledge and skills as components in FET tourism qualifications, as apposed to their perception of the extent to which practical knowledge and skills component impact on the tourism industry. Tour operators, on the other hand state the opposite. In both instances the difference is significant. The significance of this difference between car rental agencies and information offices calls for further research. This difference identified among tour operators could be linked to their low propensity(refer section 7.2.4) to employ FET tourism graduates. This could mean that tour operators do not witness the impact that the knowledge and skills levels of FET tourism graduates has on their sector of the tourism industry.

7.2.3.3 Findings

In this section it becomes evident that travel agencies and accommodation establishments consider practical knowledge and skills components in FET tourism qualifications as critical and that these components impact on the Western Cape Tourism industry in a large to great extent. A link was established between tour operators' understanding of the significance of

practical knowledge and skills as components of FET tourism programmes and their propensity to employ FET tourism graduates.

7.2.4 Concluding remarks on data collected with question ten and eleven

7.2.4.1 Introduction

In this section the requirements for employment that are identified by participating tourism industry enterprises are presented according to industry sector and frequency. This corresponds with the discussion in section 6.3.1.5.

7.2.4.2 Discussion

- Travel agencies and accommodation sectors

Among travel agencies, a tourism qualification and learnt knowledge and experience in the tourism industry are considered the two most critical requirements that tourism graduates should comply with. Accommodation establishments highlight industry experience, a tourism qualification, industry knowledge and personality traits such as friendliness and trustworthiness as their most critical requirements for employment. In section 6.3.1.3, 79 percent of travel agencies and 76 percent of accommodation establishments indicate a propensity to employ FET tourism graduates. This leads the researcher to the conclusion that FET tourism graduates who comply with the abovementioned requirements, who want to pursue a career in the travel agency or accommodation sectors in the Western Cape, should qualify for employment.

- Car rental agencies

Amongst car rental agencies, possession of a driver's licence is considered the most critical requirement for employment of FET tourism graduates. In section 6.3.1.3, 67 percent of car rental agencies indicated a propensity to employ FET tourism graduates. This leads the researcher to the conclusion that FET tourism graduates who want to pursue a career in the car rental sector in the Western Cape, who are in possession of a valid drivers licence, should qualify for employment.

- Tourism information offices

In response to question 11, 63 percent of information offices indicate that they employ FET tourism graduates. In section 6.3.1.3, information offices highlight a tourism qualification, work experience, knowledge and passion about the tourism industry and communication skills as the most critical requirements for employment of FET tourism graduates. This leads the researcher to the conclusion that FET tourism graduates, who want to work at tourism information offices in the Western Cape who comply with the above requirements, should qualify for employment.

- Tour operators

In response to question 11, 22 percent of tour operators indicate a tendency to employ FET tourism graduates. This corresponds with the finding presented in section 6.2.1.1 that tour operators in the Western Cape employ minimum office personnel. Due to this low propensity revealed by tour operators, the competition to qualify for employment in this sector is expected to be fierce. Tour operators highlight practical skills such as marketing, communication and service skills as their most critical requirements for employment. Therefore, FET tourism graduates who want to pursue a career in tour operating in the Western Cape, should utilise their studies and Work Integrated Learning as diligently as possible to gain excellent experience in performing the above-mentioned skills.

7.2.4.3 Findings

The above statistics lead the researcher to the conclusion that any FET tourism graduate in the Western Cape who has completed his or her qualification and utilises their Work-Integrated-Learning period as diligently as possible in order to gain industry experience, develops critical skills and obtains other required competencies such as a driver's licence, would have improved chances of qualifying for employment within the relevant tourism industry.

7.2.5 Concluding remarks on data collected with question five and thirteen.

7.2.5.1 Introduction

In section 5.3.3.1 the purpose of question 13 is as follows: to evaluate the awareness of tourism professionals of Higher Education institutions in their vicinity. Data collected with question five is verified by using data collected with question thirteen. The rationale for this verification is as follows: if respondents to question five indicate an awareness of the term "Higher Education", but their responses to question thirteen indicates unfamiliarity with HE

institutions, the validity of their responses to question five is regarded as questionable. Should the constituency indicate such an awareness, the researcher believes that they should be able to make contact with selected HE institutions in order to, for example, negotiate employment for competent HE tourism graduates and foster collaboration initiatives for employment of future graduates.

7.2.5.2 Discussion and verification

Statistical data from section 6.2.1.5 (question five) describe the tourism industry professionals in the Western Cape's familiarity with the term "Higher Education". Respondents from accommodation establishments, car rental agencies and information offices indicate the highest levels of familiarity with 98 percent, 92 percent and 90 percent respectively. Travel agencies and tour operators indicate a similar level of familiarity at 89 percent.

The table below compares the constituency's familiarity with the term "Higher Education" and their awareness of Higher Education institutions in their area. In response to question thirteen, 82 percent of respondents from travel agencies and accommodation establishments indicate awareness and 67 percent of car rental agencies and tour operators indicate an awareness of HE institutions in their vicinity. Among all the participating sectors information offices indicate least awareness at 50 percent. The difference between familiarity with the term "Higher Education" and awareness of HE institutions in the Western Cape, indicated in the table below, is significant among all sectors except travel agencies. This raises the question whether the sectors that indicate such a large difference can truly be familiar with the term "Higher Education" if they reveal a significantly lower awareness of HE institutions in their area. The researcher argues that respondents from the latter sectors should have heard about the term "Higher Education" either from an HE institution itself or from a reference to such an institution. On the other hand respondents could possibly have migrated from another province and not be familiar with HE institutions in the Western Cape. Tourism information office personnel, for example, serve as agents for the province they work in and should therefore be trained in the logistics of that given province, which in the case of this research study, incorporate the Western Cape Higher Education landscape. This is in fact true of all tourism professionals that base themselves in the Western Cape.

Industry sector	Question five	Question thirteen		Difference	Verification
	Familiarity with the term HE %	Awareness of HE institutions in WC %	n	%	Significant/Not Significant
Travel Agencies	89	82	44	-7	Z-test p-value > 0.05
					Not significant
Car rental	92	67	12	-25	Binomial test p-value < 0.05
					Significant
Accommodation	98	67	50	-31	Z-test p-value < 0.05
					Significant
Information offices	90	50	20	-40	Binomial test p-value < 0.05
					Significant
Tour operators	89	67	9	-22	Binomial test p-value < 0.05
					Significant

Table 7.4

7.2.5.3 Findings

Statistics presented in the table above lead the researcher to the conclusion that the constituencies are familiar with the term “Higher Education” but that their awareness of Higher Education institutions in the Western Cape can be improved. It is therefore believed that, although efforts should be made to improve their awareness of HE institutions in the Western Cape, tourism enterprises in that province should be able to make contact with HE institutions in order to, for example, negotiate employment for competent HE tourism graduates and foster collaboration initiatives for employment for future graduates.

7.2.6 Concluding remarks on data collected with question thirteen and fourteen

7.2.6.1 Introduction

This question is posed to participants in order to evaluate their knowledge of tourism-related qualifications offered by Higher Education institutions in their area. Data collected through

question 14 serves as verification of data collected through question 13. The rationale for the verification is the following: if respondents to question 13 indicate an awareness of Higher Education institutions in their vicinities, they should have knowledge of tourism-related qualifications offered by these institutions.

7.2.6.2 Verification and discussion

The awareness of constituencies of tourism-related qualifications offered by HE institutions is discussed below. Notably, 73 percent of accommodation establishments and 70 percent of travel agencies indicate that they know of tourism-related qualifications offered by HE institutions in the Western Cape. Less notably, 42 percent of car rental agencies and 45 percent of information offices indicate knowledge of such qualifications. It is interesting that tour operators indicate the lowest awareness of all participating sectors at 33 percent.

Industry sector	Question thirteen	Question fourteen		Difference	Verification
	Awareness of HE institutions in WC %	Knowledge of HE tourism qualifications %	n	%	Significant/Not Significant
Travel Agencies	82	70	44	-12	Z-test p-value > 0.05 Not significant
Car rental	67	42	12	-25	Binomial test p-value < 0.05 Significant
Accommodation	67	73	50	+6	Z-test p-value > 0.05 Not significant
Information offices	50	45	20	-5	Binomial test p-value > 0.05 Not significant
Tour operators	67	33	9	-34	Binomial test p-value < 0.05 Significant

Table 7.5

By taking cognisance of the rationale for question 14 and the statistics presented in the table above, the researcher concludes that the majority of the participating tourism sectors in the

Western Cape has a level of awareness of Higher Education institutions in their vicinities that exceeds 50 percent. Car rental agencies and tour operators in the Western Cape reveal a significant difference between their awareness of HE institutions and their knowledge of HE tourism-related qualifications presented by such institutions in their vicinities. Therefore the researcher believes that travel agencies, accommodation establishments and information offices will be able to gauge tourism graduates' employability upon evaluation of their qualifications, and furthermore, that the knowledge of HE tourism qualifications offered in the Western Cape, can be improved among car rental agencies and tour operators.

7.2.6.3 Findings

Statistics presented above reveal an overall low level of awareness of the HE landscape and knowledge of HE tourism qualifications offered in the Western Cape, among information offices in that province. This could mean that fewer information offices are aware of institutions offering Higher Education qualifications, or alternatively, that there are simply fewer Higher Education Institutions in their vicinities. Contact with Higher Education institutions should not be a limitation for tourist information offices which are generally equipped with contemporary communication networks. However, the geographical distance between the institutions in question could play a significant role in the number of Higher Education tourism graduates employed at tourist information offices annually.

Recommendations on how to improve the awareness and knowledge of abovementioned tourism sectors of the HE landscape and HE tourism qualifications are discussed later in this chapter.

7.2.7 Concluding remarks on data collected with question fifteen

7.2.7.1 Introduction

The purpose of this question is to evaluate tourism professionals' perceptions of the role that practical knowledge and skills fulfil in the composition of HE tourism programmes. Furthermore, question 15 evaluates tourism professionals' understanding of the role that practical knowledge and skills fulfil in increasing the competency of graduates when entering the industry. Responses to question 15 indicate whether tourism professionals in the Western Cape understand that HE tourism graduates, who have had exposure to learning enhanced by a practical knowledge and skills component, could demonstrate an increased competence and could possibly apply for employment at their tourism enterprise.

7.2.7.2 Discussion and Verification

In response to the above question the majority of respondents indicate that they consider practical knowledge and skills components of Higher Education tourism programmes as critical or moreover, imperatively critical for increasing the competency of graduates when they enter the industry. A total of 48 percent of respondents from travel agencies and 56 percent of participating tour operators indicate that they perceive practical knowledge and skills as imperatively critical components of HE tourism programmes. Information offices and accommodation establishments agree - 60 percent and 49 percent respectively - that the above components are critical as they could increase the competency levels of graduates when they enter the industry. Among car rental respondents, 50 percent are undecided and 25 percent indicate that they perceive practical knowledge and skills as mildly critical components of HE tourism programmes. A tabular summary of responses to question 14 and 15 is presented below, which includes a verification of industry professionals' understanding, as explained in the introduction above:

Category	Question 14 %	Question 15		Difference	Verification of understanding
	Knowledge of HE tourism qualifications %	Sum of Mildly Critical- Imperatively critical %	n	%	Significant/Not Significant
Travel Agencies	70	89	44	+19	Z-test p-value > 0.05 Not significant
Car rentals	42	50	12	+8	Binomial test p-value > 0.05 Not significant
Accommodation	73	92	50	+19	Z-test p-value > 0.05 Not significant
Information Offices	45	100	20	+55	Binomial test p-value < 0.05 Significant
Tour Operators	33	100	9	+67	Binomial test p-value < 0.05 Significant

Table 7.6

7.2.7.3 Findings

In summary of the above section on responses to questions 14 and 15, the researcher concludes that only information offices and tour operators reveal a significant understanding of the concept that HE tourism graduates who have had exposure to learning enhanced with a practical knowledge and skills component, could demonstrate increased competence and could possibly apply for employment at their tourism enterprises. Recommendations on how to improve the understanding of the above-mentioned concept among travel agencies, car rental agencies and accommodation establishments are discussed later in this chapter.

7.2.8 Concluding remarks on data collected with question sixteen

7.2.8.1 Introduction

This question is posed to participants in order to evaluate the Western Cape tourism industry's propensity to employ HE tourism graduates. This question ties in with questions 15 and 17. If an analysis of responses to question 15 reveals that tourism professionals in the Western Cape understand the relevance of practical components in HE tourism educational programmes, and that they could increase the competency of HE tourism graduates, the researcher will infer that tourism enterprises in the Western Cape are capable of gauging such graduates as suitable candidates for employment.

This question furthermore ties in with question 17 in the sense that, if participants indicated a high propensity to employ HE tourism graduates, they should consider relevant criteria that either qualify or disqualify graduates for employment at their enterprises. However, if responses to question 16 indicate a low propensity in any given sector of the Western Cape, to employ HE tourism graduates, their requirements should justify their decision. A suitable example is found in the statistics presented below which reflect the propensity of tour operators to employ FET tourism graduates.

7.2.8.2 Discussion

These statistics indicate that a high percentage of travel agencies - 79 percent - and accommodation establishments - 77 percent - reveal a propensity to employ HE tourism graduates. This tendency is also true of information offices, which compare favourably at 68 percent. However, the lower end of this propensity-continuum is much more disparate: while 50 percent of car rental agencies reveal a tendency to employ HE graduates, only 11 percent

of tour operators in the Western Cape, the lowest of all the enterprises included in this research, reveal this tendency.

Category	Question 15	Question 16		Difference	Verification
	Sum of Mildly Critical-Imperatively critical %	% Propensity to employ HE graduates	n	%	Significant Trend/No Trend
Travel Agencies	89	79	44	-10	Z-test p-value > 0.05
					Not significant = Trend
Car rentals	50	50	12	0	Binomial test p-value > 0.05
					Not significant = Trend
Accommodation	92	77	50	-15	Z-test p-value < 0.05
					Significant = No trend
Information Offices	100	68	20	-32	Binomial test p-value < 0.05
					Significant = No trend
Tour Operators	100	11	9	-89	Binomial test p-value < 0.05
					Significant = No trend

Table 7.7

7.2.8.3 Findings

The tabular summary above reveal a significant trend in travel agencies' and car rental agencies' understanding of the necessity for practical knowledge and skills components to be incorporated in HE tourism programmes and their propensity to employ HE tourism graduates. In contrast to travel agencies and car rental agencies, tour operators, accommodation establishments and information offices' responses to questions 15 and 16 revealed no significant trend. Further discussions to follow in section 7.2.10.

7.2.9 Concluding remarks on data collected with question seventeen

7.2.9.1 Introduction

The purpose of this question is to collect data pertaining to the possible competencies of HE tourism graduates, required by participating tourism industry professionals in order for them to qualify for employment. This question ties in with question 16 in the sense that, if participants indicate a high propensity to employ HE tourism graduates, they should consider relevant criteria for such employment. If respondents to question 16 indicate a low propensity in any given sector of the Western Cape tourism industry, to employ HE tourism graduates, their requirements that are revealed through question 17 should justify their decision.

7.2.9.2 Discussion

- Travel agencies and accommodation establishments

Travel agencies indicate that they require graduates to have a tourism qualification, working experience in the tourism industry and specifically - service and selling skills. Accommodation establishments highlight industry experience, learnt knowledge of the tourism and hospitality industry, professional conduct and personality traits such as friendliness, honesty, adaptability and creativity as their most critical requirements for employment. In section 6.4.1.4, 79 percent of travel agencies and 77 percent of accommodation establishments indicate a propensity to employ HE tourism graduates. This leads the researcher to the conclusion that, should HE tourism graduates who have completed their qualifications, which incorporate a Work Integrated Learning component that taught them selling skills and professional work ethics, choose a career in the travel agency or accommodation sectors in the Western Cape, they should qualify for employment.

- Information offices

In response to question 11, 68 percent of information offices indicate that they employ HE tourism graduates. In section 6.4.1.4, information offices highlight knowledge about and passion for the tourism industry together with communication skills as the most critical requirements for employment of HE tourism graduates. This leads the researcher to the conclusion that, should HE tourism graduates who want to work at tourism information offices in the Western Cape comply with the above requirements, they should qualify for employment.

- Car rental agencies

Amongst car rental agencies a Diploma or Degree in Tourism, knowledge of the tourism industry and people skills are considered the most critical requirements of HE tourism for successful employment. In section 6.4.1.4, 50 percent of car rental agencies indicated a propensity to employ HE tourism graduates. This leads the researcher to the conclusion that, should HE tourism graduates who want to pursue a career in the car rental sector in the Western Cape comply with the above requirements, they should qualify for employment.

- Tour operators

In section 6.4.1.4, 11 percent of tour operators indicate a propensity to employ HE tourism graduates. This corresponds with the finding presented in section 6.2.1.1 that tour operators in the Western Cape employ minimum office personnel. Due to this low propensity revealed by tour operators, the competition to qualify for employment in this sector is expected to be fierce. Tour operators highlight work experience in the tourism industry, computer skills and practical skills such as marketing, communication and service skills as their most critical requirements for employment. Therefore, HE tourism graduates who want to pursue a career in tour operating in the Western Cape, should utilise their studies and Work Integrated Learning opportunities as diligently as possible to gain excellent experience in mastering the above-mentioned skills.

7.2.9.3 Findings

The above statistics lead the researcher to the conclusion that HE tourism graduates in the Western Cape who complete their qualifications, diligently utilise their Work Integrated Learning component in order to gain industry experience and develop critical skills, obtain other required competencies such as a driver's licence, would improve their chances of qualifying for employment within the relevant tourism industry.

7.2.10 Concluding remarks on data collected with question eighteen

7.2.10.1 Introduction

This question has the purpose to evaluate participants' understanding of the extent to which practical knowledge and skills learning in Higher Education impact on the tourism industry in the Western Cape. This question ties in with question 15 in the following way: if tourism professionals, regardless of their type of operation, perceive practical knowledge and skills learning as critical and, moreover imperatively critical components of HE tourism

programmes, they should also regard themselves as part of that given tourism industry. Furthermore respondents should regard themselves as part of the constituency that will benefit from competent HE tourism graduates who have had exposure to learning enhanced by a practical knowledge and skills component.

7.2.10.2 Discussion

With reference to the above statement, this section interprets responses to question 18 with the purpose of verifying responses to question 15. This verification compares participating tourism industry professionals' understanding of the extent to which practical knowledge and skills learning in HE impact on the tourism industry, against the backdrop of their perceptions on the extent to which graduates possession of practical knowledge and skills as components of HE tourism programmes which they have acquired, promote their chances of employment. The table below compares and verifies the responses to questions 15 and 18 respectively.

Industry sector	Question 15	Question 18		Difference	Verification
	Mildly - Imperatively critical component %	Mild-great impact %	n	%	Significant/Not Significant
Travel Agencies	89	86	44	-3	Z-test p-value > 0.05
					Not significant
Car rental	42	83	12	+41	Binomial test p-value < 0.05
					Significant
Accommodation	92	94	50	+2	Z-test p-value > 0.05
					Not Significant
Information offices	100	90	20	-10	Binomial test p-value < 0.05
					Significant
Tour operators	100	100	9	0	Binomial test p-value > 0.05
					Not Significant

Table 7.8

7.2.10.3 Findings

In interpreting the above finding, the researcher concludes that knowledge and skills necessary for rendering a car rental service to tourists could possibly be easily acquired through onsite training. This could serve as a possible explanation for opinions revealed above that practical enhancement of educational modules relating to car rental is not critical during formal education. In contrast to car rental agencies, 100 percent of tourism information offices indicate an understanding of the critical value of practical knowledge and skills as components of HE tourism programmes for increasing the competency of graduates when they enter the tourism industry. It is interesting to note therefore, that only 90 percent of information offices indicate that they perceive practical knowledge and skills learning as a critical and moreover imperatively critical component of HE tourism programmes, as this is lower than what was expected. The remainder of the constituency indicate a good understanding of the significance of practical components in the training of competent HE tourism graduates and the impact that such competent graduates have on the Western Cape tourism industry.

7.3 RECOMMENDATIONS FROM THE RESEARCH STUDY

In this section, recommendations are provided to address the problem statement reflected on page 13 of this research report.

7.3.1 Improved dialogue between the tourism industry and education sector in the Western Cape

The researcher recommends further investigation into possible opportunities for improved dialogue between the tourism industry and both FET and HE sector in the Western Cape, with specific reference to the tourist information office sector, car rental agencies sector and tour operators. Factors such as geographical distance between some rural tourism enterprises and Higher Education Institutions, as well as the sparse distribution of Higher Education institutions should be taken into account.

The following clause (Chapter four of this research) serves to reinforce this recommendation:

“It could be advantageous for both the industry and HEIs located in a selected geographical region to collaborate in curriculum design. This does not deny FET institutions of their potential to grow as partakers in the strengthening of academy-industry relations. Such collaboration could, according to Steynberg et al (2002: 97), ensure that the tourism syllabus

of HE institutions is more in line with their fellow tourism industry's needs and expectations. It would increase the confidence amongst tourism students to look forward to greater scope for job opportunities in a dynamic tourism industry that is representative of different educational tourism programmes available in their home country and abroad" (Chapter four, p. 76).

7.3.2 Improved access for school leavers to FET and HE in Vredendal, Montagu and Hermanus

The researcher recommends that an investigation be done into the need for better access opportunities for school leavers and other prospective students, from Vredendal, Montagu and Hermanus, to Further Education and Training and Higher Education studies. Further research is also recommended on the possible opportunities for, and sustainability of, the development of FET and HE institutions in the above-mentioned towns in order to create more opportunities for school leavers to study in any given vocation, e.g. Tourism. This recommendation emanates from findings in sections 6.6.1.2, 6.6.2.2 and 6.6.4.3.

7.3.3 Enhanced tourism programmes with practical sessions for students

This research should be followed by an exploration of ways to enhance tourism programmes with practical sessions for students, at their venue of tuition, to practice and acquire practical skills such as marketing, selling and service skills. Tourism lecturers at FET and HE institutions should incorporate role plays, audio-visual training material, include the participation of guest lectures and field trips into their curricula. This recommendation emanates from findings in sections 6.5.5.1, 6.6.2.1 and 6.6.2.3.

7.3.4 Mitigate limiting factors and improve graduates' chances for employment

Investigations into the factors that limit FET and HE tourism graduates' prospects for employment, as well as ways to mitigate such factors and to improve their chances for employment should be conducted. One way to improve the chances of graduates from both sectors to qualify for employment is to keep tourism education programmes across FET and HE sectors relevant to developments and changes in the tourism industry. Another way to increase students' working opportunities in the tourism industry is to incorporate entrepreneurship and travel in the Work Integrated Learning (WIL) component of their programmes. This recommendation emanates from findings in sections 7.2.4.3 and 7.2.9.3.

7.3.6 Increased involvement of Professional Advisory Committees in the development of FET and HE tourism programmes

An investigation into the possibilities of increasing the involvement of Professional Advisory Committees (PACs) in the process of developing FET and HE programmes should be conducted. The sittings of PACs should be utilised as a sound-board where graduates that have successfully completed their designated work integrated learning component at a chosen tourism enterprise, are given the opportunity to present their findings on the extent to which practical knowledge and skills components enhance their learning experience and help to prepare them for work in the Western Cape tourism industry. Industry role players who attend such committee meetings could, in this way, be enlightened on the value-added influence of practical knowledge and skills components in enhancing tourism educational programmes and in the preparation of competent FET and HE tourism graduates for work in industry. Involvement could specifically be encouraged from car rental agencies and tourism information offices. This recommendation emanates from findings in sections 7.2.2.3 and section 7.2.6.3 through section 7.2.10.3.

7.4 CONCLUSION

In this chapter of the research, recommendations are posed for further research. This section summarises the main focus points for each recommendation. Each recommendation in this section emanates from a selection of deductions in chapter seven. The recommendations serve to address the problem statement of the research.

The first recommendation highlights possible opportunities for improved dialogue between the tourism industry and both FET and HE sectors in the Western Cape. The second recommendation proposes an investigation into the need for improved access opportunities for school leavers and other prospective students, from Vredendal, Montagu and Hermanus, to Further Education and Training and Higher Education studies. The third recommendation prompts explorative research into possible ways to enhance tourism programmes by including practical sessions for students at their venue of tuition. Fourthly, the research recommends an investigation into the factors that limit FET and HE tourism graduates' prospects for employment, as well as ways to mitigate such factors, thereby improving their chances of employment. Lastly, the research recommends further investigation into the possibilities of improving the involvement of Professional Advisory Committees (PACs) with the process of developing FET and HE programmes.

The next section incorporates a Bibliography and Appendices.

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APPENDICES

APPENDIX A: RESEARCH QUESTIONNAIRE



Research Questionnaire

March 2009

Tourism industry perceptions of tourism programmes of selected further- and higher education institutions in the Western Cape
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Dear Respondent

Thank you for your interest in this e-mail questionnaire survey. Please read the following information carefully before completing the questionnaire below.

The purpose of this research study is to evaluate the perceptions of tourism industry practitioners in the Western Cape, of educational tourism programmes for Further Education and Training as well as Higher Education in the Western Cape.

You are invited to voluntarily take part in this study by completing the questionnaire below. Participation will be on an anonymous basis. You may, at your discretion, withdraw your voluntary participation from this study at any stage. There is no obligation whatsoever upon you or your company to coercively complete the questionnaire below.

All information gathered by this questionnaire will be used for academic research purposes only and will remain confidential. After a professional statistical analysis of the response information has been performed, feedback will be available to you with results emanating from the empirical survey.

Please indicate, by marking the appropriate boxes below, that you agree to voluntarily take part in this questionnaire survey, and whether you would prefer to receive email feedback.

- Yes, I agree to voluntarily take part in this questionnaire survey
- Yes, I prefer to receive feedback via email

Should you choose to receive feedback, please confirm your email address:
(Providing your email address is optional, subject to your discretion)

Please continue to next page

**Instructions: Please answer all questions electronically in writing.
To tick the boxes provided, click in the appropriate box, then enter an X.**

Section A Biographical Data

1. In which sector of the tourism industry does your business operate?

Please select with X	Sectors of Tourism Industry Tour Operator Travel Agent Car Rental Agency Accommodation establishment
-----------------------------	---

2. Where in the Western Cape is your business located?

Please select with X	Regions of Western Cape Cape Metro Cape Winelands Garden Route Karoo Overberg West Coast
-----------------------------	---

3. What is your job level in your business?

Please select with X	Level of Management Top Managerial Middle managerial Lower managerial Functional
-----------------------------	---

4. Are you familiar with the term Further Education and Training (FET)?

Yes No

5. Are you familiar with the term Higher Education (HE)?

Yes No

Please continue to next page.

Please read the following definitions for Further Education and Training (FET) and Higher Education (HE):

Further Education and Training (FET) is all learning and training programmes leading to qualifications at levels two to four of the National Qualifications Framework (NQF) or such FET levels determined by the South African Qualifications Authority (SAQA), i.e. qualifications equally graded to Matric, only with vocational foundation.

Higher Education (HE) is all learning programmes leading to qualifications higher than grade 12 or its equivalent in terms of the National Qualifications Framework (NQF) as determined by the South African Qualifications Authority (SAQA), i.e. qualifications such as Certificates, Diplomas and Degrees.

Section B Further Education and Training

7. Are you aware of any Further Education and Training (FET) institutions in your area? (E.g. Colleges)

Yes No

8. Do you know of any tourism related qualification(s) offered by Further Education and Training institutions in your area?

Yes No

9. How critical do you consider practical knowledge and skills as components of Further Education and Training tourism programmes that could increase the competency of graduates when entering the industry?

Undecided Not critical Mildly critica Critical Imperatively
Critical

10. Does your tourism business employ graduates from Further Education and Training Institutions?

Yes No

Please continue to next page

11. Please list, in your view, the possible requirements that a Further Education and Training tourism-graduate should comply with, in order to qualify for employment at your tourism business?

12. In your understanding, to what extent does practical knowledge and skills learning in Further Education and Training impact the tourism industry in the Western Cape?

Not at all Very little Mildly Large extent Greatly

Section C Higher Education

13. Are you aware of any Higher Education Institution in your area? (E.g. Universities)

Yes No

14. Do you know of any tourism related qualification(s) offered by Higher Education Institutions in your area?

Yes No

15. How critical do you consider practical knowledge and skills as components of Higher Education tourism programmes, which could increase the competency levels of graduates when entering the industry?

Not critical Mildly critical Undecided Critical Imperatively
Critical

16. Does your tourism business employ Higher Education tourism graduates?

Yes No

Please continue to next page

17. Please list the possible requirements that a Higher Education tourism graduate should comply with, in order to qualify for employment at your tourism business?

18. In your understanding, to what extent does practical knowledge and skills learning in Higher Education impact on the tourism industry in the Western Cape?

Not at all Very little Mildly Large extent Greatly

Section D Non-compulsory

19. Please provide any further comments and/or suggestions that you might consider applicable to the study.

**Thank you for taking the time to complete this survey.
Your input is appreciated.**

APPENDIX B: PARTICIPANT TOURISM BUSINESSES

Tourism Sector	Name of Tourism Business	Region
A) Travel Agencies		
	Overseas Visitors Club	Cape Town, CBD
	Overseas Visitors Club	Stellenbosch
	Sure Travelways	Stellenbosch
	Harvey World Travel	Cape Town, CBD
	Pentravel	Bellville, Tygervalley Centre
	Flight Centre (1)	Bellville, Tygevalley Centre
	Westwood Travel	Someset West
	Pentravel	Paarl Mall
	Flight Specials	Hermanus
	Student Flights	Stellenbosch
	Harvey World Travel	Hermanus
	Harvey World Travel	Durbanville
	Flight Centre	Worcester Mall
	Sure Travelways	Pinelands
	Overseas Visitors Club	Canal Walk
	Embassy Travel	Cape Town, CBD
	Pentravel	Somerset West Mall
	Travel Experience	Somerset West Mall
	Harvey World Travel	Somerset West Mall
	Flight Centre	Somerset West, Habitat Centre
	Student Flights	Canal Walk
	Flight Centre	Canal Walk
	Club Travel	Bellville, Tyger Manor
	STA Travel	Bellville, Tygervalley Centre
	Club Travel	Stellenbosch
	Club Travel	Edgemead
	Mundial Travel	Plattekloof
	Flight Centre	Claremont
	Club Travel	Claremont
	Flight Centre	Cavendish Square
	Pentravel	Cavendish Square
	Flight Centre	Cape Gate Shopping Centre
	Flight Centre (2)	Bellville, Tygervalley Shopping Centre
	AA Travel Experience	Bellville, Tygervalley Shopping Centre
	Sure Travel	Paarl Mall
	Flight Centre	Plattekloof
	Flight Centre	Willowbridge
	Pentravel	Willowbridge
B) Tour Operators		
	Great White Adventure Centre	Gansbaai
	SA Tours and Safaris	Western Cape
	Ocean View Tours	Hermanus
	Hermanus Whales	Hermanus

Elite Golf Tours SA
Amber Tours
Africape Tours
White Shark Cage Diving Projects

And Beyond Tours

Cape Metro
Cape Winelands
Western Cape
Gateway Centre, V&A
Waterfront, Cape Town
Gateway Centre, V&A
Waterfront, Cape Town

C) Accommodation Establishments

Kleine Zalze Lodge
Pat Bush Winery
Cape Grace Hotel
Montagu Country Hotel
Best Western Cape Suites Hotel
Protea Hotel Victoria Junction
Victoria Hotel
Cape Town Lodge
City Lodge

The One and Only Hotel
Protea Hotel King George
Zomelust Lodge
Cape Royal Luxury Hotel
Du Toits Koof Lodge
Manor on the Bay
Protea Hotel
Die Eike Guest House

Church Street Lodge

Clanwilliam Hotel
African Sky Hotel and Spa
Dwarsberg Trout Hideaway
Slanghoek Berg Resort
Clanwilliam Lodge
Pontac Manor
Oak Tree Lodge
De Oude Paarl Hotel
Gaudini Spa

Wildernis Beach Resort
Protea Hotel President
Oystercatcher
City Lodge Grand West
De Oude Werf Hotel
The Stellenbosch Hotel
City Lodge Pinelands
Holiday Inn
Protea Hotel Coliseum
Protea Hotel Tygervalley
Protea Hotel Techno Park
NH Lord Charles Hotel
Stellenbosch Lodge
Western Grand Hotel

Stellenbosch
Robertson
Waterfront
Montagu
Cape Town, CBD
Cape Metro
Montagu
Cape Town, CBD
V&A Waterfront, Cape
Town
Cape Town
Garden Route
Paarl
Sea Point, Cape Town
Cape Winelands
Gordons Bay
Sea Point
Rawsonville, Cape
Winelands
Worcester, Cape
Winelands
Clanwilliam
Sea Point
Cape Winelands
Cape Winelands
Clanwilliam
Paarl
Paarl
Paarl
Worcester, Cape
Winelands
Wildernis
Cape Town
St Helena Bay
Grand West
Stellenbosch
Stellenbosch
Pinelands
Cape Town, CBD
Cape Metro
Bellville
Stellenbosch
Somerset West
Stellenbosch
Cape Town, CBD

Table Bay Hotel	V&A Waterfront, Cape Town
Protea Hotel Cumberland	Worcester, Cape Winelands
Avalon Springs Hotel	Montagu
Grand Hotel	Robertson
Grand Hotel, Grand West	Grand West
Victoria & Alfred Hotel	V&A Waterfront, Cape Town

D) Tourism Information Offices

Montagu-Ashton Tourism Information Centre	Cape Winelands
Vredendal Tourism Information Centre	West Coast
Gateway Centre, V&A Waterfront	Cape Metro
Stellenbosch Tourism Information Centre	Cape Winelands
Ceres Tourism Information Centre	Cape Winelands
Paarl Tourism Information Centre	Cape Winelands
Lambertsbay Tourism Information Centre	West Coast
Gansbaai Tourism Information Centre	Garden Route
Stanford Tourism Information Centre	Oberberg/Overstrand
Hermanus Tourism Information Centre	Overberg
Willowbridge Tourism Information Centre	Cape Metro
Calnwilliam Tourism Information Centre	West Coast
Rawsonville Tourism Information Centre	Cape Winelands
Worcester Tourism Information Centre	Cape Winelands
Worcester Mountain Mill Mall Information Centre (Western Cape Tourism)	Cape Winelands
Cape Town Tourism (CTT)	Cape Town, CBD
Montagu Tourism Information Office	Cape Winelands
Robertson Tourism Information Office	Cape Winelands

E) Car Rental Agencies

Hertz	Stellenbosch
Avis Rent a Car	Gateway Centre, V&A Waterfront, Cape Town
Hertz	Cape Town
Avis Rent a Car	Hermanus
Budget Car Hire	Cape Town
Avis Rent a Car	Milnerton, Cape Town
Budget Car Hire	Cape Town
Avis Rent a Car	International Airport
	Langebaan, West Coast
Tempest Car Hire	Stellenbosch
Europcar	Stellenbosch
Avis Rent a Car	Cape Town, CBD
Europcar	Cape Town, CBD

