

ACCREDITATION OF INSTITUTIONS FOR TOURISM
EDUCATION IN THE RSA

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Accreditation of Institutions for Tourism Education in the RSA

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Doctor of Education
at the
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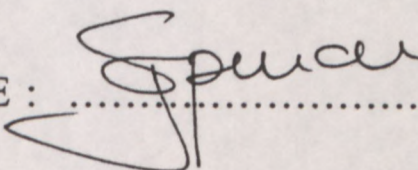
Stellenbosch
February 1995

Promoter : Prof C.A. Kapp

DECLARATION

I, the undersigned, hereby declare, that the work contained in this dissertation is my own original work and has not previously, in its entirety, or in part, been submitted at any university, for a degree.

SIGNATURE :

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SUMMARY

Education (and training) for the tourism industry has been available at formal and non-formal educational institutions in South Africa for many years. Very little co-operation between the various institutions has taken place on establishing the educational needs of the industry, and, consequently, courses which range from a few days to three years, have been established with little cognisance of what is available from other sources. As a result of this insular approach to curriculum development, and an inherent sense of superiority by the institutions towards one another, almost no recognition is afforded to students wishing to continue with the studies at another institution, despite similarities in course content.

Because of the (some say inspite of) past political policy of this country, only about 0,025 % of the world travelling public visit South Africa. Perhaps because of this isolation, the service offered to the travelling population has been criticised and, compared to world standards, found to be alarmingly poor.

The reason for the poor service was perceived to be the fragmented and unco-ordinated education offered by more than 36 educational institutions. A comparative investigation was therefore conducted in five first world and developing countries, into criteria for tourism course development, and subsequent evaluation and accreditation. It was hoped to identify material and approaches which could be incorporated into local tourism courses, leading to an improvement in the service offered by tourism industry employees following international level instruction.

A literature study into the importance of the tourism industry for South Africa, particularly the social, cultural, political and economic impacts, was also undertaken, as well as a factual survey on the state of tourism education in South Africa, to assess the relevance of these impacts on tourism.

Using the information obtained on an overseas study tour of the English Home Countries, and literature obtained from Australia and the USA, a comprehensive questionnaire was developed and, using the Delphi Communication technique, submitted to educational and tourism industry experts, to establish criteria for present and future course evaluation. These participants, using core criteria, identified 180 items in five major groups - Educational Institution Criteria, Tourism Course Criteria, Staff Criteria, Student Criteria, and Body of Subject Knowledge Criteria at two levels - management and operational - that could be used to accredit courses. The criteria identified were then sent to eight institutions in the formal and non-formal educational sectors, to establish whether the items identified were relevant to that institution.

The Travel Education and Training Authority of South Africa was founded in 1992 and finally structured in August 1994. This organisation is to monitor the tourism education on offer in South Africa. It is hoped that this study, and the criteria identified for tourism course accreditation, will assist TETASA in uplifting the standard of service to the traveller, and result in a substantial increase in the numbers of foreign visitors to our shores, bringing vital foreign currency to the economy and increasing employment, primarily in the tourism sector, but ultimately in all sectors.

OPSOMMING

Onderwys (en opleiding) wat op die toerismebedryf gerig is, is al jare lank by formele en nieformele onderwysinstellings in Suid-Afrika beskikbaar. Tussen die verskillende instellings bestaan weinig onderlinge samewerking om die opvoedkundige behoeftes van die bedryf te bepaal en gevolglik is kursusse met 'n duur van tussen enkele dae en drie jaar ingestel met min kennis van wat by ander instellings beskikbaar is. Weens hierdie ingekeerdheid met kurrikulering, en 'n inherente meerderwaardigheidsgevoel wat instellings teenoor mekaar koester, word daar ondanks ooreenkomste in die kursusinhoude aan studente wat by 'n ander instelling verder wil studeer feitlik geen erkenning verleen nie.

Vanweë (oftewel, volgens party, ondanks) die afgelope beleid van hierdie land bring slegs sowat 0,025 % van die wêreld se reisigerspubliek aan Suid-Afrika besoek. Moontlik omrede hierdie isolasie word dienslewering aan die reisigerspubliek gekritiseer en, gemeet aan wêreldstandaarde, ontstellend swak gevind.

Die persepsie is dat die rede vir die swak dienslewering geleë is in die gefragmenteerde en ongekoördineerde onderwys wat die ruim 36 onderwys-instellings aanbied. 'n Vergelykende ondersoek na kriteria vir die ontwikkeling van toerismekursusse en vervolgens die evaluering en akkreditering daarvan is dus in vyf eerste-wêreldse en ontwikkelende lande onderneem. Daar is gehoop om met so 'n ondersoek leerstof en onderrigbenaderings vir opname in plaaslike toerismekursusse te kom identifiseer ten einde van werknemers in die toeristebedryf wat aan onderrig van internasionale gehalte blootgestel word, beter dienslewering te verkry.

Daarbenewens is 'n literatuurstudie oor die belangrikheid van die toeristebedryf vir Suid-Afrika, en veral die maatskaplike, kulturele, politieke en ekonomiese impak, onderneem asook 'n empiriese ondersoek na die stand van toerisme-onderwys in Suid-Afrika ingestel ten einde te bepaal of hierdie faktore by toerisme ter sake is.

Inligting wat tydens 'n oorsese studiereis in Engeland, Skotland en Wallis ingewin is en literatuur wat uit Australië en die VSA verkry is, is gebruik vir die samestelling van 'n omvattende vraelys wat deur middel van die Delphi-kommunikasietegniek onder deskundiges in die onderwys en die toeristebedryf versprei is ten einde vas te stel watter kriteria vir die huidige en toekomstige kursusevaluering behoort te geld. Hierdie deskundiges het, deur kernkriteria te gebruik, 180 items uit die vyf vernaamste groep kriteria, naamlik die Onderwysinstelling, Toerismekursus, Personeel, Studente en Vakkennis (laasgenoemde op onderskeidelik bestuurs- en operasionele vlak) geïdentifiseer wat vir die akkreditering van kursusse kan dien. Die geïdentifiseerde kriteria is daarna aan agt instansies in die formele en die nieformele onderwyssektor gestuur ten einde te bepaal of die geïdentifiseerde items op die betrokke instansie van toepassing is.

Die "Travel Education and Training Authority of South Africa" (TETASA) is in 1992 in die lewe geroep en uiteindelik in Augustus 1994 gestruktureer. Hierdie instansie moet die toerismeonderwys in Suid-Afrika monitor.

Die hoop word uitgespreek dat hierdie studie en die kriteria wat vir die akkreditering van toerismekursusse geïdentifiseer word vir TETASA met die verhoging van diensleweringstandaarde aan die reisiger behulpsaam sal wees en tot 'n noemenswaardige styging in die aantal buitelandse besoekers aan hierdie land sal lei, wat buitelandse valuta vir die ekonomie sal verdien en indiensneming in die toerismesektor in die besonder maar uiteindelik in al die sektore in die algemeen sal meebring.

ACCREDITATION OF INSTITUTIONS FOR TOURISM EDUCATION IN THE RSA

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CHAPTER 1

EDUCATION AND TRAINING IN THE TOURISM AND TRAVEL INDUSTRY

1.1 A GENERAL INTRODUCTION

Tourism is an industry that goes beyond travel and holidays. It is an industry creating employment in many areas of work such as accommodation and catering, travel and transport, leisure and entertainment, construction, manufacturing, retail trade and service in the Republic of South Africa. Tourism is an important aspect to our quality of life, affecting questions of urban renewal, environmental issues and rural development, conservation and land usage and management, and the creation and attraction of new industries. Tourism is also a method of enhancing this country's national image and pride among other countries and peoples.

The former Government, in its White Paper on Tourism in the Republic of South Africa (1992:1), notes that tourism is the fastest growing single industry in the world and could develop into a major contributor to economic growth. The latest statistics (SATOUR, 1994) indicate foreign arrivals in the RSA for 1993 at 2,7 million visitors. It is estimated that more than 300 000 persons, earning in excess of R3,37 million in foreign exchange, are employed in the tourism industry.

In the White Paper the Government recognises the role tourism can play in job creation in the economy and also the importance for other industries of the economic multiplier operating from tourism. However, to boost the economy, the labour force needs to be trained to meet the requirements of a high standard of service, and therefore to contribute to the national income, employment and balance of payments.

The need for "*...trained manpower at all levels in the tourism industry...*" is recognised (White Paper, 1992:7) and the urgent "*...formation of a single training board to meet the needs of the whole industry on a continuous basis...*" (White Paper 1992:5) is proposed.

This industry embraces a wide variety of activities and provides job opportunities at various levels and over a wide range of skills relating to all tastes, talents and expertise. Erasmus (1988:13) claims that within the tourist industry there are eight subsectors with 49 industry groupings that provide employment. With few exceptions, these groups have their own identify and are independent as regards the nature and scope of their operations. He identified the following subsectors :

- accommodation;
- travel and information organisations;
- transport organisations;
- catering suppliers;
- leisure and recreation organisations;
- special events;
- sightseeing attractions;
- ocean travel (including marinas).

He neglected general water activities in his analysis, an item that de Bruyn (1989:1) identified. Many of the jobs in tourism are full-time and available all year round. Hence the need for relevant, up-to-the-minute education and training that will give the industry the professionalism it desperately needs to avoid negative criticism by persons such as King-Taylor (1988:6), who on her visit to the Republic in March 1988, rated service to tourists in this country second last when compared to that in 25 other countries. She noted that service had declined over the fifteen years that she had been visiting this country. In addressing a Sator Conference on Excellence, King-Taylor (1988:6) explained that the relationship between management style and customer service should be based on staff participation and not authoritarian methods. *"Staff commitment depends heavily on the communication style between management and lower levels, and the quality and quantity of training in customer service"* (author's emphasis). Petsana (1994:12) found that *"South Africa's tourism service is seen as being among the poorest in the world"*.

The following information summarises Sheldon's findings, which are discussed later in this chapter:

Professionalism in tourism and hospitality
Dimensions of Professionalism

TABLE 1

Dimension	Authors														Total Number of References (weight)
	Ak	Ba	Ca	Co	Fl	Gi	Go	Gr	He	Ke	Le	Pa	Se	Wi	
Long Training/ Education	x	x	x		x	x	x	x	x	x	x	x	x	x	13
Code of Ethics		x	x			x	x	x	x	x	x	x	x	x	11
Organised	x	x	x		x		x	x	x		x	x		x	10
Complex Occupation	x	x	x	x	x		x	x		x		x		x	10
Altruistic Service				x	x	x	x						x		5
Body of Knowledge					x		x			x				x	4
People-oriented				x	x	x		x							4
Licensed	x						x							x	3
High Prestige		x					x								3
Competence Tested				x			x					x		x	3
Self-employed			x								x				2
High Income			x				x								2

Ak Akers; Ba Barber; Ca Carr-Saunders & Wilson; Co Cogan; Fl Flexner; Gi Gilley; Go Goode; Gr Greenwood; He Henkel; Ke Keiser & Swinton; Le Lewis & Maude; Pa Pavalko; Se Segal; Wi Wilensky

Source : Sheldon (1989:494)

Sheldon (1989:492 - 494) noted the growth in the size and complexity of the tourism industry and called for professionalism through "...qualified and skilled personnel...". Sheldon attempted to define professionalism by questioning fourteen authors of tourism and hospitality texts. Their views ranged from a code of ethics, body of knowledge, licensed business, people-oriented, self employed to high income. However, thirteen of the fourteen voted "Long training/education" as important to the definition of professionalism.

An organisation was established in France in 1969 "...to study world-wide the best teaching programs and methods and to further the systematic upgrading of the same through the observation of these activities in the different contents and to regularly exchange reliable and relevant information among educators and trainers...".

According to Kibedi (1988:16), the World Association for Professional Training in Tourism has as its mandate the "...*effective international co-operation in establishing comparable standards in teaching programs and the certification of professional knowledge in the main hospitality and tourism careers...*". This association is hardly known in this country.

While Sheldon (1988:494) accepts that the need for formal and on-the-job education and training is increasing in the United States of America (there were 452 schools and colleges offering courses in tourism and hospitality studies in 1986/7), she conceded that the diversity of the industry was such that many positions in the industry now required masters degrees to meet the demanding work requirements, supporting Erasmus' contention that one course could not meet all the requirements of the tourism industry. Kibedi (1988:17) questioned whether it was sufficient merely to transmit fragmented technical information to the students, or whether the educational institution should attempt to improve the character of the student. He noted five areas of concern:

- self-discipline and good work habits;
- personal responsibility for striving for professional mastery;
- ability for correct oral communications;
- serious dedication in learning foreign languages;
- capacity for productive teamwork.

The point made here is that South Africa was experiencing exactly the same problems concerning professionalism in 1994 as the USA, Canada, Britain and other tourist destinations had experienced in the past. The fact that South Africa faced these problems, despite what other countries had been through, and despite the fact that it had numerous role models to provide guidance, is probably indicative of the fact that South Africa has not clearly identified goals and objectives in formulating policies for course design in tourism education and training.

Welgemoed (1989:16) agrees with the sentiments expressed above when she states that the nature of a profession is characterised by education and service, and hence that there is an urgent need for education to professionalise the job of tourist guide.

Welgemoed was investigating the status of the tourist guide in South Africa, but her remarks are equally applicable to the tourism and travel industry as a whole. Training and education for the industry is in fact taking place, but it is fragmented and, apart from the technikon movement and the Institute of Travel Management, totally unco-ordinated. She makes the statement that curricula do not spell out the requirements of the education, and courses differ considerably as regards standards and levels of presentation (Welgemoed 1986:17). This statement is also applicable to tourism education in the United Kingdom, on which present South African tourism courses are based. *"The tourism education system is poorly integrated; accreditation and certification remain fragmented. This causes confusion among employers"* (NEDO 1991:x).

Erasmus (1988:13) states that the matter is further complicated because of the diversity of job opportunities. This means that there cannot be any form of generic education since each functional group has its own specific education and training needs.

Having identified that professionalism is synonymous with education and training, Sheldon proceeded to test her education and professionalism hypothesis. She grouped the Hawaiian tourist industry into the following five sections:

- accommodation (42 courses offered);
- transportation (27);
- attraction/Entertainment (1);
- food Service (124);
- travel Agents/Tour Operators (35).

On a one-to-five scale (covering ratings from professionalism to highest degree of professionalism) Sheldon found that:

- each sector perceived itself as professional with ratings between 3,29 and 3,88;
- each sector accepted the hypothesis equating education to professionalism with ratings between 3,20 and 3,79;
- the sectors collectively compared professionalism with in-house seminars, the Pearson

correlation coefficient being 0,92;

- all the sectors collectively rejected any correlation between professionalism and the number of formal education opportunities (0,08), and professionalism and on-the-job training (-0,684), the latter being associated with vocational employment Sheldon (1989:501).

The conclusion to this study states that the formal college and degree programmes available in Hawaii were the key to developing professionalism in the tourism industry and the status of employment.

Kibedi (1988:18) found in his study that the content and depth of teaching programmes varied between countries and even within countries and were outdated and deficient in some instances. He suggested that the best programmes be made available to all countries to assist each one in meeting minimum standards in its educational programmes. He also criticised the educational institutions (lack of adequate facilities), material (books and training manuals), educational methods (too much rote learning), students (taking tourism courses for the wrong reasons and displaying little interest), lack of co-operation between educational institutions and the tourism industry, and the lack of recognition afforded educational programmes. He concludes that "*...the healthy pride is missing in the careers. The importance of giving warmhearted, effective service to fellow men is not understood by the average student... (of tourism studies)*" (Kibedi 1988:20).

The economic benefits to South Africa of a growing overseas visitor population in terms of tourism growth stimulation, job creation and business investment, must be measured with realism when one considers the task of educating and training personnel to meet the requirements of satisfying this visitor population, as well as our own local peoples.

The international tourist population reached 390 million in 1988 at a time when only 804 000 or 0,2 % of these travellers visited South Africa. These figures can hardly be construed as entirely being due to inadequate education for the tourism industry as there are other reasons that prompted the neglect of South Africa as a travellers destination, some reasons being the former policy of apartheid (the legacy of which will impact on tourism for

some years to come), unrest and the distance from the travelling markets. South Africa has not enjoyed more than 0,25 % of international travel at any time. This lack of interest is more likely determined by the lack of South Africa's tourism development, a notion confirmed by Heath (1987:3) who stated that "*...when the state of South African tourism is compared with that of some leading tourism countries it will be found that the South African tourism industry is, as far as development is concerned, still in a comparatively early stage*".

The advantage to South Africa of this particular state of affairs is that it can start anew with a national strategic plan for the development of tourism in this country, including acceptable, affordable, accredited course(s) of education and training, so as to prepare this country for what many experts in the tourism field identify as South Africa's imminent re-entry into international tourism.

1.2 HYPOTHESES - IDENTIFICATION AND FORMULATION OF PROBLEMS MOTIVATING THIS STUDY

1.2.1 An overview of the problem regarding education and training for the tourism industry to date

Numerous studies on the tourism industry have been undertaken recently, locally and internationally. Of particular interest are five studies undertaken in South Africa. Heath (1987) researched the development of a strategic marketing plan for regional tourism in South Africa, while Welgemoed (1989) from a didactical point of view conducted an investigation into professionalising the status of the tourist guide in this country. In September 1990 the Board of Trade and Industry completed its investigation into the tourism industry (BTI Report No 2937). The Government produced a White Paper on Tourism in May 1992, and the South African Tourism Board and the Development Bank of Southern Africa produced a Strategic Framework for Tourism Development in South and Southern Africa in June 1991.

Paragraph 146 of the Board of Trade and Industry report notes the "*...chronic shortage of adequately trained manpower...*" in the tourism industry in South Africa and

continues by stating that the training programmes "...are highly fragmented and in some cases the curricula do not meet internationally accepted standards or the industry's needs". This report also states that co-ordination of programmes does not exist and the "...quality and quantity of trained manpower..." is not being provided for the industry, particularly the hotel sector.

Significant international research contributions were made by Weber (1988) who investigated the need for accreditation standards in commercial recreation curricula in educational institutions in the United States of America and Burt (1988) who provided a guide for programme development specifically for hospitality courses because no qualified consistent approach to programme development was in operation.

The total lack of unity in the educational structures for the tourism industry is a matter of great concern, a fact confirmed by Petsana (1994:12) in an interview with Uken. The latter states that : "...*(p)resently, training is being offered by numerous institutions on a formal and non-formal basis at secondary and tertiary levels. However, it is of little relevance because of its unco-ordinated nature which hinders mobility from one level institution to another*". Uken believes that "...*a goal-directed and co-ordinated education and training programme...*" is needed to create a "*tourism culture*". He wishes to see "...*the curricula of all available tourism-related training courses at all levels ... evaluated to build on their inherent strengths...*". In actual fact, only training (as opposed to education) takes place for the travel agent. No other courses are available for any other feature of the tourism industry, certainly not on a formal basis, and no other courses, again on a formal basis, exist for supervisor or management level employment. This statement excludes the courses available at technikons for hotel management, and courses offered by the Hotel and Catering Industry Training Board (renamed the Hospitality Industry Training Board) for skills level employment in the hotel industry. .

Durr (Hotelier and Caterer 1990:7) stated that the former government of South Africa saw tourism as an important growth industry, and expected the number of foreign tourists to this country to exceed two million by the year 2000. He noted that while tourism in South Africa was modest by international standards, the industry could produce skilled and

semi-skilled job opportunities effectively at a relatively low cost (to the industrial sector), which would have socio-economic benefits for all sectors of the South African population and influence social behaviour, living standards and attitudes. He called for effective management which, he claimed, was based on trained manpower and in short supply in this country.

The Rennies Travel organisation has, for a number of years, run courses for various levels of employees within their own organisation and the Institute of Travel Management has offered COTAC (Certificate of Travel Agency Competency) and "*management*" level courses, but these courses are all aimed at the travel agent. A one-year course for tour guide training is in fact offered under the Department of Education but, because the tour guide industry does not accept nor recognise this course, it has not been offered for a considerable period.

The tourism industry stands on three legs - accommodation, transport and service. It should be clearly understood from the outset that this study will not address manpower needs, course(s) nor accreditation in the accommodation and transport sectors. Numerous studies under the auspicious of SATOUR (South African Tourism Board) and/or FEDHASA (Federated Hotel, Liquor and Catering Association of South Africa) have been commissioned in the recent past (for example the investigation by Erasmus of the University of Stellenbosch into Manpower and Training in the Hotel Trade in South Africa) and any further reference to this sector will only be of a cursory nature in this study. In addition, the three hotel schools in existence in South Africa (at the Cape, Witwatersrand and ML Sultan Technikons) are in the process of considering changes to the present course, namely the National Diploma in Hotel Management.

Erasmus (1988:14) has identified a need for an annual average of 1 192 trainees for the accommodation sector. He did not indicate the entry level(s) or job specification(s) affected, but identified five broad areas of occupation, namely management, administration, accommodation, catering and liquor sales. His projection of a growth in manpower needs from the estimated 48 161 employees in 1988 to 62 458 in the year 2000 closely correlates with FEDHASA own figure of 51 516 employees, based on the 1988 projection, a difference

that Erasmus does not consider material (Erasmus 1988:53). What is relevant, is the need to educate and train the required 1 192 entrants that Erasmus forecast.

Welgemoed (1989:276) recommended on the basis of her research a general evaluation of tourism education and training with special reference to the training of the tourist guide. In addition, she stressed the urgent need to evaluate not only the students enrolled for and lecturers employed to teach these courses, but also the programmes offered (Welgemoed 1989:288). Her study also identified the further need to plan curricula for manpower development in the tourism industry and for accreditation of all courses offered.

The Travel Agents Board (TAB) invited certain interested bodies including ASATA (Association of South African Travel Agents) and ASSOCOM (Association of Chambers of Commerce) to a meeting in Johannesburg in March 1987 to discuss the establishment of a training programme to be controlled by the Travel Agents Board. The TAB meeting (1987:3) identified the *"...need for research to develop new and better ways of training for particular purposes, securing the development and review of training standards for use within its sector, advising Government and the education system about developments in the industry and their implications for national manpower policies..."* and *"...supporting agreed national training policies appropriate to the industry..."*. This was to be achieved through *"...face to face courses at colleges, face to face training provided peripatecially (sic) throughout by the Travel Agents Board specialist staff..."* and *"...open learning manuals for self study training which could be studied at home, at the work place or at colleges..."* (Travel Agents Board 1987:11). Nothing came of this proposal, because of apathy towards the Travel Agents Board by the travel industry in general. Petsana (1994:12) quotes Uken's statement that *"...relying entirely on industry to name its requirements has failed dismally, since few people in the tourism industry are adequately trained to have a professional vision of future trends and opportunities"*.

In response to the criticism levelled at the tourism industry, one can quote Robért (1987) who contended that little was being done in government circles to promote education, even that nothing existed. He stated that the word tourism was seldom mentioned in career guidance. Technikon's had introduced some courses, but in his opinion these were extremely elementary and would not prepare the kind of person needed for what he believed would

the largest industry within a decade or two. He went on to point out that no tertiary courses in tourism existed at universities.

Robért stressed the fact that suitably qualified staff was urgently needed if the country was to be in a position to meet the anticipated expansion of the tourism industry. He praised the manner in which tourism information about South Africa was made available, especially by government agencies, but urged that attention be given to training.

The proposed Travel Agents Board Training Board had as its goal the provision of properly trained and competent manpower but seemed to limit itself to "*skills and training needs*" (Travel Agents Board, 1987:2) for there is no mention of the need for management level development. Although the Board was specifically concerned with travel agents the sentiments expressed are not confined to this sector of the tourism industry. The Board suggested three avenues for training, namely, courses for adults within or entering the industry, open learning self study, and college courses for young entrants. At the latter option, age 16 is mentioned, suggesting entrants with only a Standard 8 level schooling. In all other references the Board uses age 18, which presumes a Standard 10 or Matriculation certificate as minimum entry requirement. This is more acceptable in view of the person-to-person nature of employment within the industry and the mature level of negotiation required. Employment of a semi-skilled nature is available in the industry, allowing for entrants with junior certificate qualification.

It is interesting to note that not a single educationist was invited to sit on the Training Board as proposed in 1987. It is of further interest that this Board noted the criticism levelled at education and training in South Africa, namely that it was "... *inadequately related and responsive to the needs of the industry*" (Travel Agents Board 1987:9). The Board found that lecturers involved in training lacked industrial experience. However, the Board was also aware that "...*the willingness of colleges to co-operate was not matched by a timely and appropriate articulation by the industry of its education and training needs*" (Travel Agents Board 1987:10). The suggested Training Board was never established and the Travel Agents Board ceased to exist in April 1994.

In August 1987 the South African Tourism Board (SATOUR) commissioned a survey on Manpower (needs) and education in the tourism industry, a project that was awarded to the Management School of the University of Stellenbosch. The findings were further proof that all was not well in the industry.

It is interesting to note that Simpson (1987:1), the 1987/88 Chairman of ASATA, chose as his theme for the annual congress (September 1987) "*Managing the New Era*". He urged delegates to think seriously on the merits of developing professional management skills, a matter which he considered necessary to meet the challenges of the "*future automated era*". To this end he proposed a training programme in co-operation with the Witwatersrand University Graduate School of Business Administration. Nothing came of this proposal because of the general apathy of the travel trade to involve itself in educational matters.

In 1987 the staff involved in the Tourism course at the Cape Technikon identified 29 topics for research: the training requirements for the (travel) industry; the relevance of subjects offered in the tourism course; training the black consumer for travel; tour guiding; and the future of tourism in the RSA. With the exception of tour guiding, none of these topics has as yet been researched.

In March 1988 the South African Tourism Board published its guidelines for a tourism development plan for South Africa up to the year 2000. Although education and training for the tourism industry was not mentioned as an aim of the plan, it specifically referred to the "...*creation of job opportunities and enhancing living standards*" (1988:2). Among the steps envisaged for the successful implementation of the plan were education and training in servicing the tourist. These guidelines were published at an important time as a leading travel consultant based in the United Kingdom, King-Taylor, had just rated the RSA 24th out of 25 countries studied in terms of service offered to tourists.

Erasmus was asked by SATOUR to investigate the present manpower needs and training in the tourism industry and to make projections regarding these two aspects in the future. The research concentrated on the role of universities, technikons and other educational institutions in the formal education sector, and an evaluation of in-service training

with a view to eliminating anomalies in the present education and training on the one hand, and proposing a training system for the future on the other hand.

The Erasmus report was generally critical of the tourism industry and the educational institutions for their training. He noted that diplomates of technikon courses received no recognition for the three years of study by students (Erasmus 1988:20), although they were readily employed within the travel sector. The main criticism against the technikon course was that the Travel Agents Board Certificate of Travel Agency Competency (COTAC) did not feature in their training.

This was, and still is, untrue. The six technikons offering the National Diploma: Tourism in the 1980s incorporated COTAC to level three in their programmes. In fact, the technikon programmes also included aspects of COTAM, COTOP and COTOM (the Certificates in Travel Agency Management, Tour Operating Practice and Tour Operating Management). The technikons' main objection to the Travel Agents Board courses lay not in the course content, nor in the registration fee for which technikon students were liable over and above normal class fees, but in the duplication of the examinations. The six technikons asked that the Travel Agents Board accept the technikons' examination results based on three years of study, in other words, that the technikon course be accredited by the Board. This was not acceptable. Pretoria Technikon was so confident of the contents of the National Diploma course that they formed a training section of IATA & UFTAA (International Air Transport Association and Universal Federation of Travel Agents Association) to write the UFTAA international examinations. The contents of these courses are covered to a large degree by the technikon course. This unit is functioning at Pretoria Technikon.

Erasmus (1988:24) found that a need existed for management level training but, by the Travel Agents Board's own admission, the technikons received no co-operation on this, or any other matters, from the travel industry. Erasmus (1988:26) is further of opinion that the Travel Agents Board should have retained only a registration function and allowed the technikons (and other institutions) to continue with education and training under accreditation. Tourism education and training available in South Africa is shown in figure 1 on page 14.

EDUCATION AND TRAINING FOR THE TOURISM INDUSTRY

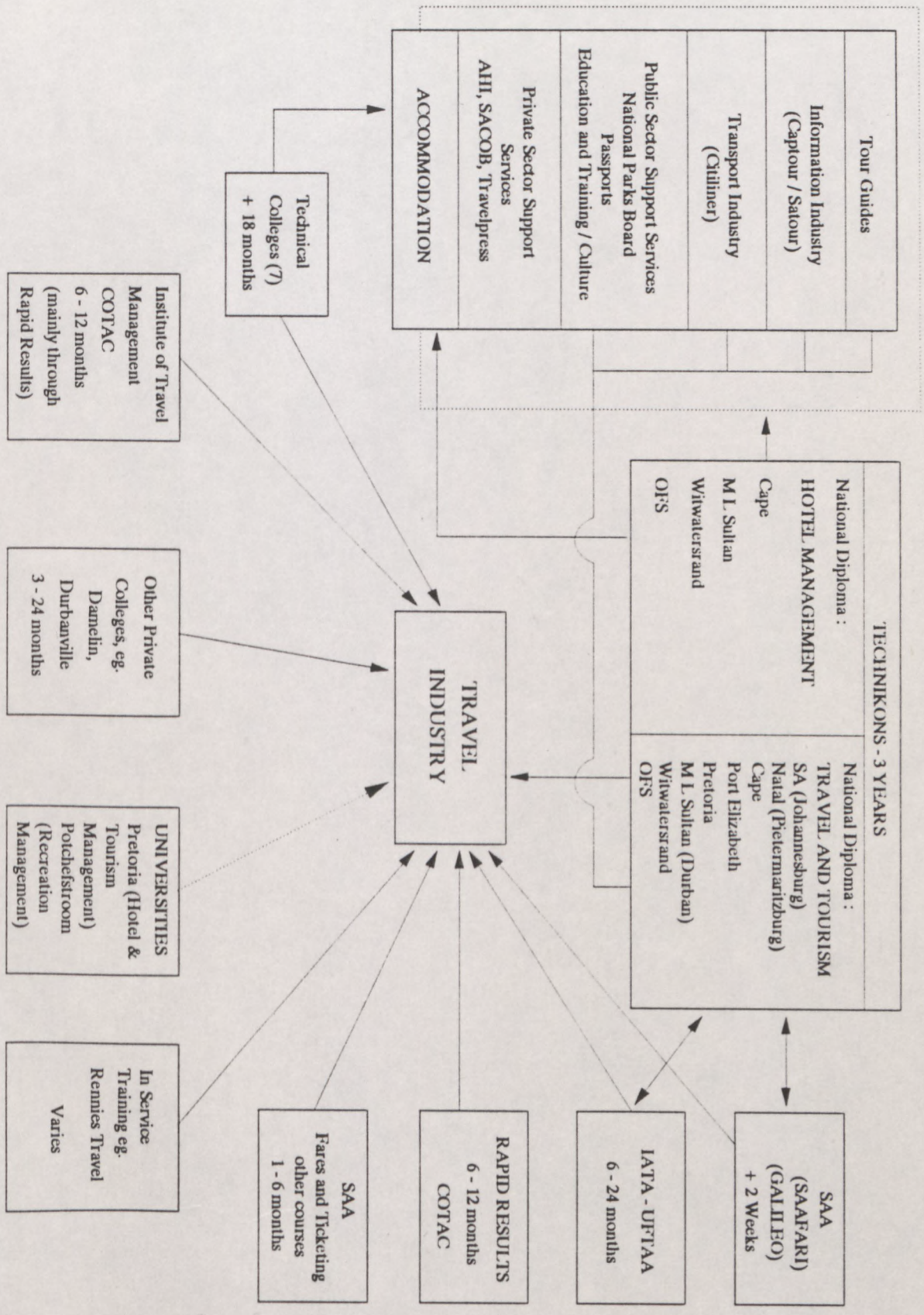


FIGURE 1
April 1994

A report in the Travel Times stated that "...the standard of service by travel agents usually leaves much to be desired..." (1989:2). This article also highlighted the fact that "...there is still a problem with shortages of skills. There are technikons and colleges that offer courses but they are not co-ordinated, there is no set national exam and the people they turn out usually have to undergo further training once they are given positions in a travel company".

Lawlor, 1989 President of ASATA, supported these views and stated that the "... Travel Agents Board has the function of co-ordinating industry training, and we will need someone to set the curriculum, the exams as well as organising the different types of programmes needed ...". The sting in the tail of the article was that the "... Travel Agents Board never fulfilled its role of educator and was a failure from the start in terms of an industry training board. For instance, they were supposed to write a course outline for 3 years of study ... Their role was to moderate training at colleges but the situation remains disgraceful ..." (Travel Times 1989:6). The Travel Agents Board responded with a statement in the Travel Times (1989:1) that their three year course called COTAC (Certificate of Travel Agency Competency) was now finalised and available and that the technikons would incorporate COTAC into their programmes.

At a meeting of the Training Committee of the Travel Agents Board held in 1989 it was confirmed that technikons would be recognised as training establishments. This is still not the case and with the demise of the Travel Agents Board, the technikons and other educational institutions receive no recognition from any organisation.

It is interesting to note that Australian colleges were also experiencing difficulty in having their courses accepted by the Australian Federation of Travel Agents. In an article that appeared in the Australian Travel Trade journal of 27 June 1988, it was noted that, due to the expansion in travel, agents were concerned with the "... over-exten(sion of) its human resources and, in spite of automation and all its promises of increasing efficiency, is falling behind on expertise and service both internally and externally ...". These agents were critical "... of the overall level of knowledge displayed by agency staff ...", and concerned with the "... serious shortage of trained and experienced staff ...". The article also pointed

out that "... *no nationally organised training scheme or nationally accepted standards or qualifications ...*" existed. Like South Africa, Australia also experiences "... *a reluctance on the part of a majority of travel agency owners and managers to actively support industry training ...*".

In January 1990, former Minister of Tourism, Kent Durr, announced the phasing out of the Travel Agents Board and suggested that education and training be the joint responsibility of ASATA and the Institute of Travel Management.

In November 1991 ASATA called a meeting of interested persons, including representatives of universities, technikons and other private educational institutions, at which the Travel Education and Training Authority of South Africa (TETASA) was established. This designation was to be used because the Department of Manpower recognises only one training board per industry, and the Hospitality Industry Training Board had already been established in 1989 to monitor the training for the hotel and catering industry.

Hirst (1989:2) added to the confusion regarding training for the industry when, in an article in which he severely criticised the industry for not moving with the demands for the future, he reflected on the "... *simplistic three year courses in so-called tourism studies ...*". He called for degree courses in tourism planning and development technology. Erasmus (1988:17) concluded in his survey of training and manpower needs for the tourism industry that tourism training, by way of its multidisciplinary nature, was not a function of the universities but of technikons and technical colleges. With the rationalisation of courses and subjects constituting the subject of university investigation, the time is right for contemplation of new courses, particularly in the wide-ranging field of tourism.

ASATA made it very clear (Travel Times 1989:8) that its members were to be in possession of industry qualifications such as the IATA/UFTAA Preliminary Diploma, the Institute of Travel Management's Travel Sales Certificate or the IATA/UFTAA Advanced Diploma, depending on the level of employment. Neither the COTAC nor the technikons' National Diploma courses are mentioned. Since publication of ASATA's membership categories, Du Toit, ASATA's executive director, has stated that Minister Durr favours "...

one professional qualification recognised by all parties ... " to be offered by both state and private colleges. He called for a steering committee to standardise the syllabus of all travel courses on which representatives from colleges and technikons will serve with ASATA (Travel Management Report 1990:1).

In summary, present tourism courses are not totally acceptable to the tourism industry, because teaching institutions did not co-ordinate their activities, and the industry was not consulted on tourism course requirements.

1.2.2 Formulation of the hypotheses

The Amendments to the Travel Agents Act (No 58 of 1983) divided travel agents into 2 categories:

Category I : Retail - retail and domestic agents; and

Category II : Tour Operator - Incoming, outgoing, local and general.

Registration requirements include practical experience in the industry (the minimum period depending on the categorisation of the agent) and *"one or more of these examinations:*

- *the IATA/UFTAA Advanced Diploma;*
- *the IATA Airlines courses equivalent to South African Airways Fares and Ticketing courses numbers 1 to 4;*
- *the Associate Diploma of the Institute of Travel Management;*
- *the Certificate of Category III of the Travel Industry Training Board."* Travel Agents Act, Act No 58 of 1983 (1983:4).

This legislation laid down requirements for registering travel agents and tour operators only and addressed no other section of the tourism industry. In addition, despite representations from the technikons, no other course(s) offered by private or state educational institutions were recognised, and therefore no co-operation was established between the industry and professional educators.

In developing an hypothesis, the major questions that need to be addressed are listed below:

- Is there a common theme to tourism education programmes in South Africa?
- To what extent can and should there be co-operation between the various educational bodies offering tourism courses in South Africa?
- Is it possible, or indeed desirable, to develop a common tourism programme?
- What expertise is available and what approach should be followed in developing tourism program(mes)?
- How will the process of course evaluation and accreditation be developed in South Africa?

These questions give rise to the following hypotheses:

- there is no general agreement on evaluation and accreditation requirements by the various bodies offering tourism courses;
- there will be considerable divergence of interests and requirements regarding evaluation and accreditation of tourism courses among professional officers in the tourism industry and academics;
- education and training for the tourism industry in South Africa is fragmented and has neither uniform standard nor uniform curriculum

1.3 TERMINOLOGY USED IN THIS STUDY

Heath (1987:31) stressed the confusion that exists within the tourism industry as to who or what tourists are, what tourism is, what constitutes the "industry" and which organisations are involved in tourism. This confusion probably arises because of the wide interpretations used in the literature, and probably also contributes to the problems experienced within educational circles.

The terms tourism, tourist and the tourism industry will be dealt with in more detail in Chapter 2. Suffice it to say at this stage that the following general description must stand:

The tourist is a person, or group of persons, who for a period of time ventures beyond the normal environment of work, travel, entertainment, sustenance and accommodation of such person or group, which requires the use of alternate accommodation, transport and service in order to maintain himself/itself. The reason for being in a strange environment is not of major consequence. Tourism is the act of being away from the normal environment, and the industry comprises the facilities that allow the tourists to engage in tourism.

1.4 THE AIMS OF THIS STUDY

The general aim of this study is to attempt a meaningful contribution to education and training in order to meet the educational needs of the tourism industry by devising criteria that could be used to evaluate and accredit tourism courses. Apart from formal courses in Hotel Management at three technikons, and travel agents courses offered by a variety of organisations (see figure 1 on page 14), little else is being attempted in South Africa to educate for the industry. This study will attempt to identify standards by which any relevant course(s) may be measured and accredited. These standards will help an educational institution in its self-appraisal process and allow for criteria by which courses can be evaluated.

It must be made quite clear that the criteria being sought here for course accreditation refer to management and operational level employment and not to semi-skilled or labour level employment such as grillers, chambermaids, bus drivers or ferry boat pilots.

More specifically, the aims of the study are:

- to analyse relevant literature on education and training in the tourism industry to obtain relevant data on which to base decisions;

- to use research into education and training in other countries so as to identify contrasts and correspondences *vis-a-vis* the situation in South Africa;
- to study specific facets of the tourism industry in South Africa with a view to highlighting the problem areas in education and training;
- to undertake an empirical study into major areas of education and training in order to determine the need for any future tourism course(s);
- to develop criteria for the accreditation of any present and future education and training courses for the tourism industry.

This research will not attempt to investigate the hotel industries or the accreditation for tourist guides. This study sets out to identify criteria which can be used for the evaluation of tourism courses, as such courses should of necessity lead to an improvement in the standard of service to the travelling public. The success of the study will depend to a large extent on the co-operation received from individuals and organisations in offering suggestions and recommendations for an accreditation model. This investigation will be restricted to the RSA generally, although consideration will be given to the position regarding accreditation criterion in other countries, Britain in particular.

1.5 SOURCES AND METHODS OF INVESTIGATION

An international and national literature study on tourism courses and evaluation and accreditation of courses was undertaken with particular reference to accreditation of tourism courses. The literature study included a computer search through SABINET and an examination of Dissertation Abstracts International as well as other relevant abstracts and indexes, particularly:

- The Tourism Review;
- Travel and Tourism Analyst;
- International Tourism Reports;
- Leisure, Recreation and Tourism Abstracts;
- Leisure Studies;

- Tourism Management;
- Journal of Travel Research;
- Annals of Tourism Research.

The Delphi Technique was employed to obtain expert opinion on criteria for the evaluation and accreditation of tourism and travel courses.

An overseas visit was undertaken during June/July 1989 to a number of educational institutions in England, Scotland, Wales and the Netherlands in order to investigate the systems of higher education and the demand for, and supply of, information for planning of courses for the tourism and travel industry. The visit included attendance at a course offered by the University of Surrey on designing courses for the tourism industry. Further visits, namely to Argentina in July 1993 and Nairobi in Kenya in October 1994, were undertaken to study education and training for the local tourism industry. Comprehensive correspondence was conducted with various organisations in Britain, the USA, Australia, Argentina and Kenya in order to obtain information on the system, if any, of tourism course evaluation and accreditation in force in these countries. The findings are discussed in chapter four.

Current national and international tourism courses were consulted with a view to identifying and analysing differences and similarities as regards the South African situation, and the findings are discussed in chapters three and four.

Personal structured interviews have also been conducted with national and international authorities regarding tourism and travel courses.

1.6 THE PROGRAMME OF STUDY

This programme will attempt to give a perspective on the tourism industry in South Africa and its importance to the national economy. The social, cultural, economic, environmental and political impact of tourism will be discussed in chapter two and related

to the importance of, and need for, tourism education. Because tourism is people-orientated, the demand for tourism activities by tourists and the provision of those activities are considered in relation to the overall tourism educational needs.

In chapter three an analysis is given of the current state of tourism education in South Africa. This is followed by the nub of this study, namely criteria for evaluation and accreditation of a course, in chapter five.

In chapter four a comparative study is made of the educational structures in other countries, particularly Britain, with special reference to course accreditation criteria that are comparable to South Africa.

A concise empirical study of curricular design principles is followed by a study of accreditation criteria, whereupon an analysis through use of the Delphi Communications technique is given of proposals by various experts in the fields of curriculum design, course accreditation and tourism. The present tourism courses will be evaluated in terms of the accreditation criteria formulated from experts' opinion, followed by a tentative plan for an accreditation model against which future tourism courses may be evaluated prior to implementation.

Finally, evaluation and accreditation criteria for education in the tourism industry are developed into a model in chapter seven. Chapter eight gives a summary of the findings of the study, draws conclusions from the research and identifies any areas or topics that require further study.

CHAPTER 2

THE DEVELOPMENT AND IMPORTANCE OF THE TOURISM AND TRAVEL INDUSTRY WITHIN THE RSA - PLACING THE INDUSTRY INTO PERSPECTIVE IN THE SOUTH AFRICAN CONTEXT : A LITERATURE STUDY

2.1 INTRODUCTION

It is important that the basis for this study be established and that the nomenclature surrounding tourism and, indeed, the concept of tourism be adequately defined. A scientific definition of terms is required in the face of much popular jargon, vague and/or loosely applied terms and ill-conceived terminology.

Because tourism involves discussing the actions of people, it will be necessary to place in perspective the interaction between the tourist and the industry as far as economic, cultural, social, environmental and political factors are concerned. It will also be necessary to discuss the impact of these five factors on the tourism industry in order, to determine the need for education and/or training of employees within the industry against the general demand of satisfactory service to the tourist. Reference was made in chapter one to the poor rating King-Taylor afforded the professionalism of employees in 1988. Davies described the standard of service she experienced in the RSA as the worst she had encountered in any foreign country (Davies 1992), and suggested that this was directly related to the level of training available.

It will also be necessary to consider how the tourism industry is organised; what influence, if any, the public and private sectors have on this industry; to what extent the industry is affected by seasonality; what influence the tourist (demand for services) has on the availability of resources (supply of services); and any educational requirements that may arise.

2.1.1 On defining "tourism", "tourist" and "tourist/tourism industry"

Medliks' (1988:2) definition of "tourism" is that it *"denotes the temporary, short-term movement of people to destinations outside the places where they normally live and work and their activities during their stay at these destinations. Much of this movement is international in character and much of it is a leisure activity"*. He defines "tourists" as *"a mobile population, for whom the places through which they travel and which they visit, are not their normal places of residence or work"*. It is through such or similar definitions that concepts are to be clarified in order to enable one to arrive at an understanding of phenomena with a view to formulating some principles for the design and development of courses for tourism education - and then the accreditation of such courses.

Medlik's definition of a tourist makes it clear that a tourist must travel to get to the strange destination and later return from it, whether by using his own transport or that offered by state or private organisations. The question of distance that may seem implicit in this definition is, the author contends, irrelevant as mobility is the essence. Persons driving in a strange area, whether they are sightseeing, visiting friends or relatives, on business, studying, attending a conference or just passing through, are away from their normal place of activity and hence, by Medlik's definition, are engaged in tourism activities.

Further to Medliks' definition, time is not a deciding factor either. Whether the person is away from his normal place of residence for a period longer or shorter than 24 hours is irrelevant. The fact is that a tourist is a person away from his normal place of residence and normal activities. Perhaps a deciding factor should be an economic one - whether the person incurs expenditure, in whatever form, outside his normal activities: a lunch in a restaurant while on a business trip; a gift for his family while attending a conference; petrol in the car while visiting an aged parent in another town; visiting a flower exhibition in Worcester and driving through the toll tunnel at Paarl on the way, to and from his home in Cape Town.

What is of primary importance, is the nature of the tourist activity. Whether the person is a tourist, away from his normal activity on business or pleasure, who is visiting

for a period longer than 24 hours, or whether he is an excursionist away from his normal activity for a period shorter than 24 hours, should not be the deciding factor for educationalists. The World Tourism Organisation quite rightly no longer distinguishes between a tourist and an excursionist. The crux of the matter is the differing travel and tourism activities engaged in during the period away from normal activities, and therefore the different criteria for satisfying his needs. This raises the question as to what education is required to effect the necessary satisfaction.

This author's contention is supported by Holloway (1989:9) who argues that tourism may be defined "*as the movement of people away from their normal place of residence*", and Davidson (1989:2) who refers to tourists as people "*away from their own homes, on short term, temporary visits, for particular tourism purposes.*"

Tourism also embraces, by extension of the definition, whatever products and services are used during the tourist's activity in the new area, the hotel or guesthouse where he might stay, the place where he eats, the barber where he is shaved, the bus used for travelling, and the shop where he purchases a gift. Mathieson and Wall (1989:1) state that "*... (T)ourism is the temporary movement of people to destinations outside their normal place of work and residence, the activities undertaken during their stay in those destinations and the facilities created to cater to their needs.*" It is contended that the facilities need not be specifically created for tourists but need only be available to "foreign" customers in the widest sense.

Another term for consideration is (the) industry. Who or what constitutes the industry will depend on who is attempting a definition. Brent Ritchie and Goeldner (1987:123) say that any organisation or business that falls within the who, when, where, what, how, why or expenditure element can be construed as being involved in tourism. Burkart and Medlik (1981:197) prefer to argue a definition of the industry in terms of three groupings of tourists, namely the holiday tourist, the business tourist and the common interest tourist. Furthermore, they argue that the industry is also made up of professional bodies, trade unions and trade associations as well as individuals and firms that offer a service directly or indirectly to a tourist. Of interest to this study is the importance of education and training that these two authors place on persons and organisations involved in the industry to ensure

"...standing and prestige for their members, and to control admission, usually by examination" (1981:253). Burkart and Medlik depicted the tourism industry as follows:

THE TOURISM INDUSTRY

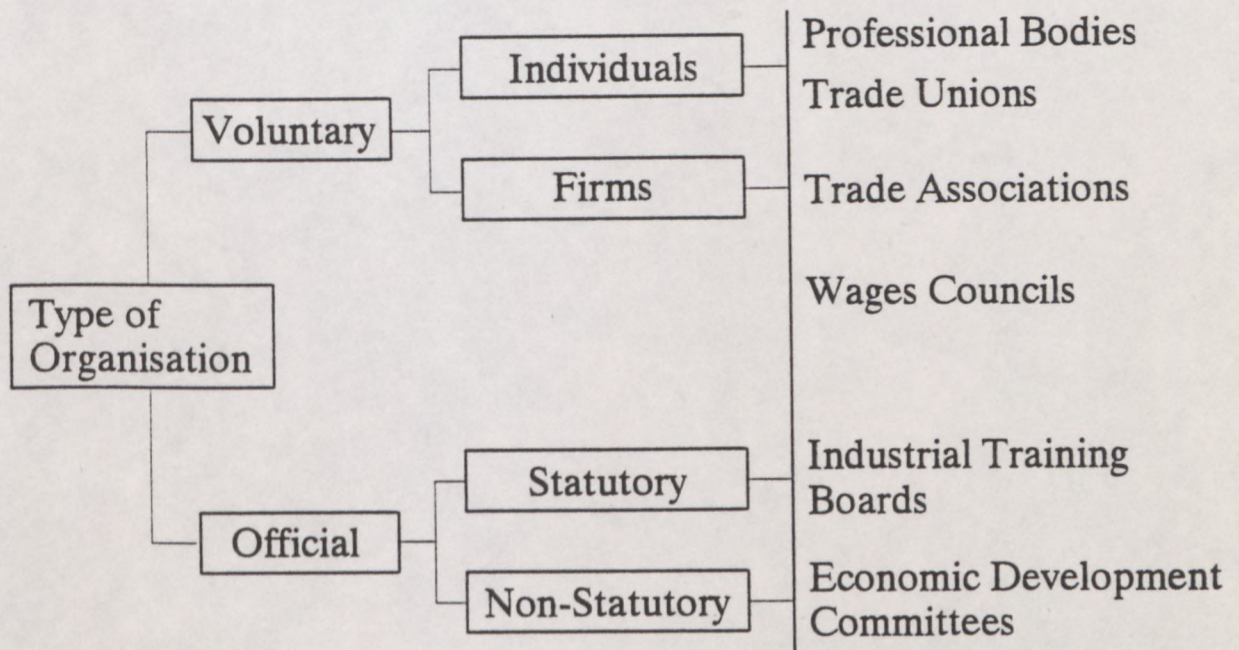


FIGURE 2

Source : Burkart and Medlik (1981:225)

The tourism industry is made up of accommodation, transport and tourist (service) organisations, as the major components, plus other infrastructure and superstructure factors. Figure 3, taken from Foster (1985:51), gives an adequate breakdown of the components of the industry, while Gee, Choy and Makens (1984:14) outlined the tourism industry as in figure 4. Foster's division also highlights the private and public sector organisations which are involved in the industry and Gee *et al* notes the position and importance of educational and vocational training institutions in the organisational structure of the industry.

The Tourism industry

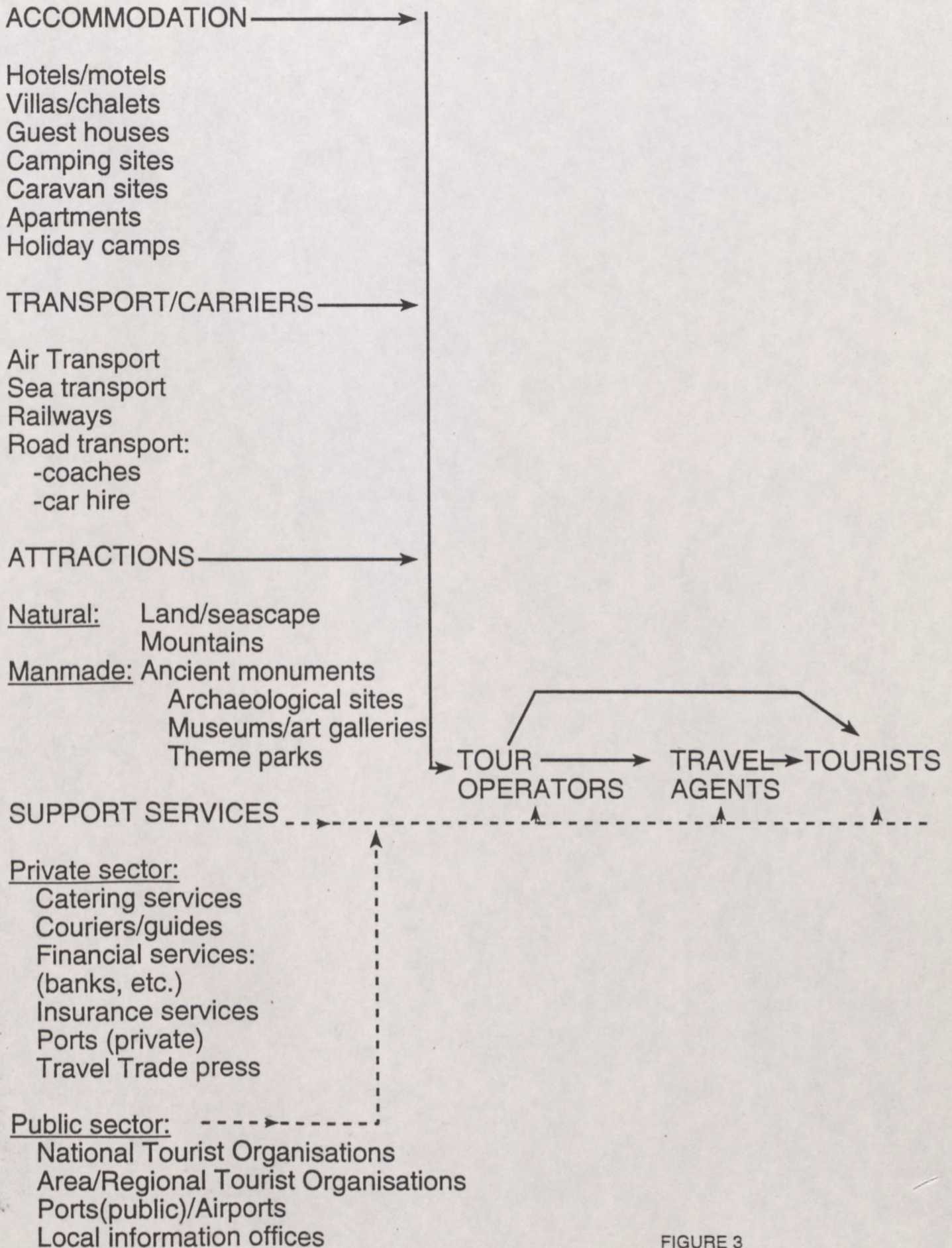


FIGURE 3

Source: Foster (1985:51)

The Tourism Industry

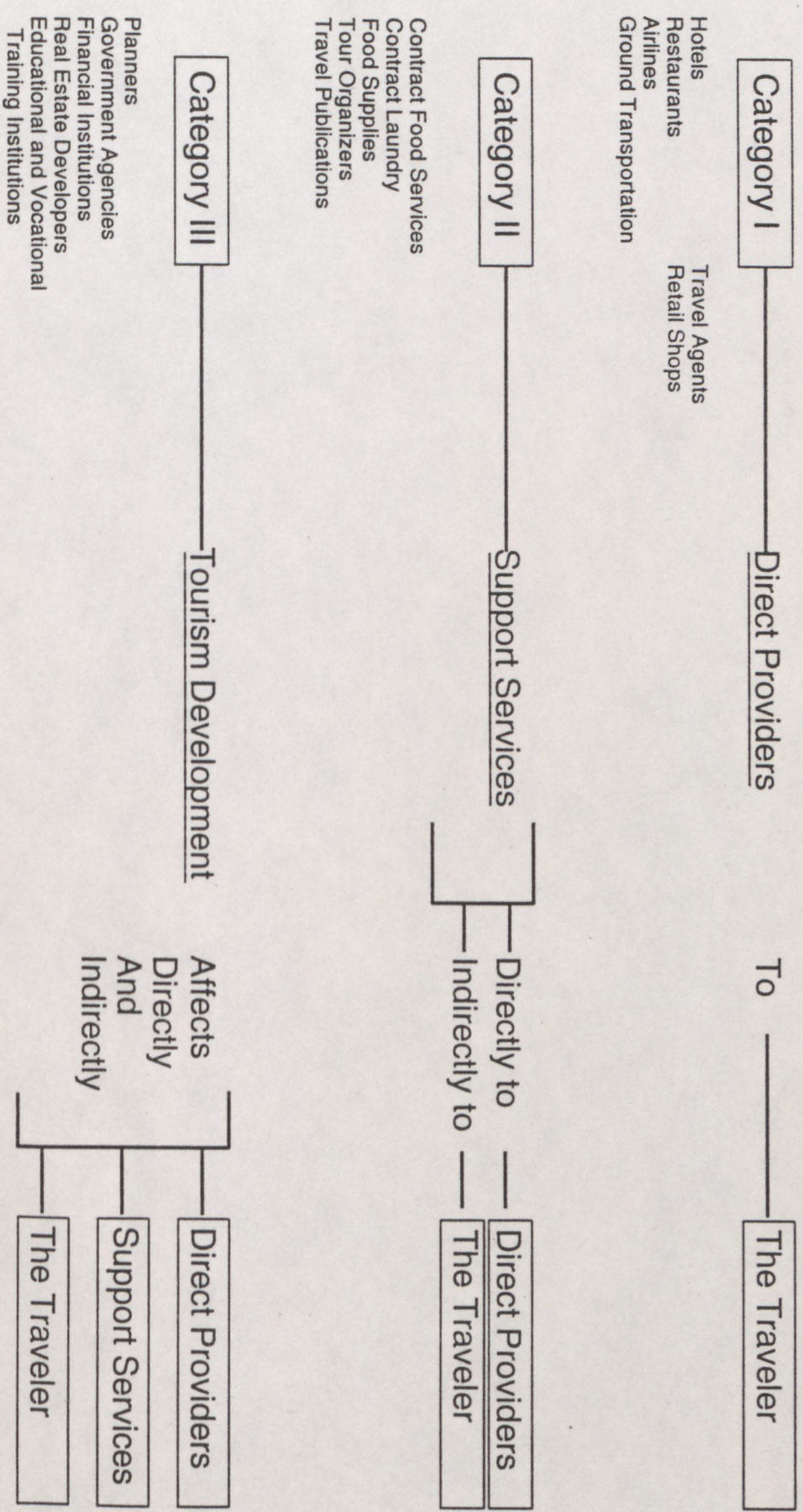


FIGURE 4
Source: Gee, Choy and Makens (1984:14)

Lavery's (1989:2) division of the industry is very similar to Foster's. He divided the industry into four sections:

- Travel, including agents, operators and guides;
- Accommodation, catering and related services;
- Leisure facilities and entertainment;
- Tourism organisations (the whole range of organisations that "*...market and monitor the quality and development of the tourist region*").

The tourism industry is service-orientated and since the use of any service coincides with the availability of such service careful planning for its provision and implementation is vital. As a service its very nature cannot be stored, it is either used or not; more importantly, the supply of tourism services is not unlimited, whereas the demand is growing.

In this study, the word "tourism" is preferred to the word "travel", because of wider connotation of the former. "Tourism" denotes a whole or homogeneity. "*...All tourism involves travel yet not all travel is tourism...*" (Gilbert 1988:2). Tourism involves also leisure and recreational activities which are a tourist's activity, but also that of a local resident. To speak of the "tourism and travel trade", or "tourism and travel education" is cumbersome. "Tourism", being the generic term, serves best as the all-embracing reference to all activity relevant to the tourist.

Similarly, to talk of "education and training" is also cumbersome. Although the two terms are inherently different in meaning - "education" implies theory and practical, mental and moral upbringing and imparting of knowledge and skills, whereas "training" emphasises the practical transfer of knowledge and skills - this author prefers to use the term "education" for the sake of simplicity.

2.2 HISTORICAL PERSPECTIVES ON THE DEVELOPMENT OF TOURISM

The word holidays is derived from the term "holy days"; religious days when from the earliest times workers were required to attend religious functions and not engage in

working activities. Originally these activities centred around the local religious orders and travel was not affected. McIntosh and Goeldner (1990:22) consider that man has been travelling since pre-historic times, pointing out that fossil remains of Homo Erectus have been found in Western Europe, Africa, Java and China.

Excluding travelling for the purposes of warring on hostile neighbours, the earliest forms of travel recognised by Holloway (1989:22) served the purpose of trading, business and religious occasions. Religious pilgrimages are still undertaken today to such places as the Vatican, Jerusalem, Oberammergau and Mecca. Even the murder of Archbishop Thomas á Becket at Canterbury in 1170 caused a flood of visitors to the murder site (Gee *et al* 1984:19).

The development of travel has been linked to the invention of money in Babylonia in about 4 000 BC, which enabled trade to expand. The invention of the wheel in addition to that of money, probably gave rise to claims that the Babylonians were the founders of the travel industry.

The Egyptians are known to have undertaken cruises on the Nile in approximately 3 000 BC, and the ancient Olympic Games in Greece date back to 776 BC. However, possibly one of the single most important developments that must have advanced travel was the roads built by the Romans to defend their vast empire. The size of the empire created the need for travel in order to administer the provinces and generated a desire in the Roman elite to visit exotic places. *"The Roman combination of empire, roads, the need for overseeing the empire, wealth, leisure, tourist attractions and the desire to travel created a demand for accommodations and other tourist services that came into being as an early form of tourism"* (McIntosh and Goeldner 1990:23). With the development of these roads arose the need for accommodation as both travellers and draft animals needed rest.

Burkart and Medlik (1989:3) distinguish three stages in tourism development: (i) from early times to the development of the railways (ii) the period known for expansion of the railways (iii) the development of modern road transportation and civil aviation, particularly after the Second World War.

Writers of tourism texts agree that after the decline and fall of the Roman Empire up to approximately the 16th century little recorded information exists on travelling. This is also the period that initially was commonly known as the dark ages (Burkart and Medlik 1989:3-4; Davidson 1989:5; Gee *et al* 1984:19-20; Holloway 1989:22-24; McIntosh and Goeldner 1990:22-28; Lavery 1989:13). This lack of (recorded) travelling could also be ascribed to poor public health standards, the lack of exchange rate facilities (each country developing its own currency), the fear of robbery and the inconsequential issuing of travel documentation. Gee *et al* (1984:20) record that King Richard II of England required English pilgrims to carry permits to travel, and limited exit from England to two ports - Dover and Plymouth, unless special licence was obtained, thus introducing the forerunner of the modern passport.

Early travellers did seek medical benefits from spa waters, particularly seawater, which were credited with healing powers. One reads of the sick and aged who in Biblical times gathered around certain spas awaiting the stirring of the waters (at Bethsaida or Bethesda) in John chapter 5 vs 2-8 (The Bible 1903:93 and Readers Digest 1974:352). The spas remained popular well into the nineteenth century, examples being those developed at Bath (by the Romans); Bournemouth; Buxton; Blackpool; Brighton and Scarborough in England; Baden-Baden in Germany and even at Ceres and Victoria West in South Africa. The general belief in the healthy exercise of bathing in the sea led to the early demise of inland spas.

Another firm belief, according to Holloway (1989:24), was one that originated during the reign of Elizabeth I (1558-1603) and concerned the encouragement of "...*young men seeking positions at court to travel to the Continent in order to widen their education*". This practice became known as the Grand Tour and was undertaken by the young gentlemen of the day, originally of an educational nature, but later for social and pleasure-seeking reasons. The tour could last for three years, or more, and centred mainly on France and Italy. Not to be outdone by their British and Continental counterparts, the Spanish turned their attention to the west and the Americas, doing most of their travelling on horseback or with wagons. Travelling by stagecoach resulted in the expansion of towns like Exeter and York in England.

The industrial revolution, which saw the harnessing of steam as a source of power, had the greatest influence on travel, particularly in the development of steam engines and the railways - the first line being built between Liverpool and Manchester in 1830. Mass travel required two criteria. The advent of fast convenient transportation (the railway development answered the first factor), and the paid holiday, the forerunner of which was the declaration of Bank Holidays in 1871.

Wells-Fargo improved travelling in North America in 1850 with their suspended stage coaches which smoothed the ride over very rough roads. This company formed American Express which was the forerunner of the present day travel agent, and issued a document in 1891 to facilitate payment, now known as a traveller's cheque (McIntosh and Goeldner 1990:27). Stage coach travel started into a decline before 1869 in America with the building of the railway (the first transcontinental line met at Promontory, Utah).

In England, Sir Rowland Hill introduced his excursion train in 1840, but Thomas Cook perfected the idea by organising fully commercialised trips on scheduled services. By 1855 Cook offered trips to the continent and by the 1870s had developed his "inclusive tours" which included accommodation, transport and service. These tours he conducted himself - becoming a traveller's agent in the process. Railway development surpassed road transport even though the process of macadamizing (a process of tarring) road surfaces had made coach travel much more pleasant. The railway companies also built hotels at the junctions (or terminuses) where the lines of two or more companies came together. This allowed travellers to refresh themselves after leaving one service, and before catching the train of another company to continue their journey. This period of railway and hotel construction coincided with a prosperous period in Victorian England, which saw a marked increase in pleasure travel, that was further boosted by the advent of six paid holidays a year in England in 1901.

Coincidental to the railway development, was the advent of steamships which opened the opportunity of fast trans-ocean trade and travel. Cross channel crossings between Dover and Calais started in 1821 but the famous lines were the Peninsular and Orient Steam Navigation Company (the P & O line) from England to the Far East and India via Cape

Town (1838); the Cunard Line to North America (1840); the Union-Castle line between England and South Africa first by the Union Steamship Company in 1857, and then by Donald Currie's Castle Line sailing via Cape Town to Calcutta in 1862 (Mitchell and Sawyer 1984:1-28). Thomas Cook was active in this form of transport as well, operating from as early as 1866 on the North American route.

The migration to towns and cities; the influence of the bicycle on developing close local travel; improved postal services; the development of photography that coincided with the cultivating a desire to visit places portrayed; the advent of World War I; the decline of the pleasure of rail travel after the war with the commercialisation of the motor car in the 1930's; the introduction of air travel in 1919 by a German company, Lufthansa; the growth of holiday camps, particularly by Billy Butlin in England from 1936; government interest in (and later regulation of) the tourism industry during the 1930s (the British Travel and Holidays Association of 1929); the increasing contribution of tourism to the host country's balance of payments and the introduction of a two-week paid holiday in Britain in 1938 were important elements in the development of mass tourism.

The surplus of aircraft after World War II led to entrepreneurs like Laker (Laker Airways Skytrains) encouraging travellers to undertake cheap, frequent, all-inclusive holidays on the continent of Europe and the USA. The Boeing Aircraft Company, taking advantage of a decline in the interest in sea travel, developed its fleet of Boeing aircraft, which led to masses of people opting for this fast means of transport as opposed to leisurely sea travel.

The profitability of packaged holidays led to a surge in travel agency operations and tours operating in the 1960s with Britain's lead soon being matched by European and United States operators. Longer paid holidays for workers led to second annual vacations. The construction of motorways in Britain, the European Continent and the USA saw the use of the private motor car in preference to both rail and coach travel. Cross channel ferry services encouraged private car use between Britain and Europe. By the late 1970s 90 percent of tourists travelled between Continental Europe, Britain, the USA and Japan (Burkart and Medlik 1989:36).

The dynamic growth in tourism after World War II was not without its disadvantages. The increasing use of fossil fuels to power forms of transportation led to pollution of the air; vehicles congested existing roads leading to the expansion and provision of better roadways, to the detriment of the environment, particularly in the peak summer vacation periods. Noise and number pollution became a problem in popular tourist areas. Social and political changes in previously hostile countries changed travel patterns and the shift in economic power, wars and conflicts and economic exploitation of natural resources also had an effect on tourist's perceptions and desires.

In 1969 Britain passed the Development of Tourism Act to "...recognise the need for adequate planning and control, to balance supply and demand, to maintain the quality of the tourist product, and to safeguard the consumer's rights..." (Holloway 1989:31). Both Britain and the USA in particular, and the European governments in general, except possibly Spain realised the economic importance of tourism for employment, and made efforts to regulate the industry, which encouraged public and private sector co-operation.

Tourism in South Africa is considered a luxury for the privileged white minority. No developments that could be construed as developing the tourism potential in this country took place, with the possible exception of the Great Trek of the 1830s, which could be compared with the opening of the American west by their early pioneers. Both events had their origins in political aspirations of the respective peoples rather than any desire to expand tourism.

South Africa was, and still is, on the extreme fringe of tourism development but is affected by what takes place overseas, the development of steam power being just one example. Not being endowed with a rich historical legacy, South Africa has had to rely on her natural beauty (Sir Francis Drake described the Cape Peninsula as the fairest Cape in all the world) as a foundation for a tourism industry, although exploitation of the physical resources is a fast and effective way of creating jobs and South Africa has a wealth of under-utilized labour (Thomas and Browning 1987:6-10).

The old Cape Railways marketed the Cape Colony as a health resort as early as 1906 and (after unification in 1910) the South African Railways continued to operate as travel

agent to this country, promoting the Kruger National Park (established in 1926) and other game parks.

In 1938 the Tourist Development Corporation was established to promote tourism to the RSA. This was the forerunner to the South African Tourist Corporation established in 1947 with the same aim.

While tourism development, particularly in England, was taking place, educationalists were concerned that career paths in tourism were poorly documented and little research was being undertaken. Promotion of tourism growth is dependant "*...upon adequate numbers of trained people being available at all levels within the industry*" (Lavery 1988:167).

The University of Strathclyde (in Glasgow) established a BA degree in Hotel and Catering Management in 1963 followed in 1972 by a Masters course in Tourism at the Universities of Strathclyde and Surrey. The Universities of Birmingham (postgraduate tourism studies), Bradford (M Sc with a tourist option) and Loughborough (Bachelor and Masters degrees in Recreation Management) pioneered tourism education at degree level, while the Dorset Institute of Higher Education and Newcastle Polytechnic were the forerunners in developing co-operative education degree courses, alternating academic study with practical work experience.

On the European Continent, the Netherlands' Institute of Tourism (Breda), the German Fachhochschule at Heilbronn and Munich and other institutions in Greece and Italy developed into the main educational centres with a major emphasis on the significance of tourism: social, political and economic impact of tourism; planning and development of tourism; and tourism development in third world countries.

2.3 THE TOURISM AND TRAVEL INDUSTRY'S IMPACT ON A COUNTRY, RESULTING IN THE NEED FOR EDUCATION AND TRAINING

The growth of tourism, particularly the era of mass tourism after the 1970s, has had both a positive and negative impact on the country, particularly on economic, social, cultural, environmental and political aspects. Tourism will require governmental intervention and harnessing, control and planning to lessen any threat and reap any benefit. South Africa is in the unique position of being neither strictly first nor third world, as it contains elements of both; it is also the most industrialised and wealthy country on the African continent, with rich mineral deposits (Jackson and Hudman 1986:495) yet at the same time suffering large areas of abject poverty and strife (particularly intertribal).

Because of the positive and negative effects of tourism on a country, it is becoming increasingly necessary for detailed tourism planning and development (of underdeveloped and/or sensitive areas), which in turn requires experts in these fields to oversee the future of tourism. Such experts imply a need for detailed education and training in order to ensure that the positive impact of tourism is developed to the advantage of the country, while any negative impact is eliminated or controlled.

Presentday tourism is largely confined to the wealthy westernised countries visiting other westernised areas, confirming the fact that tourism flourishes in the economically advanced regions. Lea (1988:2) has divided the world into eight geographic regions and notes that areas of tourism growth are North-Central America and Western-Eastern Europe. However, if the rates of population and tourism growth are compared, then South America, the Far East and Oceania are currently enjoying major tourism development. Tourism is a volatile phenomenon and susceptible to external factors such as wars. This is also evident in South Africa with the drastic decline in foreign tourism after the 1976 and 1984 uprisings. This tendency was also seen at the time of Gulf War in 1991.

The former South African Government, despite the uncertainty of an economy based on tourism, stated in the White Paper on Tourism in May 1992 that it wished to exploit the comparative advantage of its tourism resources (fauna, flora and scenic beauty) to anchor the

economy and extend the R2 500 million earned in foreign exchange to boost tourism-related employment that in 1990 stood at 300 000 jobs. By this strategy, the Government had hoped to benefit from tourism through additional jobs, restructured infrastructure, preservation of cultural and heritage facilities and greater understanding of the complex domestic racial situation while, at the same time, curtailing importation costs of relating to tourist amenities, undermining of social norms, pollution of the environment and destruction of the environment through tourist generated constructions (Tourism White Paper 1992:1).

To best understand the rationale of the tourism industry Lea (1988:10-17) suggests following one of two approaches: the political economy approach which treats tourism as determined by political and economic determinants of world trade; and the functional approach which emphasises the economic importance of the industry to the entire population of a country. As most tourism is axiomatically taken to be the result of the affluent's desire to travel, the industry in terms of the former approach is dominated by "*transnationals*" (Lea 1988:12) who control the accommodation, transport and organisation of tourism, ensuring that tourist expenditure remains in the economy of the controlling organisation. These transnationals use local funds to develop accommodation and tourism infrastructure, funds which could have been better used for social and cultural upliftment programmes in the host country. As a result the host country generates little revenue for the state coffers and ill feelings develop between the rich tourist and the poor local resident. The latter approach, the functional approach, would see the development and control of the tourist industry in the hands of the local population. For example, if one compared the Japanese and Gambian tourism industries it is striking how in Gambia, "*...tourism is vertically integrated, with foreign interests owning the airlines, tour operators and hotels, so most of the tourists' money leaks out of the country*" (Ankomah and Crompton 1990:13), whereas in Japan the industry is locally owned and managed.

2.3.1 Social and cultural impact

It is primarily the affluent that travel, and hence inevitable that the host population will compare its own standing with that of the visitor. The social impact of tourism is measured by the way value systems, individual and family behaviour and life styles and

morals are affected by tourism. Although research into the social impact of tourism is limited, Mathieson and Wall (1989:133) note that some studies have been made regarding the tourist, the host (country, inhabitants) and the tourist-host relationship, particularly the latter two, and the consequences of the tourist's contact with the locals.

The reaction of the local inhabitants to the tourist will vary depending on the tourist himself. The explorer or drifter will readily accept the local conditions, whereas the coach load of sophisticated visitors (mass tourism) will expect to find a home-from-home, and the reaction of the host will range from euphoria (with the initial tourist contact), through apathy, annoyance or antagonism say Edwards and Cleverdon (1982:184-189) and Pearce (1989:216-218). Recent (1993) enquiries by Japanese tourist officials in South Africa have generated just such sentiments when these officials set certain demands for our tourism trade to "Japanize" our structures. Lea (1989:64) takes the analysis of host-tourist encounters a stage further. He says that "*finally, a stage (is reached) when cherished values are forgotten and the environment destroyed by mass tourism.*" He based this statement on research undertaken at the Niagara Falls and in the West Indies, but he says this is applicable to attitudes throughout the tourism world.

Perhaps the most startling effect on society is the change in sexual behaviour of the host inhabitants, particularly in economically depressed areas - the sun, sand, surf and sex syndrome of mass tourism. One need only think of the St Paul's district in Hamburg, Soho in London, Wallejtjesstraat in Amsterdam and the student's quarter in Paris. Nearer home, the tourist may experience the infamous "mile" in Bulawayo and the development of the casinos in the former homelands and "independent states" of South Africa. Denied these sybaritic pleasures in the Republic, tourists flock over the borders to savour these delights at institutions created to bring wealth and create jobs in economically poor areas. This development has led to an escalation in prostitution, gambling and crime - a breakdown of moral standards in the host nation - giving a negative image of the tourist and bad publicity for the host. Following these conditions, a particular area suffers a decline in tourism (McIntosh and Goeldner 1990:181-184). Holloway (1989:178-180) notes that as regions are developed for tourism, tourists demand a changed life-style which the host inhabitants cannot manage and a notion on a par with neo-colonialism is established - the tourist is perceived

to be attempting to establish his own social and cultural patterns by virtue of his comparative wealth. One then experiences the move from rural, agricultural regions to towns, in the process of which families and traditional values are abandoned for the tourists' dress, language and fashion.

Tourists in areas of Natal, for example, are demanding "staged authenticity" when visiting traditional native kraals to view Zulus engaged in "daily activities", war dances and fighting. Their culture is thus becoming commercialised and is losing its traditional importance to the Zulu. Still in South Africa - the advent of speciality restaurants (Indian, Chinese and Greek for example) with relatively few, traditional "boerekos" outlets. Despite the fact that, for example, tourists to Europe are encouraged to drink only bottled water and avoid certain contact for fear of health hazards and yet one is prompted to ask if and to what extent AIDS and other diseases have spread as a result of mass tourism.

The South African Tourism Board's marketing programme "*A World in One Country*" is designed to encourage the tourist to enjoy cultural as well as environmental activities in this country. However, a tourist spending only a short period in one country must condense his experiences, leaving him with only a selected, superficial impression. He is also isolated from the local inhabitants, and gains minimal insight into their characters.

Tourism to this country must instil in the international tourist a different perspective of the old apartheid system as formerly practised here, and show that the system has had its worst aspects publicised. Pearce (1989:222) states that research has shown that international understanding of a problem is improved by the tourists' first-hand experience.

The predominance of American, French and German programmes after the advent of television in this country, and our local inhabitants meeting tourists, will have an effect on the local languages spoken in that foreign words and phrases are likely to be introduced into the local languages. However, Lickorish (1988:272) claims that this "canned" communication stimulates one-to-one contact and does not compete with the local dialogue.

2.3.2 Environmental impact

South Africa is endowed with some of the world's most attractive unspoilt scenic beauty and wildlife, which the former Government wished to use to the economic advantage of this country. The 1992 White Paper on Tourism noted that these assets, together with a tourist-friendly climate, a rich heritage in plant life, the most advanced infrastructure for transport in Africa, miles of unspoilt beaches and co-operation with willing neighbours through SARTOC (South African Regional Tourism Council comprising South Africa, Lesotho, Swaziland, Malawi and the Comores) make the development of tourism facilities economically viable and necessary. However, due consideration will have to be given to the environmentally sensitive areas because, like the impact on society, mass tourism could be destructive to these areas. Areas that immediately spring to mind are the estuary and surrounding dunes of St Lucia, the fynbos and scarce plant life in our nature reserves, the ecological damage caused by road building, and the effect of poaching on our wild life, particularly the elephant and rhino. Generally South Africa, being both a rich industrial and a questionable agricultural country, should benefit from proper management of the environment. For example, South Africa passed the Advertising on Roads and Ribbon Development Act, No.21, in 1940, which, in the interests of unspoilt scenic beauty, prohibited any advertising boards alongside public roads (Uken 1992:69).

Environmental conservation is determined by economic priorities. Rich western countries view environmental protection as a source of income, whereas poor Third World developing nations see the use of the asset as an economic priority. Culling elephants is seen by South Africans as a way to ensure the welfare of the animal with the sale of products as an extra benefit, whereas other countries view this as exploitation of the resource. The same argument is used in connection with the decimation of the equatorial rain forests in Borneo and other countries. Environmental conservation also extends to the preservation and economic re-use of historical buildings as opposed to demolition and rebuilding. The Historical Monuments Commission in South Africa attempts to preserve and cause the refurbishment of old buildings, whereas Lea (1988:53) relates the destruction of old Chinese shophouses and markets in Singapore to provide for new and "*artificial developments*" to cater for the mass tourist industry. Conversely, one is reminded of the industrial village

reconstructed at St Fagans outside Cardiff in Wales. A whole village has been reconstructed brick by brick to demonstrate home crafts (and general lifestyles) from the 15th century to Industrial Revolution.

In Cape Town (and London, Liverpool, San Fransisco, Boston and other places) the disintegrating dockland area is being totally redeveloped as a tourist paradise, small harbour enclave and up-market housing estate. This is a classic example of the rehabilitation and transformation of existing buildings and historic sites - the development of the old Breakwater Gaol into accommodation for the University of Cape Town's Business School.

Although South Africa is justly proud of its various national parks, and the stimulation of private game reserves, only approximately 7 % of the surface area of the country is under conservation. The management of these areas is good and they are not open to mass tourism, which ensures conservation of the environment. Yet, despite these efforts tourists still manage to destroy the natural habitat by, for example, driving four-wheel vehicles over sensitive dune areas, forging their own paths instead of following nature trails, or carving/spray painting their names on historical sites. An innovation (June 1992) in the Karoo National Park near Beaufort West is permission given to off-road vehicles to drive over selected specified roads within the park.

A world-wide problem and one that is specific to Africa, is the population explosion, which necessitates more land for human use. Botswana, Kenya and Zimbabwe have among the world's highest birth rates, at 4 % or more per year. These people, and their stock, require more and more land, water and other resources also used by wild life (Ankomah and Crompton 1990:14).

Lea (1988:55-61) explains that the Organisation for Economic Co-operation and Development identified the following four areas of environmental conflict prompted by tourism:

- permanent destruction of the environment, for example through major construction activities leading to the destruction of agricultural land or natural habitats;
- generation of waste products -- water effluent and pollutants, including faecal bacteria

and agricultural nutrients in the soil and water, fuel waste, including pollution of the coastline by oil products relating to shipping, and lead poisoning from fuel products -- the extent of conflict on the environment is not fully known as little research or measurement has been done;

- impact of tourism activities on the environment for example the use of beach and other water resources and the use of walking trails;
- the influence of tourism development on population dynamics, for example climate and holiday patterns world wide determine the flow of tourists, (the movement to warmer climates during winter periods in the country of origin) and therefore the population of any host country at any one time.

Careful planning of environmental issues will ensure that the carrying capacity and the multiple use of strategic areas be optimised to ensure a balance between environmental conservation and economic benefits.

Devastation or pollution of the environment is a major concern among westernised countries. In 1986 the British Department of the Environment commissioned a survey on residents' environmental attitudes. Only 8 % expressed concern. By 1989 this figure had soared to 40 % , equal to the concern about AIDS according to Smith and Jenner (1989:68). Among the concerns voiced were the following: chemicals in water; destruction of wild life; acid rain and neglect of historical buildings. From a tourist point of view this would explain the slump in cruises on the Rhine river and the hesitancy to visit Eastern Europe after the Chernobyl accident. Another factor for concern is the congestion of both people and vehicles in popular tourist areas. In the most popular areas the number of tourists can exceed twice the number of the local population (Smith and Jenner 1989:69), and the expansion of tourist facilities, particularly around water attractions, leads to direct discharge of sewage effluent into these waters with a resulting health hazard.

Wheeler (1991:91) notes that much has been said but very little done to address the environmental problems caused by mass tourism. He cites congestion, litter, noise and environmental deterioration as being the most urgent problems. He calls for "*...adequate, comprehensive management policies to cope with the accompanying problems of tourism*

development...". He blames the advent of mass tourism for the problem. These views are supported by May (1991:113), when he identifies the environmental impact of tourism under two headings: those associated with structures (including airport noise pollution), and the influence of the tourist himself. It is not the tourist, as such, whom May blames, but the demands he makes. Increasing numbers of visitors to the Himalayas led to the devastation of forests for wood for cooking and heating, and to damaging, yet highly profitable, farming methods to supply products. This led to a change in social attitudes of the locals, and to widespread, rapid and spectacular erosion of the mountain slopes, and to littering and general wastage.

Tourism, particularly mass tourism, could have a devastating effect on the environment. In order to counter the negative impact, environmental impact studies such as those undertaken on river estuaries in the Cape and Natal prior to road or bridge construction, must be undertaken. At the same time "*responsible tourism*" must be promoted - encouraging the individual and small groups to settle for "*indigenous homely accommodation*" (Wheeler 1991:92).

2.3.3 Political impact

For South Africa, more than any other westernised country, politics has had a marked effect on the lives of the majority of our peoples, and has had an incalculable effect on the tourism potential of the Republic. The intention of this section is not to defend or attack previous policies of this country, but merely to point out the negative effect that such policies have had on tourism.

Despite a well developed economic infrastructure, which would benefit the development and expansion of tourism, the legacy of apartheid and the instability it has caused within our borders and immediately beyond, cannot be disregarded.

The drop in the numbers of overseas tourists to this country at times of political unrest and violence is an indisputable fact. Report number 2937 of the Board of Trade and Industry (1990:7) reveals that the growth of tourism to this country showed marked decreases in 1982, from 708 000 to 660000 (-6,8%), in 1985 from 792 000 to 727 000 (-8,2%) and

in 1986 a further drop to 645000 (-11,3%). These declines coincided with political unrest in this country at a time when world tourism showed growth figures of -0.7%, 4,7% and 2,2%, respectively.

The release of Mandela, the lifting of the prohibitions on various political groupings, and the change in government internally and externally, stimulated the potential for tourism development.

Three important publications recently released advocated tourism development: the Board of Trade and Industry's Investigation into the Tourism Industry (August 1990), Satour and the Development Bank of Southern Africa's Strategic Framework for Tourism Development in South and Southern Africa in June 1991 and the Government's White Paper on Tourism in the Republic of South Africa in May 1992. All three documents appreciate the potential economic and social benefits that could arise from an increased and steady flow of tourists to the country.

The Satour-Development Bank document (1991:7) notes that *"...tourism is most sensitive to any perceived or actual threat to personal safety. A high level of sociological stability and contentment therefore needs to prevail throughout the region as a prerequisite for tourism development."* The overseas media coverage of events in this country, is that *"South Africa is for a variety of reasons an unpleasant place to visit"* (Thomas and Browning 1987:14).

The repeal of all apartheid laws, especially the Group Areas Act, the Separate Amenities Act and the Immorality Act, have relaxed the atmosphere within the country and allowed (except in certain very right wing areas) free movement within the country to foreigners previously classified as black persons. The indigenous non-white populations are perceived to be more willing and able to travel within the country. The International Tourism Report on South Africa (1989:14) noted that the composition of the population was changing and by the year 2000 78% would be black with their disposable income increasing and expected to surpass that of whites long before the year 2000.

Social change brought about by the abolition of discrimination in sport, accommodation and entertainment, the lifting of restrictions on business ownership and trade unions and the pass laws, has led to a redistribution of wealth and the acquisition of skills. This is leading to a more affluent black society and, although tourism and travel are still confined to the top end of the market, has opened a vast reservoir of potential tourists.

Ankomah and Crompton (1990:18-22 and 26) identified five major factors which inhibited tourism development in Sub-Saharan Africa, the fifth being political instability "*...resulting from national liberation and civil wars and frequent military coups d'etat.*" Zimbabwe took 15 years of strife before independence was secured. Angola and Mozambique were until recently engaged in civil war and Nigeria has recurring tribal uprisings. Some of these conflicts can be traced to past colonial powers' insensitive division of land and peoples, for example the Hutus and Tutsis of Burundi or the Arabs and blacks of Sudan. Internecine struggles and political infighting cause tourism numbers to decline through the adverse impact of media coverage of violence, unsafe tourist facilities (roads, airports, harbours and buildings), inhospitable attitudes of governments, and the diverting of scarce resources needed for economic and social upliftment to political ends (propaganda and arms).

Effective and consistent tourism planning and development is dependant on political stability. Recent developments in South Africa suggest that the country is on the verge of dynamic tourism growth. Regular contact with influential tourists could contribute to political stability through constant reminders of political solutions found in some trouble areas in other countries.

2.3.4 Economic impact

Perhaps the most dynamic effect of tourism is its impact on the economy, which differs in the lands of tourist origin and destination, usually as income to the latter and a drain or leakage on the former. This holds true for domestic tourism, with its differing effect on each place or region, and for international tourism. Holloway (1989:174-176) recognises four areas of impact - income, employment, foreign exchange (or balance of

payments) and tourism developments through government revenues. The 2,7 million visitors to South Africa during 1993 generated R3,37m in income. This income contributes to salaries, interest and profits and should be re-invested in the economy. Tourists travelling *en masse* would, however, have prebooked transport and accommodation and their expenditure in the host country would therefore be confined to incidentals - a large position of tourist expenditure thus remaining in the country of origin. Hugo (1992:43) quotes SATOUR who estimate that 36,2% of expenditure is classed as advanced spending in the country of origin, some of which will be channelled to South African resources. Part of this lost tourist revenue should have been diverted to the government in the form of taxes, which could have been used for tourism development and social programmes. The number of overseas visitors to South Africa increased by 24,1% during August 1994 when compared with August 1993. This represents an increase of approximately 30% in bednights sold to foreign tourists during October 1994 when compared to October 1993, which represents a 17,7% increase in average income per roomnight sold (Central Statistical Services, 1994).

Tourism destination areas fall into two distinct groups - the developed ones usually have high levels of employment and sound economic infrastructure, while the underdeveloped and developing countries are plagued by high levels of unemployment and inflation, uneven distribution of wealth and low levels of industrial development with a dependence on agricultural exports to boost foreign exchange. Many of these countries in the second group turn to mass tourism as a major source of revenue and sustained economic growth.

All income, including tourist revenue and investment, is subject to a multiplier effect, that is moneys spent in the economy (by tourists and local inhabitants) will recirculate in the economy and be used more than once to expand the economy. The effect of the re-use of funds on the economy is determined by the stage of development of the particular economy. By using foreign investment funding a developing economy will have to pay out of the income generated large portions in the form of interest on the investment and repayment of the capital amount. A developed country can use the funds generated for further capital or income generation. The magnitude of the multiplier is based on the portion of income to be respent, that is on the propensity of the spender and on subsequent recipients to respent the income. The more respent, the higher the total income measured in an

economy. This is an oversimplified account of a rather complex phenomenon where such factors as imports and exports, government taxation, hoarding of savings and investment of income outside the country's borders have been ignored, as has the propensity of the participants to consume and save, and the implied assumption that all income will be treated in the same way by recipients.

The level of economic development of a country will determine the extent that foreign tourists make use of important goods, which have limited benefits for the local economy, to satisfy their demands. Hugo (1992:41-50) describes two instruments to measure the contribution of foreign tourists to the economy of a country. Input-output tables, which she calls multipliers, and social accounting matrix. The latter system requires up-to-date information which is not readily available in South Africa. The former system is easy to compute with information available from the South African Reserve Bank quarterly figures, and monthly statistics from the Central Statistical Services. The information refers to spending by foreign tourists, as well as the sectors of the South African economy affected by the expenditure. From these statistics it is possible to "*...determine the effect of spending by foreign tourists on economic magnitudes such as employment, the balance of payments, gross domestic product and household income*" (Hugo 1992:42). These tourism multipliers (they are aggregates of a number of sector multipliers) can be used to indicate the impact of tourism on the South African economy.

Another area of economic activity affected by tourism is employment, which should benefit from this activity but which Lavery states (1989:134) is difficult to quantify. He suggested that over 1,25 million jobs in the United Kingdom in 1985 were tourism-related, at a time when employment in the manufacturing sector declined. In South Africa the 1990 figures suggest in excess of 300 000 employees within the tourism sector (White Paper on Tourism 1992:1). Employment is identified at three levels according to Lea (1988:46): those directly employed in tourism related occupations (eg accommodation, attractions); indirect employment (transport, banking); and peripheral employment (hairdressing); which depends to some extent on the income multiplier of the local inhabitants. Many jobs are seasonal, depending on the tourist influx (waiters in hotels) and gives a distorted impression of the impact of tourism on the economy. Actions to eliminate seasonality altogether, or

extend the season, have been attempted as in the case of Captour's marketing of Cape Town in the winter months, the "green season".

A negative aspect of tourism's seasonal effect on employment is that employees move to (possibly) more lucrative tourist-related employment only to find themselves unemployed during the off-season. The ideal situation would be employment sustaining activity, tourism driven, which affects many sectors of the economy and is not seasonal. For example, agricultural employment with surpluses being exported in low tourism periods, or sustained civil engineering projects. The extent of this interdependence will be determined by the integration of the tourism sector with the rest of the economy (Mill and Morrison 1985:230).

The cost of job creation in the economy using tourism as the economic vehicle will depend on whether rural or urban development is taking place, the extent to which development of infrastructures is available, the extent to which labour is available at a particular place and time, and the employment/output ratio which measures the use of labour in relation to tourism's contribution to the national economy.

The third area of impact is that of tourism on the balance of payment. Tourism is an invisible export; tourists are buying a service from the host country and are paying for those services in local currency purchased with valuable foreign exchange.

At present, South Africa is an exporter of foreign exchange as this country experiences a negative tourism flow - more people leave our borders than arrive and therefore more money exits the economy than comes in. This creates a deficit on the tourism account of the balance of payments, which amounted to R704 million in 1988 and had been steadily rising since 1978 when it stood at R86 million (Board of Trade and Industry Report 2937 1990:8). This is a substantial increase. If inflation was calculated at 15% pa for the ten year period, this increase would have been R348 million ($R86m \times 15\% \text{ pa} \times 10 \text{ years}$). Other factors have also contributed to this increase. Income from foreign tourism amounted to R1494 million in 1988 which was 19,9% of total services receipts and 2,6% of total exports (Report No.2937 1990:9). Although this is a small percentage of exports, the former government is hoping to boost these figures with its latest programmes of environmental

FACTORS AFFECTING TOURISM'S IMPACT ON THE ECONOMY, ENVIRONMENT, CULTURE AND SOCIAL STRUCTURE OF A COUNTRY

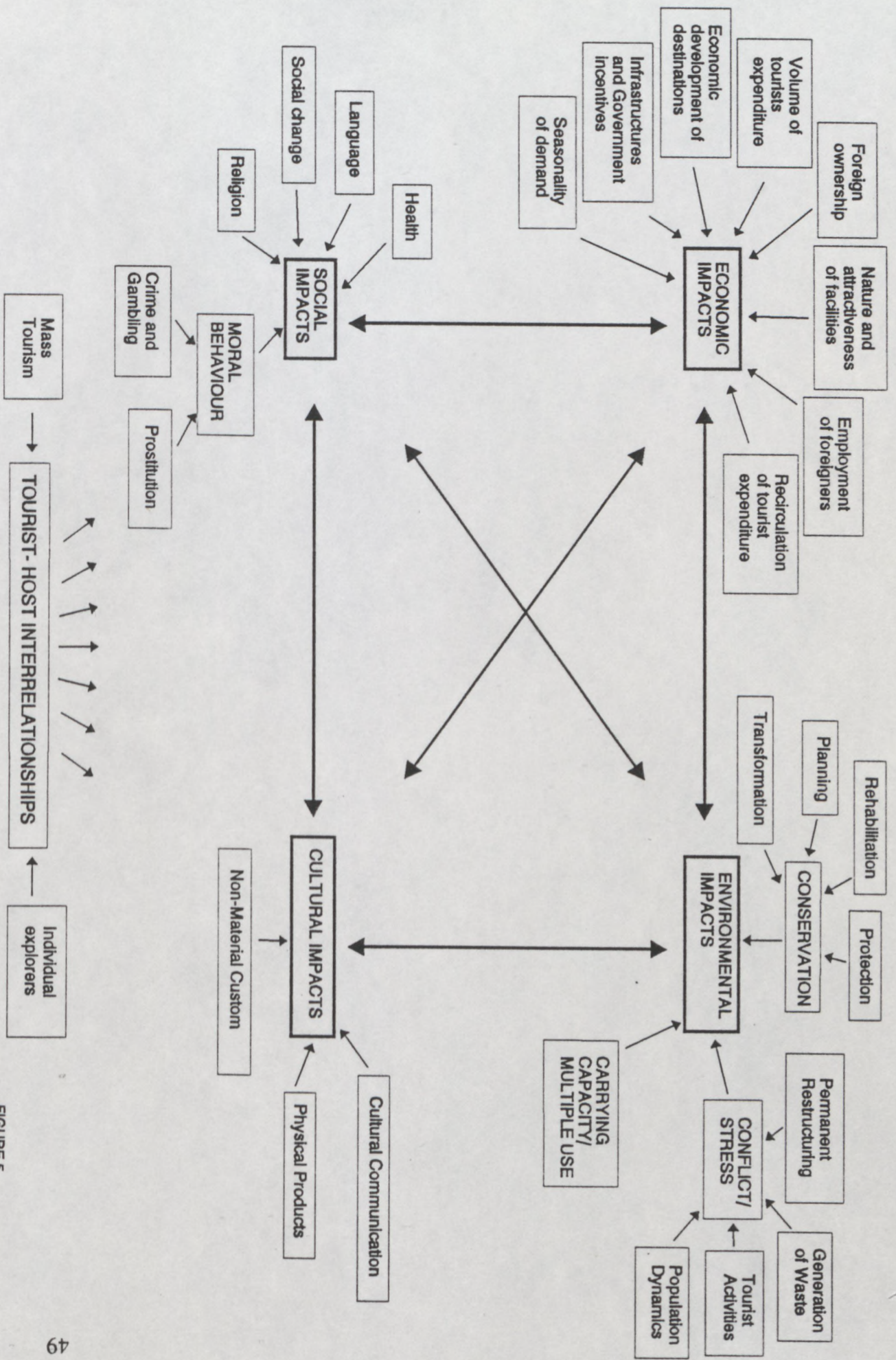


FIGURE 5
Sources: Adapted from Lea (1988:45, 52 and 53)

tourism and the development of such man-made attractions as the Sun City complex in the former Bophuthatswana. In order to cushion the impact on the balance of payments, the government allows each South African tourist to take a maximum of R23 000 out of the country each year. This includes amounts prepaid on transport and accommodation.

Research into tourism expenditure is limited (Mathieson and Wall 1989:57) and the scope of data collected restricted. The primary effect - direct tourist receipts and payments - is readily measurable, but the secondary effects (direct tourist expenditure in other economic sectors) and tertiary effects (activities stimulated by tourism activities) are very difficult to quantify (Mathieson and Wall 1989:55; Lea 1988:44; Pearce 1989:195).

The last major economic area that tourism impacts upon is investment in and development of tourism, which is self-perpetuating if the initial venture is successful, as was the original development of the Pilansberg area of Bophuthatswana into the present Sun City complex. The advantage to the economy is the spinoff effect generated by the major source, which leads to further development of the major and surrounding areas. The link between tourism development and economic growth, however, remains a tentative one, as factors such as inflation, the employability of local inhabitants and the diversity of the area need to be established.

Developments directly linked to or caused by tourism can also have benefits for the local population, for example the building of a dam for recreational purposes with the overflow used to generate hydro-electric power and to irrigate fields. However, local investment might be insufficient, which could allow foreign intervention either directly or through multinationals to gain control of the tourism industry as happened in Mozambique and the Seychelles with South African funds and expertise driving their facilities. Whereas financially this ensures an income to the mother companies in South Africa, the converse means a leakage from the money flow in the host country, a factor which could compound deficits on the balance of payments. Measuring the economic benefits to be gained from tourism investment at the expense of another enterprise is also a matter for deliberation. In economic terms this is known as the opportunity cost and must be measured not only in terms of the rate of return on the capital invested but also the social, cultural and environmental

benefits to the country. Third World and developing countries need to guard against an overdependence on tourism which could be affected by any number of external factors.

Mikié (1988:302) notes, in summary, that tourism affects the economy threefold: the growth of production; the use of the factors of production; and the country's financial position in international trade. Although tourism can be divided into local or domestic as opposed to international, it is the international tourist that is the generator of foreign exchange. The domestic tourist is merely redistributing the local currency to different regions in a country, discounting the possible initial capital investment in the local industry, and the substitution effect of an expanding domestic trade at the expense of the foreign tourist.

The tourist sector comprises producers - suppliers of goods and services required by tourists- and consumers who are the tourists. Because of the variety of activities engaged in by tourists, it is difficult to measure the impact of the effect of the tourist on the economic activities of a country.

Employees in the tourism industry are primarily those who worked their way through the ranks with little or no formal education and mostly on-the-job training. This is the position world wide, and South Africa is no exception. The tourism industry is fast becoming the dominant (certainly the fastest growing) industry in world economics and this is causing problems particularly in the economic and political fields.

In the face of challenges arising out of the rise in the importance of the tourism industry, some farsighted operators turned their thinking towards the formalisation of education (and training) within the travel sector of the economy. The challenges presented by tourism's impact on the environment, as well as the political structure and economic policies, not to mention the cultural attitudes particularly of developing countries, warrant urgent consideration of a co-ordinated relevant educational policy. Howell (1982:34) recognised this need more than a decade ago. He accepted the importance of on-the-job experience but stressed that "*...formal education in tourism provides the best means to intervene in the personnel development process and provide direct input of middle managerial and planning/research skills where they are most needed.*"

Reference is made in this chapter to the evolution of courses in tourism management, particularly in Britain. Whereas a three-year diploma course in Tourism has been in existence at South African technikons since the early 1980s it was not until 1992 that a diploma course with aspects of management was introduced. This, and other programmes, will be discussed in more detail in the next chapter.

The Travel Education and Training Authority of South Africa (TETASA) was founded in November 1991 to establish minimum standards of education and training in tourism courses in South Africa. However, this organisation will address the operational and supervisory levels of tour operators, travel agents and tour guides and will not address the urgent need for tourism management, tourism research and tourism planning and development, unless course differentiation and subsequent accreditation is permitted. This will more than likely lead to the development of a number of different courses to address the needs of the different levels of employment in the tourism industry - the "*proliferation*" of courses experienced in countries like the USA, Britain and Australia.

2.4 INFLUENCE OF EXTERNAL FACTORS ON THE WORKFORCE AND ORGANISATION OF THE TOURISM AND TRAVEL INDUSTRY

In the previous section the impact of tourism on various aspects of society was considered, but the influence of the individual was ignored, as were the facilities available to the individual to perform as a tourist. The tourist does not function on a year-round basis either, because of external factors, some of which he can influence and some not. This section will consider the demand for tourism (by the tourist) and the provision of facilities as well as the availability of tourist facilities, that is, their seasonality, all of which impact on tourism and affect tourism development.

2.4.1 Seasonality

Tourism does not occur at an even pace throughout a period nor evenly at a destination. On the tourism supply side, to be discussed later, consideration must be given

to the availability of the product, and in this context one must consider climate and physical land features. Most vacations are planned for the outdoors. Large volumes of snow are needed to ensure a successful ski vacation, but the length of the season will be determined by low temperatures, the absence of wind and rain and limited heating power in the sun's rays, i.e. the latitude of the ski resort. However, lazing on the beach requires high temperatures, a relatively high humidity and bright sunshine, while sportspersons, depending on their preference of sports, will demand a wide range of climatic conditions.

Not only do these conditions determine the level of tourist satisfaction, but perhaps more important also the employment opportunities and profitability of any development venture.

Climatic conditions are influenced by land mass and influence tourism. The seven continents are not evenly distributed over the earth's surface, with 40 % of land mass in the northern hemisphere, which also contains the world's highest mountain ranges and extremes of climatic regions, while only 20 % of the southern hemisphere comprises land (Boniface and Cooper 1987:22) which implies that the winter sports associated with snow take place primarily in the northern hemisphere.

For Southern Africa the climatic conditions, the influence of sea currents on the land mass, the rainfall and physical features mean that the south and eastern regions are developed for winter and summer tourism while the dry, arid and hot western areas attract only the adventurous, explorative tourist. The northern areas, being mountainous and land-locked with lush vegetation and abundant wild life, attract a different type of tourist. In the RSA, Namibia, Botswana and Zimbabwe, climate and physical characteristics of the countries have led to sparsely populated western areas with limited tourist potential and hence limited work opportunities, save in agriculture, the limited mining concerns and specific tourist features.

Seasonality is also evident in the timing of (paid) holidays allowed to workers. The lengthening of (annual) leave has led over the years to holidays taken at a distance from the home as time constraints diminish, as well as the advent of more than one vacation period per year. Pearce's (1989:122-123) research indicated that paid leave increased from 16

countries in 1938 to 60 in 1982, with leave exceeding 30 days increasing from 2 countries in 1938 to 15 in 1982. This change must lead to a marked redistribution in employment opportunities, with an increasing demand for education and training to meet the demands of the tourist.

2.4.2 Demand for tourist facilities, including stability and elasticity

Samuelson and Nordhaus (1989:56) observe that the demand for a commodity is "*...the quantity that people will buy at any one time depend(ing) on its price.*" The authors note that price is not the only determinant of demand. It is probably the single most important factor, but demand is also influenced by, among other things, production costs, income, size of the population, tastes and the prices of supplementary and competing products (Benham 1964:175).

The demand for a tourist product is measured in terms of the number of people who will travel and/or use a tourist service (Boniface and Cooper 1987). This demand will also have a bearing on the respective social, environmental and economic impacts of tourism where, for example, tourist expenditure on services is included in the economic statistics of that region or country. Any readiness by the tourist to change demand by the tourist is known as elasticity and is an important measure for a developer in determining the expected tourism demand (Holloway and Plant 1988:137-140). Decreases in the 1992 cost of airfare both inside South Africa and to foreign destinations, particularly London, resulted in a dramatic increase in the demand for seats. The price elasticity of demand has shown that a relatively small decrease in the price of air tickets leads to a disproportionately big increase in demand for seats. Demand for tourist facilities will lead directly to the development of facilities, which could have a positive or negative impact on the local population, depending on how the tourism demand can be married to the local demand for facilities.

Demand for tourism facilities is difficult to quantify because it needs to be measured in terms of actual or effective demand, as well as suppressed demand. Effective demand is measured in terms of the actual number of people who travel, or stay in an hotel, or visit a particular attraction such as Gold Reef City. Suppressed demand is more difficult to

ascertain, because it measures the number of people who will travel some time in the future or who would travel given the means. These measurements lead to the calculation of a travel propensity which is the percentage of the population that travel.

Net travel propensity measures the number of people who travel once a year ($NTP = \frac{p \times 100}{P}$) while gross travel propensity measures all trips during the year

($GTP = \frac{T_p \times 100}{P}$) where p is the number of travellers out of the total population (P) of a country (Pearce 1989:110-112). Dividing gross propensity by net propensity will measure the frequency of travel. These are useful measures to the developers of tourism facilities. An investigation in 1989 by Steyn, Uken and Bouwer (1989:8-19) into tourist flow patterns by tourist area in South Africa, is an example of demand measurement. For example, the research found that 65,4% of respondents travelled less than 1000 km for the winter vacation whereas only 28,4% travelled less than 1000km for the summer vacation and that 78% travelled by private transport in summer against 75,5% in winter.

Another aspect of demand not considered above, is the influence of terrorism and political instability in a region on the travel motives of tourists. Numerous examples of this abound: the dramatic decline in world travel in 1991 as a result of the Gulf War; the fall in tourist arrivals in this country after unrest incidents, particularly in 1976 and 1984; and the decline from 85000 to 6000 in the visitors to Uganda after the start of the Amin regime in 1972 (Lea 1988).

Tourism demand can be established on the macro-level and micro-level. At the macro-level one would consider the factors influencing demand on regional, national or international tourism. These factors would include:

- economic development, as countries move from traditional agricultural-based activities to high-level technological development, with the resulting redistribution of employment opportunities;
- population growth, or perhaps more correctly measured, the redistribution of the population from rural to urban regions, although the birth rate in industrialised countries does fall;
- political influences with capitalist governments allowing market forces to develop

tourism, while socialist governments would become involved in planning as happened in the former USSR with workers enjoying their leave at state operated holiday resorts.

Micro-level demands refer to the factors influencing the individual tourist. Pearce (1989:113-120) discusses a person's motivation for travel and quotes Leiper in summarising motivation as the need to "...rest, relax and entertain." At the personal level, Boniface and Cooper distinguish between life cycle and life style in considering travel propensity where life cycle addresses such factors as age, health and family circumstances as being important, and life style measures disposable income, educational standing, employment and vacation mobility. It is therefore important for tour operators to "sell" a favourable image (perception) of an attraction with the potential travelling public to create the demand for that attraction, and at the same time break any resistance to that destination as the South African Tourism Board must now do with potential international visitors to this country.

Travel potential is also determined by the tourist's ability to travel, which considers the time available to engage in "free-time". This time was estimated by the World Tourism Organisation (WTO) in 1983 to be 16% of a person's time (Pearce 1989:121) "...remaining once people have been released from work (34%) and obligations (7%) and they have eaten and rested (43%)". Travel ability also relates to the granting of paid leave, the distribution of that leave and the resources for travel. It also refers to problems of strife mentioned above and the distance to the destination, state restrictions like passport and visa controls and currency restrictions. According to Pearce (1989:129) and others (Krippendorf 1987; Gunn 1988) international tourism has shown a consistent growth since the early 1960s. This growth can be ascribed to "...absolute population increases, rising standards of living, technological changes and extensive and ambitious tourist development programmes..." despite periodic national economic adjustments, the vagaries of energy supply and recurring world recessions. The fact is that demand for tourism activities has proved reasonably stable over the past three decades in spite of unemployment, inflation, political instability and currency regulations, and although this demand has geographical limitations [Western and Eastern Europe and North and Central America are the popular tourist areas (Lea 1988:24)] it is nevertheless growing.

2.4.3 Supply of tourist facilities, including stability and elasticity

The facilities available to tourists can be divided into five broad types (Lea 1988:31), being attractions (natural and man-made); transport; accommodation; service facilities and infrastructure. These resources are identified with economic worth to the tourist industry as well as the local inhabitants. However, these resources cannot be stored (an important economic factor) and are destructible. For this reason developers need to be very careful and look for multi-purpose resources (variety of uses on an all-year basis) which are close to the demand markets and which should generate employment.

Boniface and Cooper (1987:26-27) have used Clawson's (1966) classification of the resource base for tourism. Clawson divided resources into three basic groups, making clear distinctions between the activity of users and the interference of man in the resources. This classification is summarised as follows:

TABLE 2 **Classification of Resources**

USER-ORIENTATED	INTERMEDIATE	RESOURCE-BASED
<ul style="list-style-type: none"> ● use of available resources ● usually man-made ● intensive development ● close to tourist markets ● highly seasonal ● wide range of activities (eg. golf, tennis, riding) 	<ul style="list-style-type: none"> ● usually natural resources ● reasonable access ● limited development ● extended season ● limited activities (eg. hiking, fishing, camping) 	<ul style="list-style-type: none"> ● natural resources ● low development ● distant from tourist market ● year-round season ● natural activities (fishing, hunting)
Activity Paramount	←————→	Resource Paramount
Artificial	←————→	Natural
Development Intensive	←————→	Natural Intensive
Close to User	←————→	Distant from user

Adapted from Boniface & Cooper (1987)

From an economic point of view, the supply of a commodity is the quantity of that commodity available for purchase at a given point in time, and usually measured against the price prevailing at that time. Supply of a product is also affected by the demand for that product, the price of substituting and complementary goods, the cost of production and market forces, among other factors.

From a tourist's viewpoint the supply or provision of resources is dependent on the climate, physical conditions, attractions, access to the resource, existing facilities, availability of land and the alternate use of possible (tourist) facilities, or opportunity cost, of developing a facility for tourists' use instead of some other use (Pearce 1989:151-175). Both private and public sector involvement is usually found in resource provision with the latter concerned with planning and developing of the infrastructure - roads, railways and airports - on a local, regional and national scale, while the former provides the superstructure - transport, accommodation and services - usually on a local level.

The stability of a resource as a tourist venue will depend on the service that is experienced by the tourist, and their tastes. Sun City has proved a reliable source of income for the Southern Sun Group because of the number of visitors the resort continues to attract. The visitors return because of what the resort offers by way of entertainment, sport and relaxation, and because the demands of the tourist are satisfied by their experiences.

Supply of tourism resources tends to avoid industrialised areas and concentrates on the surrounding areas. The supply of resources will depend (to a large extent and ignoring other factors which have bearing on supply) on the price of the resources. As tourism is a highly priced activity and therefore limited to a specific section of the world population, the relationship between a price change and the resulting change in the supply is known as the (price) elasticity of supply. The exact measurement of the elasticity will depend on a number of factors, including those indicated above as being a function of supply. It will therefore be interesting to see what effect the development of the new Lost City in the North Western Province will have on the tourist statistics of the Sun City complex. The new venture is both supplementary to, and in competition with, the latter establishment. Unless competitively priced, either venture could experience difficult economic positioning.

The provision and development of resources is difficult to forecast and the possible resorts are unevenly distributed about the world, which means tourist demand for resources must be considered, unless the development is for the local inhabitants, but includes a tourism spin-off. Because resources are fragile, expensive to provide and maintain and are consumed, proper planning and management is essential, which in turn requires adequate education and training to meet employee needs. Resources subject to seasonality (Cape Town during the summer months) need to be put to multiple use which will eliminate the peaks and troughs and ensure even employment opportunities. Cape Town is attempting to extend its visitor season by advertising the Cape in the winter months as the "green season" which combines with a differential price structure - charging low accommodation during this off season. The success of this venture is doubtful but still needs to be measured although there is evidence of the shoulder periods of the peak season being extended.

Planning and development of tourism resources is determined by the interaction of the demand for, and supply of, facilities. The demand side considers what the tourist wants and what he will pay for the experience, while the supply side, although it must recognise the tourist's requirements, must also consider geographical and entrepreneurial factors (Gunn 1988:76-77). *"The market side and the four key components of the supply side that make up the functioning tourism system are greatly influenced by a number of external factors: the extent and quality of natural and cultural resources; the availability of entrepreneurs, finance, and labour; the extent of competition; the social economic standing and attitude (feeling towards tourism) of the communities; and the policies of governments and organisations can influence greatly the development of supply and satisfaction of market demand."*

Supply of tourism resources also includes the accessibility of the resource by way of good roads and other transport routes, and the availability of the resource to all tourists.

2.4.4 The overseas influence

Tourism generally falls into two groups - domestic and international markets. The influence of the international sector will be discussed in this section as the domestic market is primarily limited to the white population as a result of economic considerations.

According to Rob ert (1991:7), the World Tourism Organisation estimated that between 1,5 and 1,7 billion holidays were taken in 1990, with 70% of the 400 million international tourists visiting the three major tourism areas: Western Europe, the USA and Japan. Of the 1,03 million "tourists" who arrived in South Africa during 1990 only 498 712 can be classed as "genuine" tourists, 497 507 from African countries which would include cross border traffic for employment and shopping activities and 32 874 classed as "other". For 1993 the corresponding figures are 3,09 million tourists of whom 618 508 arrived from outside Africa, and 2,46 million from African countries, including cross border traffic. Table 3 compares the top incoming tourist markets for 1991 to 1993, and shows a marked increase in crossborder traffic, particularly from Swaziland and Lesotho. The impact of this traffic is almost impossible to measure.

TABLE 3 Tourist Arrival Figures

COUNTRY OF RESIDENCE	ARRIVALS			PERCENTAGE GROWTH 1993 over 1992	PERCENTAGE GROWTH 1993 over 1991
	Jan to Dec 1993	Jan to Dec 1992	Jan to Dec 1991		
Zimbabwe	469 055	390 982	362 082	20,0%	29,5
Lesotho	914 770	782 598	243 710	16,9%	275,4
Swaziland	443 804	412 568	182 792	7,6%	142,8
U.K.	148 868	147 711	143 511	0,8%	3,7
Botswana	279 154	231 942	135 002	20,4%	106,8
Germany	104 764	89 548	86 389	17,0%	21,3
USA	62 430	52 112	47 083	19,8%	32,6
Mozambique	65 355	44 128	35 507	48,1%	84,1
Malawi	33 537	24 771	27 229	35,4%	23,2
France	25 548	23 593	21 232	8,3%	20,3
Zambia	35 073	26 667	20 193	31,5%	73,7
Switzerland	19 198	20 094	19 432	-4,5%	-1,2
Taiwan	20 918	20 993	18 992	-0,4%	10,1
Netherlands	19 578	20 413	17 830	-4,1%	9,8
Italy	17 649	19 984	17 751	-11,7%	-0,6
Australia	23 917	19 327	16 129	23,7%	48,3
Israel	9 529	11 256	13 503	-15,3%	-29,4
Canada	12 760	12 145	11 813	5,1%	8,0
Austria	11 647	11 769	11 384	-1,0%	2,3
Belgium	12 223	11 063	10 441	10,5%	17,1
Japan	10 466	8 537	7 452	22,6%	40,4
Portugal	8 711	5 261	6 651	65,6%	31,0
Other	344 229	315 729	253 446	.	
TOTAL	3 093 183	2 703 191	1 709 544	14,4%	80,9

Source : Adapted from SATOUR Foreign Arrival Statistics table B. 1993

The drastic increase in cross border traffic figures is the result of a decision to include all persons crossing our borders in official statistics, irrespective of the reason for entering South Africa.

Reasons for the increase in overseas tourists to South Africa include:

- declining value of the Rand against the majority of international currencies makes this country "cheap" to foreign visitors;
- improving international image of South Africa as a result of the release of Nelson Mandela and the establishment of the new South Africa;
- declining costs of travel, particularly air kilometre rates for long-haul travel;
- increasing acceptance of South Africans, especially our sportspersons, which creates a curiosity factor in foreigners;
- rich cultural and environmental heritage;
- well developed infrastructure and tourist superstructure allowing tourists the home-from-home feeling.

The influence on South Africa, particularly of tourists from (western) industrialised countries can be summarized as follows:

TOURIST'S INFLUENCE ON A COUNTRY

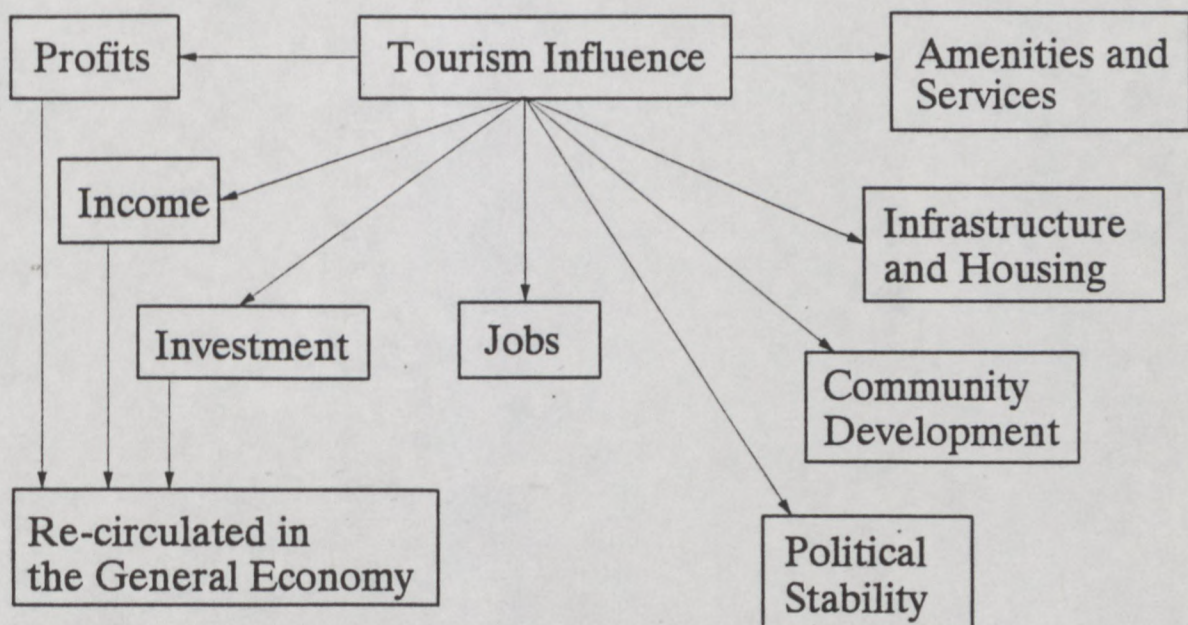


FIGURE 6

Source : Adapted from CAPTOUR (1991:3)

The impact on the economy, society, environment and politics has already been discussed in section 2.4 above.

2.5 ORGANISATION AND DEVELOPMENT OF THE TOURISM AND TRAVEL INDUSTRY IN SOUTH AFRICA

Thomas Cook offered travel packages for health reasons and the South African Railways opened an office in London in 1906 to promote the healthy climate of the Cape. This function, and the general promotion of South Africa as a holiday venue, remained with the railways until the formation of the Tourist Development Corporation in 1938. In 1947 the South African Tourist Corporation was established to encourage foreign visitors to travel to this country. The National Tourism Bureau of the Department of Tourism was founded in 1966 to develop domestic tourism, while the Hotel Board was established by Act no. 70 of 1965 to improve the standard of visitor accommodation. In 1983 the Corporation, Bureau and Board were merged to form the South African Tourism Board whose function was to promote tourism domestically by encouraging internationals to visit this country, and locals to become tourism conscious.

The tourism industry stands on three major legs, namely, travel, accommodation and services. Figures 7 and 8 illustrate how complicated the organisation of the industry is. It is not the intention here to discuss this organisational structure in detail, but simply to emphasise the role of certain more important organisations.

2.5.1 Government influence on the industry

The former Government's White Paper on Tourism (1992) set out the future institutional structure for the supervision of the tourism industry (figure 9). That White Paper envisaged that the Directorate would co-ordinate the creation of favourable tourism facilities, infrastructure and other state departments and advise the responsible minister on policy and financial matters. On the other hand, SATOUR would facilitate public and

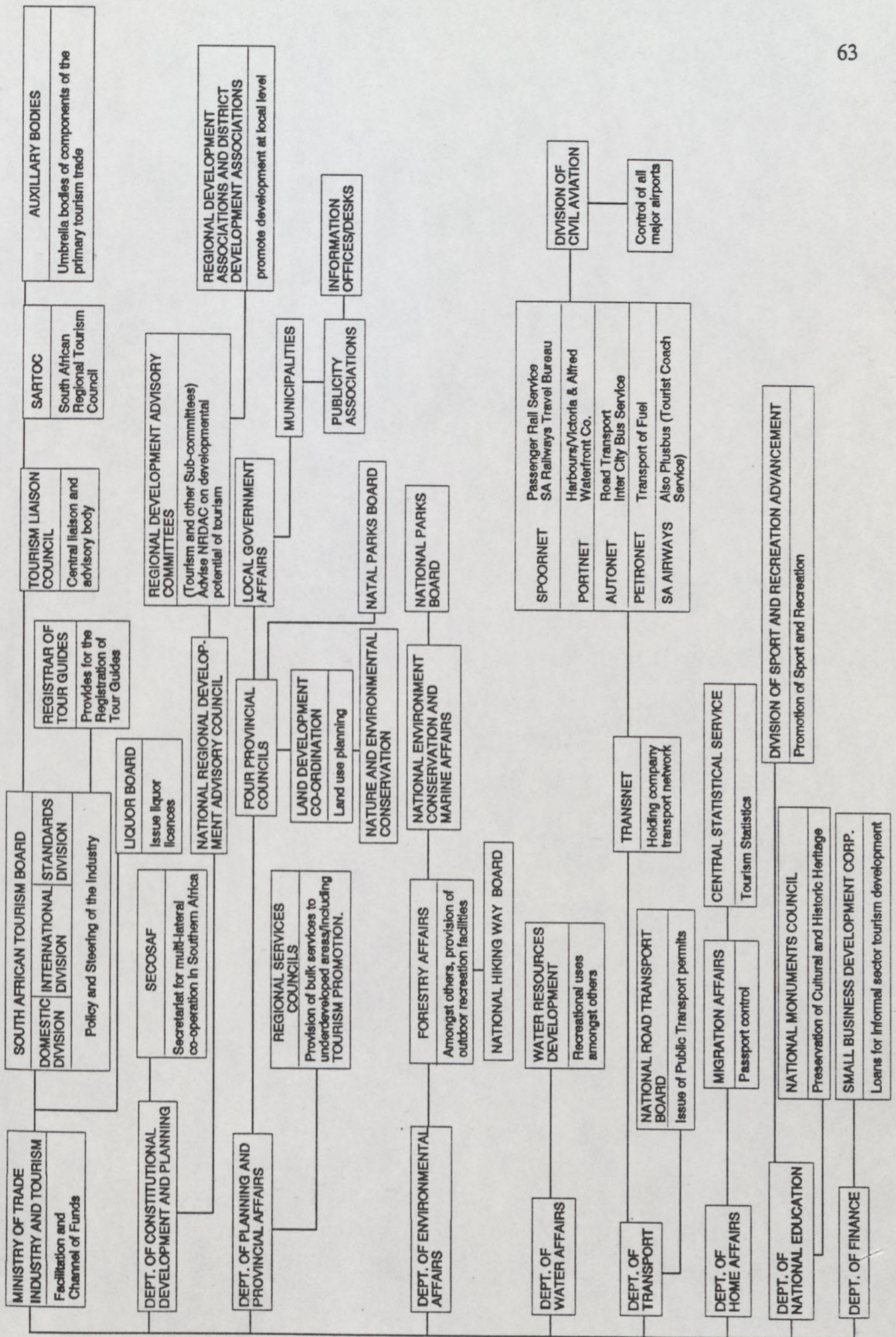


FIGURE 7

Source: FE de Bruyn. Unpublished incomplete MCom Thesis. 1991

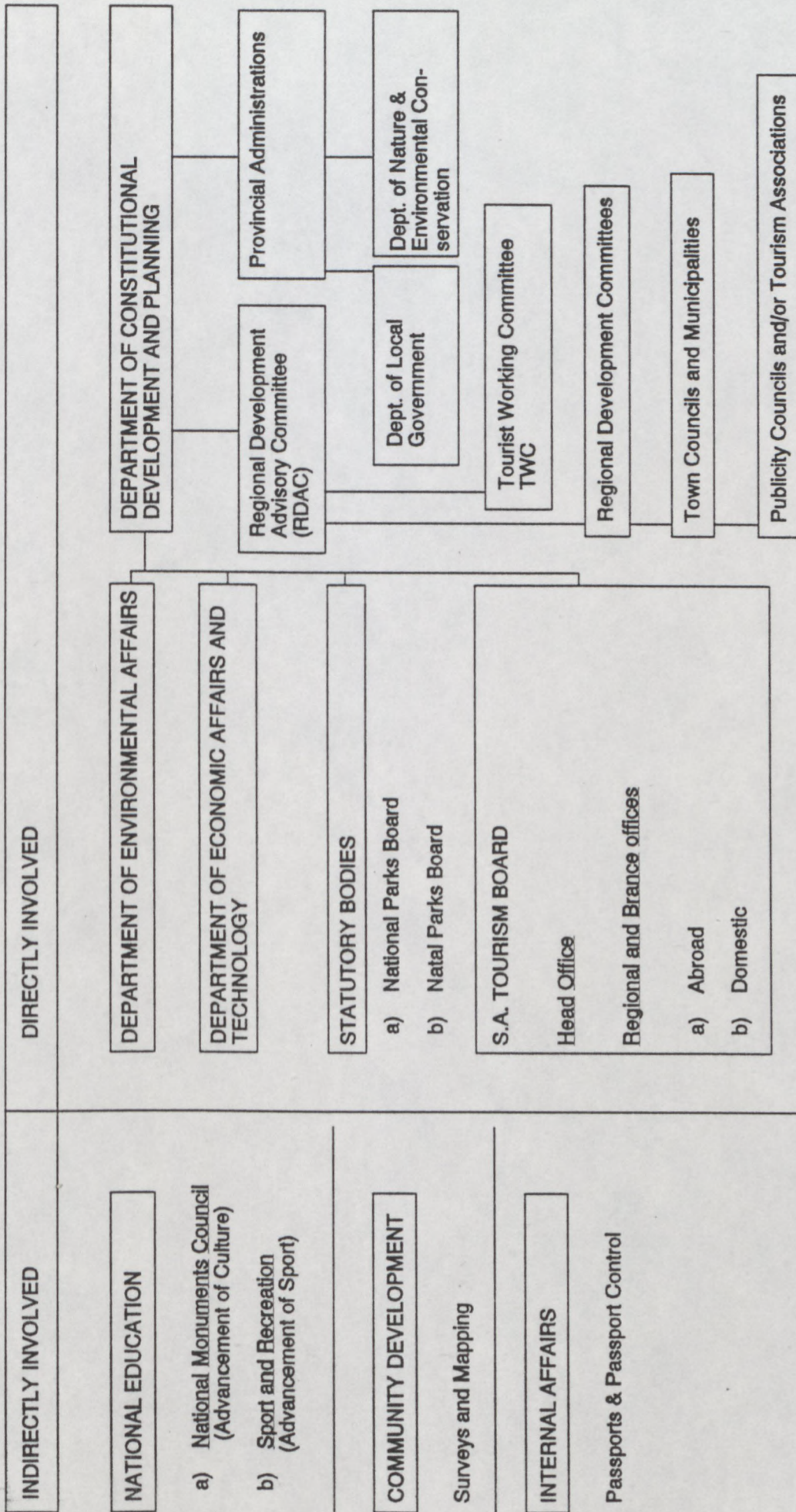


FIGURE 8

Source: Adapted from Fouche and Esterhuizen (1987:19)

private sector participation at local, regional and national level to ensure the implementation of government policy.

Various government departments were to be directly or indirectly involved in tourism promotion, but the Department of Environment Affairs would play a major role as the former Government's new strategy was to advance tourism through what it calls South Africa's unique selling features, which are the environment, scenery, fauna and flora. The Department of Trade and Industry (and Tourism) would also fulfil an important role, overseeing the South African Tourism Board, whose main functions would be international marketing of South Africa, and domestic tourism development and stimulation primarily through the Tourism Liaison Committee, representative of various sectors of the tourism industry and includes the following organisations:

- Automobile Association (AA)
- Airline Association of South Africa (AASA)
- Afrikaanse Handelsinstituut (AHI)
- Association of South African Travel Agents (ASATA)
- Federated Hotel, Liquor and Catering Association of South Africa (FEDHASA)
- Professional Hunters Association of South Africa (PHASA)
- South African Airways (SAA)
- South African Agricultural Union (SAAU)
- South African Caravan and Camping Council (SACCC)
- South African Association of Publicity and Tourism Marketing Associations (SAPTO)
- South African Tourism and Safari Association (SATSA)
- South African Vehicle Renters and Leasers Association (SAVRALA)
- South African Chamber of Business (SACOB)

Source : Adapted from Heath (1987:68)

INSTITUTIONAL STRUCTURE FOR TOURISM INDUSTRY SUPERVISION

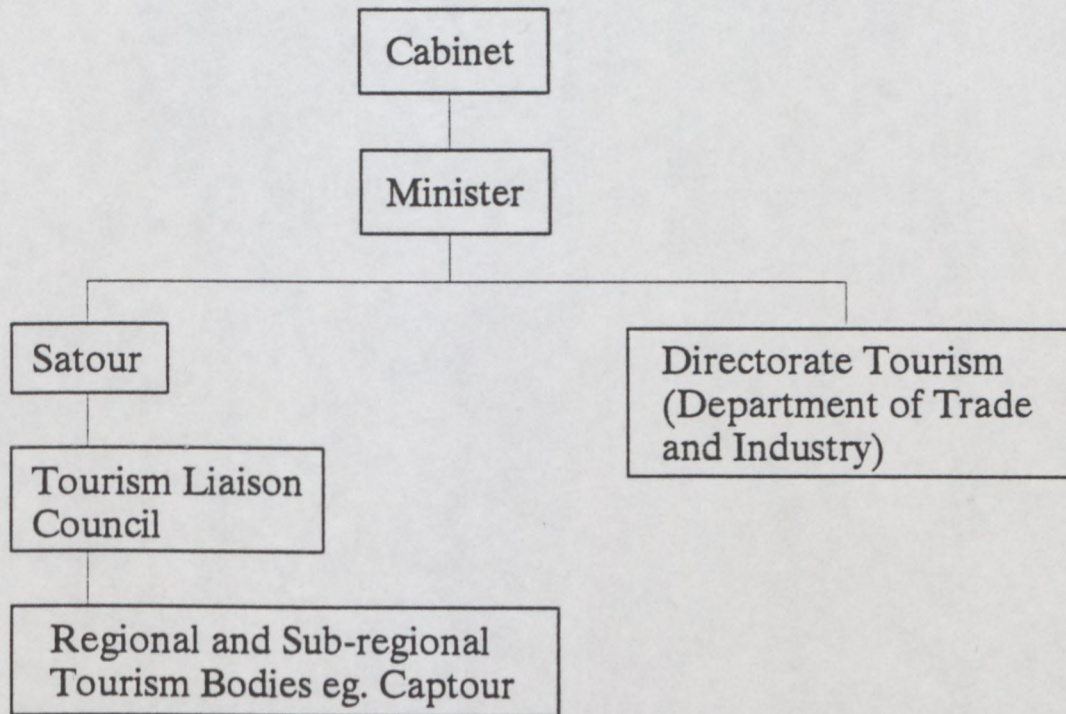


FIGURE 9

Source : Adapted from the Government's White Paper on Tourism (1992:15)

2.5.2 Tourism and travel organisations

Various organisations exist that cater for specific sectors of the tourism industry, the two most widely known of these are ASATA and FEDHASA, the former representing the majority of travel agents, tour operators, tour guides, vehicle hire organisations and information/publicity associations, the latter acting as the controlling voice of the accommodation and catering industry. Co-operation among various organisations is a feature of the growing local industry which Fouche and Esterhuizen (1987:18) classify into three groups:

- sectoral organisations (ASATA, FEDHASA);
- destination organisations (RDAC, TWC);
- tourism organisations (World Tourism Organisation, Organisation for Economic Co-operation and Development, South African Tourism Board).

At a meeting held at the Good Hope Centre in Cape Town in 1981, the country was divided into nine regions to advance the former Government's Regional Development Strategy, which had as its goal to "...ensure the involvement of local communities and the private sector in formulating a policy for all development including tourism" (Heath 1987:69). The nine regions, under the control of a Regional Development Advisory Committee (RDAC) and functioning under 44 Regional Development Associations (RDA), were:

OLD NAME	NEW NAME
Region A: Western Cape	Western Cape Region
Region B: Western Transvaal, Northern Cape and Bophuthatswana	Northern Cape Region
Region C: Orange Free State, Qwa-Qwa and Bophuthatswana	Orange Free State Region
Region D: Eastern Cape, Ciskei and Southern Transkei	Eastern Cape Region
Region E: Natal, Kwazulu and Northern Transkei	Kwazulu Natal Region
Region F: Eastern Transvaal, Kangwane, and parts of Lebowa and Gazankulu	Eastern Transvaal Region
Region G: Northern Transvaal, Venda and parts of Lebowa and Gazankulu	Northern Transvaal Region
Region H: Pretoria, Witwatersrand and Vereniging areas	Gauteng
Region I: Western Transvaal and Bophuthatswana	North West Region

These tourism regions correspond to a very large degree to the nine provinces under the present Government of National Unity.

The main purpose of each RDAC is to promote development within its region, which includes tourism development. Private sector involvement in tourism development is unco-ordinated and fragmented, and determined largely by the benefit derived by the participant. Both ASATA and FEDHASA, and other private organisations, are primarily concerned with ensuring adequate legal protection for their members within which to operate, while at the same time allowing them to operate independently and profitably. There exists at present no major plan for involvement in tourism planning and development with either organisation. This is left to state enterprise, although the state would like to see private sector initiative. In this respect the former Government had indicated in its White Paper on Tourism (1992:13): "...In keeping with Government's Commitment to deregulation the

present five Acts¹ governing the industry will be repealed and a new consolidated Tourism Act is expected to be tabled during the 1992 Session of Parliament".

The private sector's primary function is to provide tourism products and services to the travelling public. Other roles identified in the Strategic Framework for Tourism Development document (1991:36) include:

- tourism industry planning;
- marketing of South Africa and sale of its products locally and overseas;
- in-house training;
- provision of information;
- education to create a tourism awareness;
- concern with deregulation.

The Strategic document recommends that institutional adjustments be made in order to ensure full community participation, shared goals and a networked structure. The Report calls for the establishment of a "*community-driven framework*" supported by host communities who are committed to tourism development, a refocusing of Satour to co-ordinate all activities, and a "*network of tourism related institutions in the public sector*" to facilitate co-ordination of common interests, particularly in view of the call for environment-based (in its broadest sense) tourism development by the former Government in its White Paper on Tourism.

Although this section refers to events under the former government up to May 1994, it is still too early to perceive any change by the present Government of National Unity to the plans as determined in 1992. The publication of the 1994 Tourism Act (formulated under the former government, but presumably after consultation with other parties) suggests a

¹ South African Tourist Corporation Act, 1947 (Act No. 54 of 1947)
Hotel Act, 1965 (Act No. 70 of 1965)
The Tour Guides Act, 1978 (Act No. 29 of 1978)
The Travel Agents and Travel Agencies Act, 1983 (Act No. 58 of 1983)
South African Tourism Board Act, 1983

continuation of the direction of tourism planning and development pursued prior to May 1994.

2.6 EDUCATION NEEDS

The rapid growth of the tourism industry world wide has outpaced the educational requirements required to maintain above average levels of service. In this South Africa is no exception and, despite the existence of a number of courses (discussed in chapter 3), these courses are fragmented and unco-ordinated (White Paper on Tourism, 1992:12; Strategic Framework for Tourism Development document 1991:29; Board of Trade and Industry report, 1990:51). The growth of tourism will provide employment but will also require education and training. In South Africa, most employees in the tourism industry are on-the-job trained with little formal education. Perhaps this is why employers prefer experience to education when employing staff. Both Howell (1982) and Groves (1982:44) were concerned a decade ago about the "proliferation" of available but unco-ordinated courses for the tourism (and leisure) industry. Groves then called for a system of accreditation in order to ensure minimum standardised course requirements based on those developed by the National Recreation and Park Association in the USA. The US Office of Education had clustered the hospitality and recreation fields into seven sub-groups:

- lodging (Management and operations);
- recreation (Planning, management and operations);
- entertainment Services (Management and operations);
- cultural Services (Management and operations);
- sports (Management and operations);
- food and Beverage Services (Management and operations);
- travel Services (Management and operations).

Each sector of the tourism industry was preparing graduates for only a small sector of the industry. *The common theme running through this cluster was the need for education and training at both operational and managerial levels* (author's emphasis).

Theuns and Rasheed (1983:42) came to the same conclusion regarding higher education for tourism: *"...Not only do programmes differ greatly in duration and content, but the frameworks within which these courses are imbedded also show striking differences"*.

They summarise the differences in five main groupings:

- basic differences in the structure of the educational system;
- differences in approach (sometimes economic, sometimes a leisure activity);
- differences in the type of programme offered (academic versus professional);
- differences in the degree to which tourism or the tourism sector is covered (a management course with a tourism bias versus a tourism course);
- differences in semantics.

The crux of their paper was that *"...no clear guidelines can be distilled for making a sound decision with respect to the choice of type and content of the programme best suited to its specific situation and needs. What is required for such a decision is a systematic analysis of the possible approaches to tourism education on the basis of the possible approaches to tourism"* (Theuns and Rasheed 1983:43). This is particularly relevant to developing countries, which includes South Africa, where a surplus of manual labour is combined with a lack of trained managerial manpower.

Brent Ritchie (1988a: 6 - 7) based his principles for a tourism course on Medlik's definitions. These include:

- a source of intellectual leadership;
- a service activity based on appropriate management principles;
- an interdisciplinary field with a balance of theory and applied inputs;
- an integrated system stressing the definition of output standards (and not focusing on the course);
- a balanced concern for education and training of those in the industry;
- a quality recruiting action;
- a holistic approach including economic, social, cultural, environmental, political and technical activities;
- knowledge, skills and awareness leading to a broadly educated, professional specialist;
- a programme leading to an entry level, heading towards leadership and managerial roles.

Goeldner (1988:17) has proposed a course including basic general education, communication, foreign language(s) and business administration in addition to the tourism subject. He would also require principles of tourism, marketing, management, and tourism planning and development. He is at pains to emphasise that the tourists of the future will be older, better educated and more affluent and that their choice of travel will be unlimited and not confined to what could be termed normal tourist areas. From this it can be inferred that the travelling consumer will be far more demanding and will insist on value and service.

Brent Ritchie (1988:13) is concerned with the demands of these new tourists and is perturbed that the tourism education (in Canada) is haphazardly constructed with an undeveloped infrastructure, which presents a confused picture to anyone who wishes to embark on a course. Burke (1988:16) has confirmed that tourism curriculum development (in the United States of America) is largely due to the efforts of academics not located in tourism academic units nor involved with tourism education. He states: "*...Ideally, the development of the curriculum for a tourism educational programme should be based on both the collection of data about knowledge and skill requirements of current professionals ...*" Burke realised that the early development of courses reflected the thinking and academic specialism of their creators, and was generally tourism minors attached to the established degrees, particularly in administration and management. This led to fragmented rather than holistic tourism education.

Airey (1988:10), concerned that the needs of the tourism industry were not being met, explained that a Tourism Training Initiative had been launched in 1987 by the British government to "*...examine the adequacy of current course provision; of identifying gaps and weaknesses; of suggesting changes; and generally providing some coherence in the range of courses provided for this expanding sector of the UK economy.*" This initiative influenced the development of the new Business and Technician Education Council's (BTEC) National Diploma in Travel and Tourism - a course designed around tourism topics with a business core rather than a business diploma with tourism options. The same could be said of Pretoria University's B.Com degree in Hotel and Tourism Management.

The future of the tourism industry is dependent on employees' providing quality service with a professional attitude and knowledge of human understanding and dignity. In

this respect education and training are essential for all workers. Handy (1988:3) maintains that the need for a "...complete and well-formulated education and training system..." is vitally important. Informal on-the-job training no longer meets the demands of the modern tourist, a view supported by Sheldon and discussed in chapter one.

Surveys conducted by the World Tourism Organisation into courses offered in tourism training in many countries, including developed countries, reveal the urgent need for national tourism education based on an analysis of the job profiles and sub-sector classification, allowing for the multidisciplinary nature of the industry but providing for the vagaries of people behaviour.

Brent Ritchie (1988b:13) also supports the concept of a multidisciplinary approach to tourism education, but lists four additional criteria when considering education and training:

- open-ended and continuing;
- industry-sensitive not industry-dominated;
- articulated (integrated);
- international.

As regards the last factor Brent Ritchie cited, the world is becoming "*smaller*" in the sense of more frequent and faster transportation, the removal of international borders and impediments to travel, and the international nature of business conglomerates. In addition, the introduction into South Africa of the GALILEO and WORLDSPAN reservation systems will expedite international links.

Golembki (1991:3) called for changes to the system of tourism education after the collapse of communism in Eastern Europe. He questioned both the subject matter and the educational institutions offering higher education on the grounds that they were "*scholarly disciplines*" found mainly in the faculties of economics, sociology, geography and education. The economic reforms in Poland have resulted in an urgent need to educate personnel for the potentially profitable tourism industry.

Niv (1991) called for professional, higher education in Israel following a new hotel grading system which resulted in a raised demand for services. That country distinguishes between hospitality (for accommodation) and tourism education, with the emphasis in available courses on the former field. According to Nyberg (1991:7) the available tourism courses were controversial, a fact he ascribed to the field still being in its infancy. Because the topics for discussion regarding tourism in the 1970s centred on the economics of tourism, the geography of tourism and the sociology of tourism (the 1990s will be dominated by the environmental impacts), courses adopted the approach reflecting the interests of the co-ordinator. Nyberg is concerned that courses will become "*...the standard elementary sociology/administration/marketing course at best with added tourism applications, which might be relatively isolated from the core of the course...*" (Nyberg 1991:8).

At the outset of this section it was claimed that the tourism industry was experiencing world-wide growth. Pollock and Brent Ritchie (1990:570) note that the employment growth rate in the Canadian tourism sector exceeds the annual average growth rate for the economy as a whole, and while a number of these jobs are seasonal, still more are becoming economically rewarding. As a result of the growth in work opportunities, there is an increasing demand for a "*sophisticated*" education and training programme. They state that, despite the increase in the quantity and quality of courses, the latter remain "*...unco-ordinated, often fragmented, and have frequently re-inforced existing areas of strength rather than attacking the glaring areas of weakness in the education and training infrastructure...*" giving rise to on-the-job training rather than career development. As such, Canada addressed the operational position in tourism, but ignored the long-term managerial career.

Education in Canada is a provincial function. Two provinces, Alberta and British Columbia have combined state and industry efforts to develop an infrastructure for tourism education and training which will meet the shorter term training needs of industry, while at the same time recognising the need for educational processes "*...which will enhance the competence of industry employees over the longer term.*" These strategies "*...recognize the need to relate education and training programs at all levels, so as to provide a coherent and accepted set of standards which can be understood by both employers and students alike*" (Pollock and Brent Ritchie 1990:570 / authors' emphasis).

The Alberta model originated in a study by the Tourism Industry Association of Alberta's findings after an investigation into the development of tourism. *"The most significant of these (findings) was the lack of adequate education and training and its resulting impact on the quality of personnel and service in Alberta tourism"* (Pollock and Brent Ritchie 1990:571).

The Alberta study developed a model to combine education and government agencies efforts to meet industry requirements. The model (figure 10) suggested an *"...integrated stepwise series of programs which would offer the opportunity for existing tourist/hospitality personnel to improve their skills, begin to view the industry as a career, and receive certification for their efforts..."*, while offering school leavers the opportunity for formal tourism qualifications (Pollock and Brent Ritchie 1990:571).

ALBERTA MODEL FOR TOURISM INDUSTRY EDUCATION

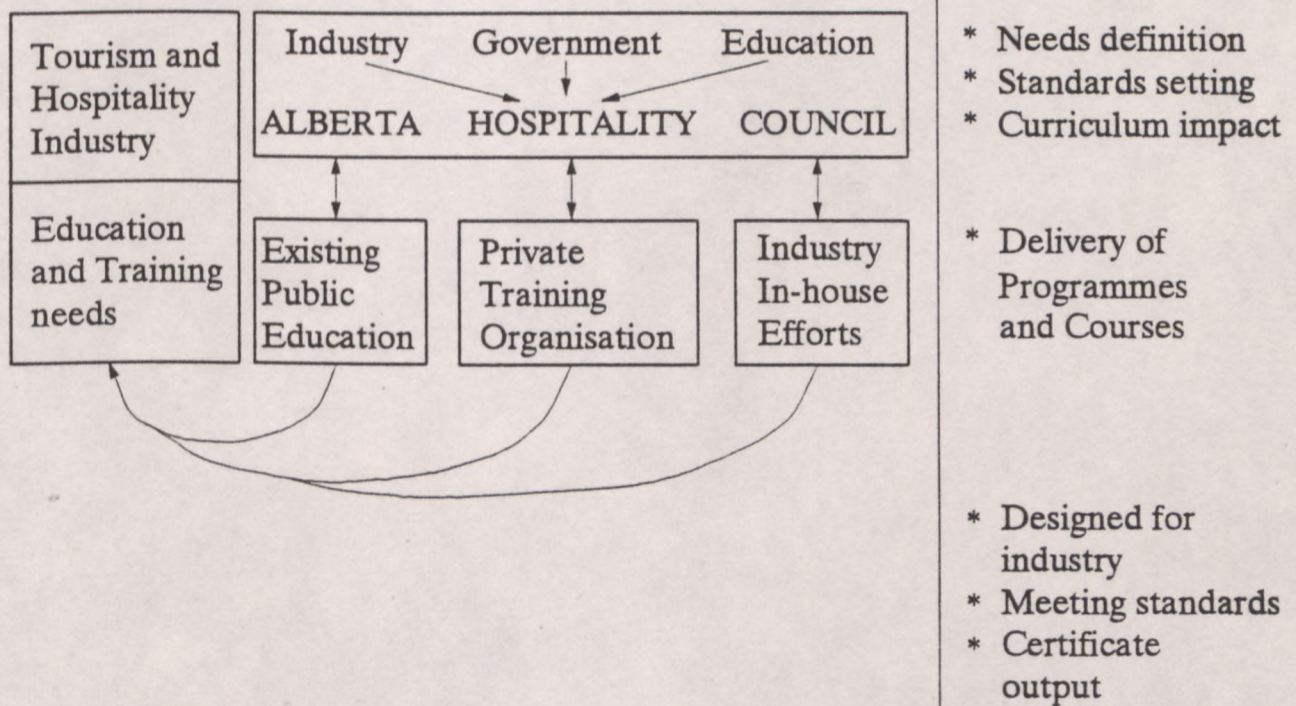


FIGURE 10

Source : Pollock and Brent Ritchie (1990:572)

What Pollock and Brent Ritchie have described above is a workable proposition for South Africa, with co-operation between the hospitality industry (the Hospitality Industry Training Board and the Travel Education and Training Authority of South Africa), the Government (represented by the Ministry of Trade, Industry and Tourism) and educational institutions, both public and private, formal and informal.

The British Columbia model is similar to the Alberta model, to the degree that it also proposed "*...an organization capable of identifying training needs, improving the profile and status of tourism within the community at large, and, most importantly, granting industry-wide certification...*" (Pollock and Brent Ritchie 1990:577 authors' emphasis).

The Board of Trade and Industry Report on the Tourism Industry called for a Tourism Industry Training Board to supervise training courses as the industry was in need of adequately trained staff. The report noted the fragmentation and the poor standard of some courses and that "*...little if any co-ordination exists and programmes are not delivering the quantity and quality of trained manpower as required by the industry...*", especially the hotel industry, with the proposed board co-ordinating programmes at universities, technikons, technical colleges and regional training centres (Board of Trade and Industry Report 2937, 1990:51). No mention is made of private educational institutions, but this author is of opinion that they must also be included in any proposed educational structure.

These sentiments were supported in the Satour/Development Bank report on Tourism Development, and the former Government's White Paper on Tourism (1992:12) which proposed that a Tourist Training board be established in terms of the Manpower Training Act (1981) to "*...overcome the existing fragmentation in training within the industry and to provide for its future manpower needs.*" The function of the board "*...in co-operation with technikons and universities, will be to set standards for training conforming with internationally accepted programmes and will oversee that the training within the industry is in line with the demands of the different sectors of the industry, including travel agents and tour guides.*"

Robért (1991:2) stressed the economic benefits of tourism to the Cape Town region and the resulting job opportunities, noting that tourism is a labour intensive industry. He also emphasises the environmental and social benefits.

In 1989 an estimated 10 million South Africans spent R2813 million in holidays within South Africa, while an additional R2024 million was spent by 930 393 foreign visitors to this country. (This figure had increased to R2 759m in 1991 according to the SA Reserve Bank Quarterly Report, No 183 of 1992). Assuming these figures to be fairly accurate, and an average salary in the tourism industry to be approximately R15 000 per annum (no studies exist to support or repudiate this guesstimate), the following projection may be made on job opportunities in the tourism industry in South Africa:

$$\begin{aligned} \text{Gross Domestic Expenditure on Tourism} &= \frac{\text{R2813m}}{10\text{m tourists}} \\ &= \text{R281,30 per tourist} \end{aligned}$$

$$\begin{aligned} \text{To create a job} &= \frac{\text{R15000}}{\text{R281,30}} \quad \frac{\text{average annual salary}}{\text{GDE}} \\ &= 53,3 \text{ tourists} \end{aligned}$$

$$\begin{aligned} \text{The number of jobs created} &= \frac{10\text{m tourists}}{53,3} \\ &= 187617 \end{aligned}$$

$$\begin{aligned} \text{Gross Foreign Expenditure on Tourism} &= \frac{\text{R2024m}}{930393} \\ &= \text{R2175,42 per tourist} \end{aligned}$$

$$\begin{aligned} \text{To create a job} &= \frac{\text{R15000}}{\text{R2175,42}} \quad \frac{\text{average annual salary}}{\text{GFE}} \\ &= 6,9 \text{ tourists} \end{aligned}$$

$$\begin{aligned} \text{The number of jobs created} &= \frac{930393}{6,9} \\ &= 134840 \end{aligned}$$

Considering the total expenditure on tourism within South Africa:

$$\begin{aligned} \text{Gross National Expenditure on Tourism} &= \frac{\text{R4837m}}{10,93\text{m tourists}} \\ &= \text{R442,50 per tourist} \end{aligned}$$

$$\begin{aligned} \text{To create a job} &= \frac{\text{R15000}}{442,50} \quad \frac{\text{average annual salary}}{\text{GNE}} \\ &= 33,9 \text{ tourists} \end{aligned}$$

$$\begin{aligned} \text{The number of jobs created} &= \frac{10,93\text{m tourists}}{33,9} \\ &= 322420 \end{aligned}$$

A far more acceptable figure could be found if an accurate estimate of the average annual salary of the total tourism industry was available. Rob ert (1991:2) calculated that in 1990 the direct tourism expenditure for Cape Town alone was R750 million and that 75 000 persons were directly employed in the industry. According to him about eleven tourists are needed to create one job. This does not compare favourably with Hugo's (1992:46) 1989 projections of 9,4 and 8,7 tourists per job. She quotes the South African Reserve Bank and Central Statistical Services respectively.

Figures released by SATOUR late in 1993 reveal that 2703191 visitors arrived in South Africa in 1992 and spent a total of R3 371 million in the country (excluding airticket sales). This makes tourism the fourth largest export earner for the country, employing about 423 000 persons, approximately one out of every 25 active workers in the SA economy (Satour 1993:2-3).

Until detailed research is undertaken into this important factor, guestimates will be the order of the day. However, it is certain, based on experiences in South Africa and overseas, that tourism is an increasingly important component of the daily life of society and, as such, education and training appropriate to the level of development is vital.

2.7 SUMMARY

In this chapter the impact of tourism on the economic, cultural, environmental, political and social structures was considered with a view to emphasising the need for education in order to meet the requirements of the impact of tourism on these structures. The three major terms, namely the tourist, tourism and the tourism industry, were discussed and a brief overview of the historical development of tourism was given.

Tourism demand, and its effect particularly on the economy, and tourism resources were briefly considered, again to emphasise the importance of education in understanding and developing these sectors of the tourism industry. A short resumé of the organisation of the tourism industry was given with particular reference to the three important reports published in the last eighteen months, namely, the Board of Trade and Industry Investigation into the Tourism Industry, the Sator/Development Bank's Strategic Framework for Tourism Development in South and Southern Africa, and the former Government's White Paper on Tourism published in May 1992.

Finally, with particular reference to the three documents mentioned in the previous paragraph, the education and training needs were discussed after dealing with the position of tourism education in some overseas countries. It is evident that the fragmented and unco-ordinated situation regarding present tourism education and training in South Africa is very similar to that which other countries experienced in the past.

This overview of the development and importance of the tourism industry in South Africa serves as the basis for the subsequent investigation into the evaluation and accreditation of a course(s) in tourism studies specific to South African requirements.

CHAPTER 3

ANALYSIS OF THE EXISTING STATE OF TOURISM EDUCATION AND TRAINING IN THE RSA : A FACTUAL STUDY

3.1 INTRODUCTION

It has been stated previously education and training for the tourism industry is fragmented and unco-ordinated (chapter one, pages 7 and 11). This was, and still is, a major criticism of the industry, and particularly of the Association of South African Travel Agents (ASATA). This state of affairs led to the formation of the Travel Education and Training Authority of South Africa (TETASA) in November 1991. The brief of the Steering Committee of TETASA was to establish the mechanism whereby all establishments offering education and/or training to the tourism industry could be monitored to ensure an acceptable standard of instruction. Two subcommittees were identified: a Technical Committee to occupy itself with the technical content of present or future courses; and a Standards Committee to establish criteria against which courses can be evaluated when applying for accreditation by TETASA.

Figure 11 (p 81) attempts to illustrate at which institutions education and training for the tourism industry is taking place in the RSA. While a common core syllabus is followed by the technikons, the technical colleges follow a set national syllabus, Rapid Results Colleges around the country follow the COTAC syllabus and write the examinations of the Institute of Travel Management and the Damelin Colleges offer COTAC and their own diploma courses. However, these colleges do enrich their individual courses as each one sees fit.

Other private colleges, of which the numbers are not definite as new colleges are being founded rapidly, teach what each considers to be the requirements of the tourism

industry, including the COTAC syllabus, and it is here that the most of the fragmentation of education/training is taking place. In an attempt to ascertain which organisations are involved in educating for the tourism industry, the South African Airways Commercial Training Division was approached. SAA is also involved in training through their SAAFARI, GALILEO and Fares and Ticketing courses. Their current mailing list contains the addresses of 21 organisations of which 17 educational institutions supplied information on their courses. In this chapter, a brief explanation will be given of the courses offered by the technikons, the technical colleges, and the private college's COTAC course.

3.2 ORGANISATIONS OFFERING TOURISM COURSES

Certain organisations in South Africa offer both education and training for the tourism industry and fall within the formal, informal or non-formal sectors. La Grange and de Vries (1992:4) quote Van der Stoep in defining the educational sectors in South Africa:

Informal education is "...the life-long process by which every person acquires accumulated knowledge, skills, attitudes and insights from daily experiences and exposure to the environment".

Non-formal education is described as "...any organised, systematic education activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as children".

Formal education is seen as "...the institutionalised, chronologically graded hierarchically structured education system, spanning lower primary school to university level".

These concepts are also defined in the Education Renewal Strategy document (ERS 1991:26) as follows: *"Formal education can be defined as education provided at or by a school, college, technikon, university or other educational institution with a view to obtaining*

an educational degree, certificate or diploma instituted by or under any law. Non-formal education can be defined as planned, structured education provided at or by any institution to obtain a qualification other than a degree, certificate or diploma instituted under or by any law for formal education (author's own emphasis). The ERS document suggests that the non-formal sector caters for training which is directed towards a 'specific locus of employment'.

It can be inferred from these definitions that formal education takes place within structured state and semi-state organisations, non-formal education by state and private organisations, and informal education primarily through on-the-job experience. Despite various studies to determine the need to develop a national education policy for non-formal education, little has been achieved apart from the formation of industrial councils (La Grange and de Vries 1992:2).

The following figure indicates at which types of institutions education and training for the tourism industry is currently available, and the relationship between the formal and non-formal sectors in South Africa.

AVAILABILITY OF EDUCATION AND TRAINING

SECTOR	FORMAL EDUCATION			NON-FORMAL	TRAINING
	Secondary	Post Secondary	Tertiary		
Public/Private Ordinary					
Technical Colleges					
Technikons					
Universities					
Private Colleges					

FIGURE 11

(The shading indicates the educational sectors in which the institutions operate)

Formal education in secondary schools is limited to Geography, History and modern languages as far as educating for the tourism industry is concerned.

The Department of National Education of the former government issued a report in which the principle of *"...a positive relationship (shall) be promoted between formal, informal and non-formal education in the school, family and society"* was sought (1991:4), noting that the state be responsible for formal education, and that the private sector and the state share the responsibility for non-formal education.

Several organisations are involved in both education and training for the tourism industry. Generally speaking, education takes place in the formal sector, while training falls primarily in the non-formal sector. Spencer (1992:3) defined education and training as follows: By education (or instruction) we understand the involvement of both the person conveying the knowledge and the learner who is required to assimilate it. Creative thoughts can be stimulated by analysing complex problems and seeking different solutions. Under expert guidance this should encourage independent thought and responsible decision making in the learner. Training takes place when the theoretical and practical content of life experiences and course content are conveyed and demonstrated with the specific aim of having the learner memorise such information until he has acquired a reasonable level of knowledge and effective skills. Looking at these various definitions objectively, it is safe to suggest that the courses offered by the technikons will fall within the formal sector, with their short courses classified as non-formal. At this time, these short courses are offered primarily after hours and are either non-certificated courses or those of the SAA. The course (and the proposed revised offering), offered by a small number of technical colleges, is also classed as formal education, whereas those offered by the private colleges could be classified as non-formal education and training. This division also applies to the Rapid Results Colleges, Damelin and Birnam College. All other institutions, and the examinations conducted by SAA, can be construed as non-formal training. Informal training is offered by many tourism organisations who offer in-house training for their employees.

As a result of the previous political structures of this country, education has been a complex conglomeration of departments and divisions, 16 in all (Jacobs 1993:1). Consequently the provision of education has been determined by the needs of the various population groups with little emphasis placed on commonality. This has resulted in approximately 1 800 core syllabuses used by various education departments at secondary and

tertiary level (Department of National Education 1991:7-19) with no "*clear and well-structured nationally recognized qualification structure within the vocational training structure*" (ERS 1991:27), no structured relationship between the formal education sector and the non-formal vocational training sector, and no career or study path within the non-formal sector. Although the foregoing refers to the whole educational system, it is particularly relevant to tourism education and training.

3.3 ANALYSIS OF PRESENT COURSES FOR THE TOURISM AND TRAVEL INDUSTRY

Because of the structure of the education system for tourism in the RSA, the analysis of the courses will be dealt with at tertiary and post secondary levels, distinguishing between formal and non-formal courses. Tertiary courses in the formal and non-formal sectors are provided by the technikons leading to the National Diploma in Tourism and the new National Diploma in Travel and Tourism, or the proposed Travel Agents Certificate. A post-secondary course is available at a number of technical colleges country wide, while numerous private colleges offer non-formal education and training. The available courses will be dealt with in three groups, namely, technikon courses, the technical college course, and courses at private colleges.

3.3.1 Technikon courses

Technikons (and their forerunners, the Colleges for Advanced Technical Education, formerly technical colleges) have been concerned with education for the tourism industry since the early 1970s on a formal basis. The early one-year certificate courses and the first three-year diploma course had a heavy secretarial bias with very limited education in the tourism field.

The guidelines for Tertiary Commerce and General Courses (1979:19-20, 25) listed five certificate courses and one diploma course for education for the tourism industry. These courses were:

- National Certificate : Hotel and Industrial Catering (major Commercial Cookery) - 2 years full-time
- National Certificate : Hotel Reception (Hotel Reception, Customer Relations, Front Office Administration) -1 year full-time
- National Certificate : Tour Guiding (Tourism) - 1 year full-time
- National Certificate : Tourism Clerical (Tourism Techniques) - 1 year full-time
- National Secretarial Certificate : Tourism (Tourism Techniques) - 1 year full-time and/or 2 years part-time
- National Diploma : Tourism (Tourism and Tourism Techniques) - 3 years full-time

The subject Tourism Techniques, which detailed the administrative procedures required in a travel office, was also listed as an elective subject for the National Diploma: Private Secretaries (Tertiary Commerce and General Courses 1979:25).

Initially only the Cape and Pretoria technikons offered the diploma course in Tourism, while the M L Sultan Technikon and those of the Cape, Natal, Port Elizabeth, Pretoria and Witwatersrand also offered the secretarial certificate in Tourism. Cape and Wits Technikons offered the certificate in Hotel Reception, while Pretoria attempted the certificate in Tour Guiding. All the technikons met with opposition from the various sectors of the tourism industry regarding the content of the subject syllabuses, and difficulty was found in placing students in employment, with opposition being experienced especially from the Rapid Results Colleges. This was because of the secretarial basis of the tourism course as perceived by the tourism industry.

In March 1986 the former Government published the Regulations to the Travel Agents and Travel Agencies Act (No. 58) of 1983. Section 9 of the Regulations detailed the subsections (retail travel agent, domestic retail travel agent, tour operator) under which registration with the Travel Agents Board could take place, and the minimum experience and examination qualifications needed for registration. The qualifications listed in Section 9(1)(b) are:

- The IATA UFTAA advanced diploma
- The IATA Airlines courses equivalent to the South African Airways Fares and Ticketing

Courses 1 - 4

- The Associate diploma of the Institute of Travel Management
- The Category III Certificate of the Travel Industry Training Board (COTAC III and the Travel Industry Training Board never materialised and at the time of writing - August 1994 - do not function).

The qualifications listed are all classed as non-formal and were offered only by SAA and some private colleges. Despite representations to ASATA, the Travel Agents Board and government agencies by the technikons involved in tourism industry education, no notice was taken of, nor recognition given to the technikon courses. The technikons, noting the criticism levelled against them (in section, 1.2.1 in chapter 1), dropped the one-year certificate courses and concentrated on expanding and enriching the three-year diploma course. However, Typing and Office Administration were still (compulsory) electives for the diploma course, and although the subject Tourism (which dealt with tourist geography, climate, natural resources, currency, tourist attractions and tourist transport for all countries of the world) was acceptable to the tourism industry, the subject Tourism Techniques was not totally supported because it ignored the requirements of travel agencies, tour operators and transport companies in regard to the calculation of fares, planning of routes and issuing of tickets. As a result, technikon diplomates still struggled to find work. Erasmus (1988:20) found in his study that obtaining the diploma did not permit the diplomate to register with the Travel Agents Board ... (W)ithout registration, solely via the avenues of a COTAC (Certificate in Travel Agency Competency) qualification, the IATA UFTAA Travel Agents Diploma or the IATA Airfares courses, the person can never work as an independent travel agent.

Subject areas identified by the technikons as requiring tertiary level education in tourism courses are management and marketing. This view appears to have support, judging by the number of staff in senior positions in the tourism industry with a commercial degree or diploma. As a result, the technikons offering the (old) Tourism diploma revised and restructured the course, which led to a new qualification - the National Diploma: Travel and Tourism - being introduced in 1992 at the Cape, M L Sultan (Durban), Port Elizabeth, Pretoria and Witwatersrand technikons. When the Natal Technikon decided to rationalise its programmes, the decision was taken that the Hotel School of the M L Sultan Technikon,

would be the one to offer the diploma in Natal. This new diploma, while still emphasising the tourist geography described above, introduced two major changes. Tourism Techniques was replaced with Travel Practice and Management. The Practice module contains all that the previous Techniques offered and introduced fares and routings, incorporating the SAA Fares and Ticketing courses up to level II. This meant that diplomates were immediately employable on both domestic and international levels. The Management module introduced students to the skills required of Financial, Marketing, Personnel and Administrative managers.

The second change was to drop entirely the secretarial subjects of the old diploma course and replace them with Marketing, Business Administration, Financial Accountancy and Personnel Management up to level III and Economics and Business Economics to level II. These subjects can be offered in various combinations. In addition, Mercantile Law, foreign languages, Communication and a computer course are also available. Apart from Tourism and Travel Practice and Management, which are both compulsory subjects up to level III, the other six subjects which make up the requirements for the diploma must be chosen from the 23 subjects mentioned above, all recognised subjects of other established management styled diplomas. The Diploma in Travel and Tourism also prescribes a compulsory co-operative education work component of at least six months in the tourism industry. The five technikons concerned also arranged with the SAA Commercial Training Division for their students to write the Fares and Ticketing and SAAFARI/GALILEO examinations.

Diplomates of this new diploma will be fully and immediately employable at various employment levels in the tourism industry. In line with the proposals of the White Paper on Tourism, where Ecotourism is suggested as the basis for the RSA's tourism industry, students will also study tourism supply and demand, -infrastructure, -resource management, and be introduced to tourism planning, development, research and promotion. The diploma is also designed in such a way that diplomates will be able to proceed to a Higher Diploma, Masters Diploma or Laureatus in Tourism or convert to higher qualifications in Marketing, Personnel Management, Business Administration or Financial Accounting, depending on the subject combination for the first diploma. Holders of the revised technikon Tourism

qualifications will be able to promote the Government's plans for a tourism industry, or be operational in a wide range of jobs in the industry. Some of the eight technikons will also encourage their students to study for the recently revised internationally accepted IATA UFTAA course.

The scope of this study does not extend to the accommodation industry and therefore neither the National Diploma: Hotel Management offered by the Cape, ML Sultan and Witwatersrand technikons, nor the National Diploma: Food Service Management will be discussed. Both of these national diplomas are directed towards the accommodation service sector of the tourism industry, and originated in the certificate courses in Hotel and Industrial Catering and Hotel Reception, respectively, mentioned at the start of this section.

Non-formal education is not ignored by the technikons. From the late 1960s the Cape Technikon offered a course on Travel Agency Procedures which dealt with the operational and administrative procedures of a travel office. Over the years the course evolved to include the SAA Fares and Ticketing courses and has been restructured to offer modules of the full-time diploma course to employees in the industry on a part-time basis. Of the eight technikons some have also attempted to offer non-formal courses but, with the exception of the Witwatersrand Technikon where the Fares and Ticketing and IATA UFTAA courses are well attended, they have experienced little interest from the tourism industry despite calls from this very industry for part-time courses. In a survey conducted by Spencer and Uken (1992:34) which will be discussed in more detail in chapter 5, the authors noted that, while *"...tourism organizations are encouraging their staff to improve their expertise through training..."*, this training *"...is being done by persons and organizations outside the (tourism) firm and at the expense of outside organizations in many respects..."*. The survey also established that 57% of respondents (from throughout the country) were not satisfied with the education and training presently available to the tourism industry.

The new Diploma Travel and Tourism is constructed in such a way that graduates with other qualifications, and employees of the tourism industry with or without formal qualifications, can obtain qualifications, or advanced qualifications in Travel and Tourism. The structure is illustrated in figure 12 on page 88.

Although this section focuses on technikon courses, it is worth considering briefly some other tertiary courses available. The University of Pretoria currently offers a six month part-time (non-formal) programme in Hotel and Tourism Management (TUKS: s.a.). Candidates for the programme need an academic qualification and a minimum of five years relevant industry experience, and attend six-weekly modules during the six month period. Being a management course the modules are marketing, money, people, hotel, transport and tourism management. The programme is aimed at middle management personnel already employed in the industry.

POSSIBLE CONSTRUCTION OF TECHNIKON TOURISM COURSES

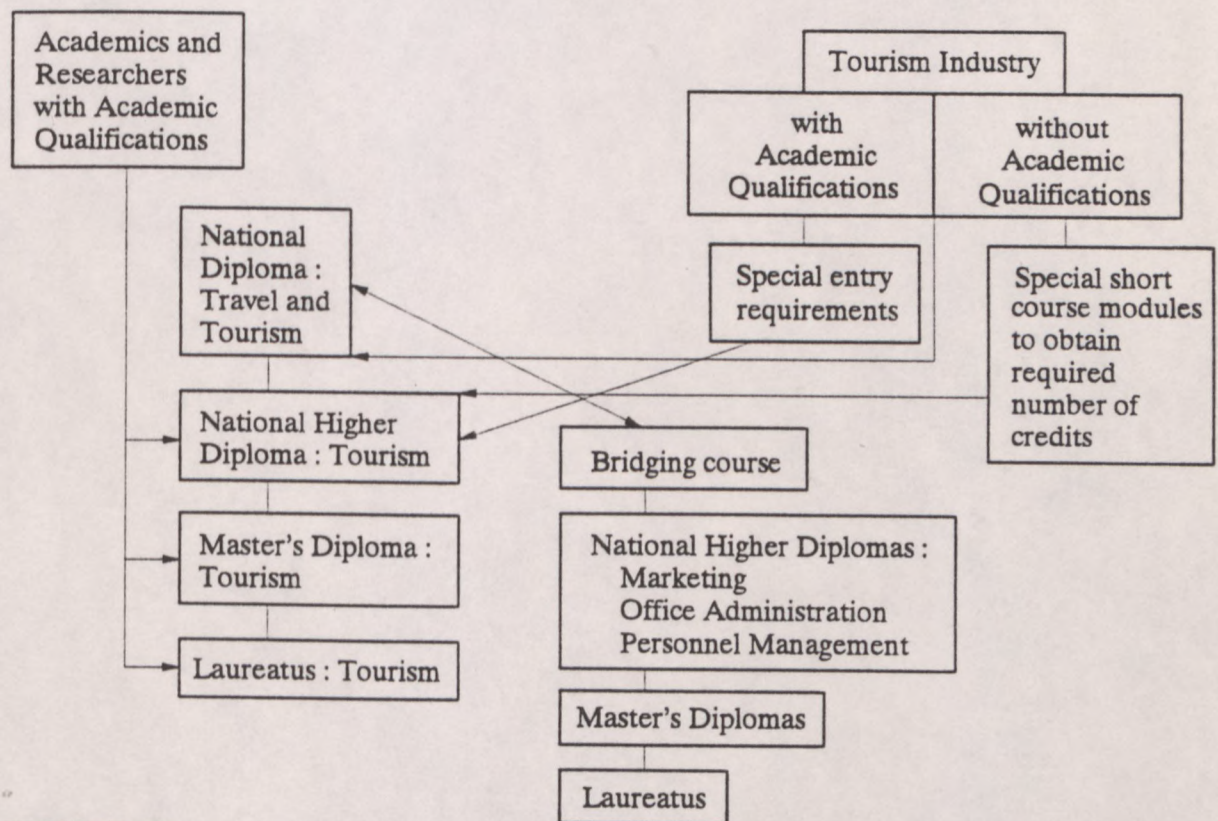


FIGURE 12

The Potchefstroom University for Christian Higher Education (PU vir CHO) offers three-year B.Com degrees in Sport, and Sport and Recreation Science. The major subjects for both courses are Economics, Business Economics and Psychology. For the former course

Sports Science is compulsory, and for the latter course Sport- and Recreation Science. The courses are therefore aimed at the business end of sport and recreation which includes tourism, but is not exclusive to the tourism industry (PU vir CHO 1992:F3-F13).

3.3.2 Technical college courses

The information detailed in this section was obtained from the Cape Town Technical College, and the Chairperson of the Hotel Reception and Tourism course committee at the Pinetown Technical College. The old post-secondary course is currently offered by seven Technical Colleges (or Colleges for Career Education, or Community Colleges) at Cape Town, Pinetown, King Williams Town, Kempton Park, East London, Nelspruit, and Pietermaritzburg, as these organisations strive to establish their identity within the communities they serve, but the course is to be phased out in 1995 and replaced by the new two-year certificate course in (Travel and) Tourism, discussed below.

The technikons decided in 1985 to phase out the one-year certificate, and the two-year higher certificate courses. This gave the technical college movement the opportunity to re-structure their offerings, and they devised the semester N courses with N1 equivalent to Standard eight, N3 to Standard ten, N4 to one semester after the Standard ten level and N6 to 18 months post-Standard ten education. Among the many courses introduced were the Hotel Reception and Tourism courses at N4, N5 and N6 levels.

The emphasis of the old N courses is heavily clerical or secretarial. Students are required to study and pass with a minimum of 40% four subjects at each level. The subjects are:

N4 + N5

- Hotel Reception and Tourism
- Communication
- Typing
- Office Practice

N6

The same subjects but with a choice between Office Practice or Computer Practice.

The major subject (Hotel Reception and Tourism) is a conglomeration of five full one-year subjects, discarded by the technikons when they discontinued the one-year certificate courses, namely Tourism, Tourism Techniques, Hotel Reception, Front Office Administration and Accounts and Customer Relations. By the very nature of the information, and the very wide range of knowledge required, the treatment of the syllabus is only superficial. The technical colleges are now subject to the same criticism experienced by the technikons prior to their change of course contents. In addition, the SAA Fares and Ticketing courses and SAAFARI, the very backbone of travel agents procedures, are "...offered as extra optional courses at some colleges..." (Dawson 1992:2). Erasmus (1988:25) is not very enthusiastic about the N courses which he says are not nearly on the same level of training as the technikon diploma course. Neither can this training lead to registration with the Travel Agents Board as a travel agent. The tourism industry regards the technical college course as inferior. This creates difficulties for students when they apply for work in the industry (Erasmus 1988:39).

The major subject, Hotel Reception and Tourism, is divided into a number of modules with some of the study material progressive while other material is repeated in subsequent study years. The following is a synopsis of the modular structure:

TABLE 4 Technical Course N4 - N6 Courses

MODULE	STUDY MATERIAL
1. World Travel	England, Scotland, Wales, Germany, Italy, France, Switzerland, Austria, Spain, Portugal, Scandanavia, Benelux countries, USA, Israel, Greece and Far East (project only - not for examinations). Tourist attractions, climate, languages, physical features and air transport.

2. South African History (1652 - present)	Background study from tourists' viewpoint and for impact on tourism growth.
3. South Africa	Geographic features and climate.
4. Tourism Development	Brief treatment of basic development, also sociological, physical and economic impact (introductory treatment).
5. Tourism Organisations	Introduction and functions eg. ASATA, SATOUR.
6. Travel Agency Procedures	Basic introduction - functions, services, staffing, reservations (accommodation and travel), itineraries, types of tours, control of funds, documentation.
7. Hotel Work	Basic knowledge of administration and organisation, grading and registration of hotels, front office reception, receptionist duties (reservations, payments, services and duties) security, menu terms, public relations, Aliens Act, Hotel Act, Liquor Act, arranging functions.
8. Peoples and Cultures of the RSA	Basic awareness of population composition, cultural organisations, black ethnic groups, other groups.
9. Tourism in South Africa	Elementary treatment of organisations, infrastructure, tourist attractions.

While this technical college course hovers around the very basic requirements of the tourism industry, the emphasis remains on the secretarial field, and consequently those in possession of a certificate are not easily employable in any sector of the industry.

The new certificate course for technical colleges was introduced in January 1994 and will replace the tourism secretarial course after a year. The new course is divided into four

semester modules leading to a certificate (there is a possibility that this course will be afforded diploma status [3 years post-standard 10] with the addition of one year's compulsory experiential training. This is, however, dependent on the implementation of the proposed new educational dispensation.

Each semester has four subjects geared specifically to the consultants level of employment in the tourism industry. Tourist Destinations is one of the major subjects to be taken throughout the course. The subject contents include: tourist destinations; climate; currency; economic viability; transport modes and physical features of all the important tourist countries around the world. This subject is supported by Travel Services, which deals with all the documentation for travel to, and in, the countries studied in Tourist Destinations, itinerary planning, reservation procedures, and includes the SAA Fares and Ticketing courses, up to at least level II, and the GALILEO reservations system.

The third compulsory subject throughout the course is Travel Office Procedures, which provides the commercial background needed to function effectively in the tourism environment. Topics include: practical bookkeeping; the law of contracts; the contract of sale; credit agreements and certain specific legislation governing the tourism industry. Other topics deal with an introduction to management and marketing, and everyday business economics. The fourth compulsory subject is Travel Communication which emphasises communicating for, and in, the tourism industry.

Technical college students also follow a computer course and may offer German conversation and the new (April 1994) Tourist Guide course accredited by SATOUR. This new tourism course has been designed on the findings of previous Cape Technikon research, (Spencer and Uken 1992), but has yet to prove itself in the market place.

3.3.3 Courses of private organisations

The Travel Agents Act (No 58 of 1983) had prescribed COTAC III as one of the minimum qualifications available to tourism industry employees. The three COTAC courses were to have been prepared and administered by the Travel Agents Board. Neither the Board, nor the courses, found favour with the tourism industry in general, and those colleges

that purchased the course material, and offered the courses, found little enthusiasm for the courses and consequently were forced to adapt and enrich the courses. The private colleges operate in the non-formal educational sector with examinations being conducted, in many instances, by the organisation itself. The Rapid Results Colleges and Kelly Greenoaks all write the examinations of the Institute of Travel Management, which organisation was recognised by the Travel Agents Act and is, at present, and until the Travel Agents Board is scrapped in 1994, the official examining body of the Board. Private colleges can be roughly divided into two categories: those that train towards the SAA courses and examinations; and those that offer a wider education, which is based on the COTAC requirements.

3.3.3.1 COTAC-based courses

From information available to this author, including the mailing lists of ASATA and SAA Commercial Training Division, the colleges offering the COTAC courses as examined by the Institute of Travel Management (ITM), and enriched beyond the basic course, include the following:

- The Rapid Results Colleges in Johannesburg, Cape Town, Pretoria, Durban, Benoni and Port Elizabeth
- Birnam Business College in Johannesburg
- Kelly Greenoaks Secretarial and Business College
- Damelin Colleges in Cape Town, Johannesburg and Durban

The courses are modular and extend over a six month period for the basic COTAC I course, and a further six months for what Rapid Results calls the Extended Travel Programme, which includes aspects of COTAC II and some enrichment subjects. Birnam College offers a business training programme with the "normal" secretarial/clerical subjects, including typewriting, shorthand, word processing and bookkeeping, and the COTAC I syllabus. The Damelin group offers COTAC I and has enriched their course with "management" style subjects, offered over a year.

The COTAC modules are:

TABLE 5

COTAC Modules

MODULE	STUDY MATERIAL
1. Air Travel	Airfare calculations, routings, domestic ticketing, forms of payment, introduction to Bank Settlement Plan, miscellaneous charge orders, 3 letter codes, IATA geographic areas.
2. Tourism A	Geography of South and Southern Africa and Indian Ocean Islands, including forms of transport, currency, tourist attractions, cuisine, accommodation and languages.
3. Tourism B	The requirements as for Tourism A, in the UK, France, Spain, Germany, Portugal, Italy, Switzerland, Austria, Benelux Countries, Scandinavia, Middle East.
4. Agency operations	Retail and wholesale operations, Travel Agent Act, office routines and automation, air, sea, rail and road transportation, foreign exchange.
5. Client Relations	Communication skills, meetings, personal selling, personal development, dealing with people.
6. Enrichment subjects	In addition to the five compulsory subjects detailed above, subjects such as typing, bookkeeping, computer training, office practice and procedures, basic finance and principles of marketing are offered. Each college is free to enrich the COTAC course as they see fit.
<p>The full-time course of the Rapid Results Colleges has the subjects mentioned above, re-arranged to cover tuition over the year and includes :</p>	

7. SAA Fares and Ticketing I and II	Calculation of fares and issue of domestic tickets, alterations and cancellation of tickets, baggage requirement, local and international airport, city and airline codes. International routes and fare constructions and issue of tickets.
8. Pre-entry SAAFARI (This is being replaced by the GALILEO Reservation course)	Requirements for local, national and limited international city, airport and airline codes, IATA structures, baggage requirements, unaccompanied minor regulations as preparation to SAAFARI (South African Airways Fully Automated Reservations Installation).

Modules 1-5 are also offered on a part-time basis over a one year period by the Rapid Results Colleges. Damelin offers modules 1 - 5, SAA Fares and Ticketing, and GALILEO, and enriches their course with Marketing, selling procedures, business administration and client relations.

COTAC II and III were never fully developed because of lack of interest. The Technical Committee of TETASA is at present revising COTAC I and will probably produce COTAC II and III in due course. From November 1994, TETASA will take over the examination function previously fulfilled by the Institute of Travel Management.

3.3.3.2 *South African Airways courses*

In addition to the Damelin, Birnam, Kelly Greenoaks, the Durbanville College and Rapid Results Colleges who incorporate SAAFARI/GALILEO and Fares and Ticketing into their courses, a number of other colleges such as Travel and Tourism International (Pty) Ltd, Travel Agents Training (Pty) Ltd, Protea Travel, Development and Training Strategies and Rennies Travel Training (Pty) Ltd, teach only for the SAA courses. South African Airways also offer training in their own courses at their offices in the major centres in the RSA. All private colleges offering SAA courses will teach the subject contents only. SAA conducts

the examinations, marks the scripts and issues any certificate obtained. Its courses include Pre-SAAFARI, SAAFARI, GALILEO and Fares and Ticketing I - VI, Dangerous Goods and Cargo. SAA will permit only persons who have passed their Pre-SAAFARI and Fares courses to teach the syllabus. Only SAA staff may teach the SAAFARI course and (at present) the Fares and Ticketing courses IV - VI because of the difficulty of the course requirements. The number of tourism industry personnel holding the latter qualifications throughout the RSA is considered by ASATA to be very small. SAAFARI is being replaced by the GALILEO Reservation system which may be offered by any educational institution who employs a qualified trainer.

Many employers and employees in the tourism industry consider the SAA qualifications as sufficient to function effectively.

3.3.3.3 *International Air Transport Association and Universal Federation of Travel Agents Association courses*

The International Air Transport Association (IATA) and the Universal Federation of Travel Agents Associations (UFTAA), have devised two internationally recognised courses which are available for self-study through SAA. The IATA Training Unit is situated in Switzerland and the courses available are the Travel Agents Diploma Courses, Standard and Advanced levels. Some of the private colleges also offer tuition for these courses and the content of both diplomas is fully covered in the technikon's Travel and Tourism Diploma. The Standard diploma is presently under review (South Africa is one of only four countries represented on the revision committee) and COTAC and IATA UFTAA qualifications will be very similar when revised. It is hoped that the international organisation will recognise the South African qualification in the future, allowing holders of RSA certificates to operate in countries abroad. The pass requirements for these courses is 70%, and the syllabuses are extensive although not difficult. Much of what is prescribed does in fact take place daily in travel agencies and tour operations. The organisation does advocate practical exposure of up to five years before attempting the Advanced course. A synopsis of the courses is given below in table 6.

TABLE 6

IATA UFTAA Courses

STANDARD COURSE	ADVANCED COURSE
<ul style="list-style-type: none"> ● Role and functions of IATA and UFTAA ● International industry regulations (eg. Warsaw Convention) ● IATA airline, city and airport codes ● Travel Agency Operations ● Salesmanship ● World Geography-itinerary planning, time lapses ● Study of travel manuals (eg. ABC's TIM) ● Government Travel Requirements ● Different aircraft ● Customer facilities ● Reservation procedures ● Baggage requirements ● Ticketing - issue, prepaid advices, miscellaneous charge orders, credit cards ● Fare calculation - use of Air Tariff manuals, one way fares, circle fare, published fares, mileage system, intermediate points, round trips, special fares, fare constructions, currency regulations, taxes. 	<ul style="list-style-type: none"> ● Industry Regulations (including local laws) ● Office Procedure - planning, ticket control, insurance, accounting, client accounts, foreign exchange ● Automation ● World Geography - physical features, population, transport, tourist attractions (all countries) ● Advanced Air Fare calculations and Ticketing - around the world fares, special fares, fare construction, use of Air Tariff manuals ● Tours - planning, promoting and selling ● Marketing ● Business Travel ● Incentive Travel ● Conferences and congresses

The same examination is set world wide and is conducted in March and September each year. The examination is available in English only, which must make it extremely

difficult for candidates in many countries to obtain the required 70% pass level (75% for the Advanced course).

The above discussion indicates the diversity and fragmentation of education for the tourist industry. This does not imply that there is anything wrong with diversity. What is required, is a system whereby the courses that are available be better co-ordinated to ensure an effective approach to the required education. This diversity is the reason that, under no circumstances can there be any generic training in the industry, but that education and training should be specific and be focused on the functions of specific industry groups (Erasmus 1988:13).

3.4 CURRICULUM DESIGN IN THE RSA

One of the questions asked of the private and technical colleges, when information was obtained about the courses they offered, was the principles on which their courses were founded. Of the 17 (out of 21 organisations) replies received, only two responded to this request and both indicated that their sole criteria when designing courses had been the requirements of travel agents. While this is perhaps the correct answer from non-professional teachers designing non-formal courses, it is hardly the correct approach for formal education. This attitude immediately strengthens the author's call for a course to prepare lecturers in the non-formal sector for the principles of curriculum design.

3.4.1 Areas for consideration in curriculum design

Curriculum design for formal education at technikons in the RSA is undertaken on a committee basis by the various subject groupings of the education departments. Many subject committees use the core syllabus of the South African Certification Council and adapt them for their own needs. Within the borders of the RSA educational policy is determined by the Department of Education and approved by the Minister of Education (Jacobs 1993:1). This is presently still the case, but changes are anticipated. The technikons make use of subject committees under the convenership of a technikon (the Cape Technikon is responsible

for the Tourism courses) but each technikon is obliged to make use of local liaison committees to monitor the teaching of a particular course. The liaison committees are made up of: experts from the technikon; representatives from a particular trade, industry or profession; organisations representing a particular trade, profession or industry; and representatives from other educational institutions offering the particular course under review.

Technical colleges, while still under the control of both provincial education departments and the Department of Education, and expected to fall under provincial governments after January 1995, need to follow national policy on curriculum design to be implemented according to the prescribed, and usually detailed syllabus. At the time of writing (June 1994), the technical colleges write a national examination; set, marked and certificated by the Department of Education. This contrasts with the technikon movement that works from a national core syllabus, which is merely a guideline, as to what should be taught. The work scheme, examination and certification is the prerogative of each technikon, although each is subject to the scrutiny of the Certification Council for Technikon Education (SERTEC).

The HSRC Work Committee: Curriculum Development (1981:133-145) made a number of suggestions for curriculum development in the RSA, among others that

- curriculum design be co-ordinated;
- it be dealt with on a continuous basis;
- curricula should be differentiated;
- curriculum design should be centralised with regional decentralisation;
- bodies concerned with curriculum design take note of the needs of societies and provide for those needs in curricula design;
- a RSA service for curricula design be established and located centrally;
- this service be available to all institutions involved in formal and non-formal education;
- persons be trained to function as curricula experts;
- procedures be worked out for co-ordination in compiling syllabuses, courses and curricula;
- *"...recommendations for the adaption, improvement or innovation of syllabi, courses*

and curricula be motivated by, inter alia, results of scientific investigations" (HSRC Work Committee: Curriculum Development 1981:135).

The term curriculum is used by various authors in different ways. Mostert (1985:9) quotes Jansen, who states that curriculum design is the act whereby the curriculum is established. Jansen further defines such act as comprising aims, selection and ordering of the contents. Hill (s.a.:2) says that "... *the curriculum of a subject is an aspect of formal education, that is, education which is described as conventional, given in an orderly manner, logical, planned and systematic...*", but De Lange and others, such as Rowntree (1981) and Holt (1983), point out that curriculum could refer to either the course or the subject. De Lange links curriculum to the course and syllabus to a subject. By curriculum is meant the scientifically justified planned route to be taken by formal didactics and pedagogics. This route indicates selected, ordered and evaluated objectives, syllabus, didactic consideration and references to obtainable pedagogical fundamentals (De Lange s.a.:2). Krüger says "...*curriculum design is understood as the curricular activity dealing with planning, making, building or constructing of a teaching-learning programme*" (Krüger s.a. a:1).

A number of models of curriculum design have been developed over the years, including the Taylor model (1949), the Wheeler model (1967), the Nicholls model (1972), the Hunkins model (1980), the Oliva model (1982) and the Jansen model of 1984 (Mostert 1985:13-22). Although all these models reflect the views of their individual authors, they all have certain basic principles which Krüger (s.a. b:1) summarised as being those of situation analysis, the formulation of aims and objectives, the establishment of planned learning experiences, the selection and ordering of learning contents, the design of applicable learning opportunities, and ways and means of evaluation.

As a final definition Calitz, du Plessis and Steyn (1982:7) follow the traditional definition of the curriculum as being the planned learning activities which contain the following concepts: situation analysis, aims and objectives, choice of learning content and ordering, learning opportunities, activities and experiences and evaluation. However, they point out that this process must be followed at macro-, meso- and micro-levels.

As this thesis is not concerned with curriculum design this is not the place for a detailed analysis of the steps to be followed, neither for a discussion on curriculum analysis. However, the following figure 13 illustrates quite adequately, for this study, the requirements of tourism curriculum design. When considered in conjunction with figure 14 on page 102 the extent of the diversity of information that will need to be covered in a tourism course for it to be educationally sound, and industry acceptable, becomes clear.

REQUIREMENTS FOR CURRICULUM DESIGN

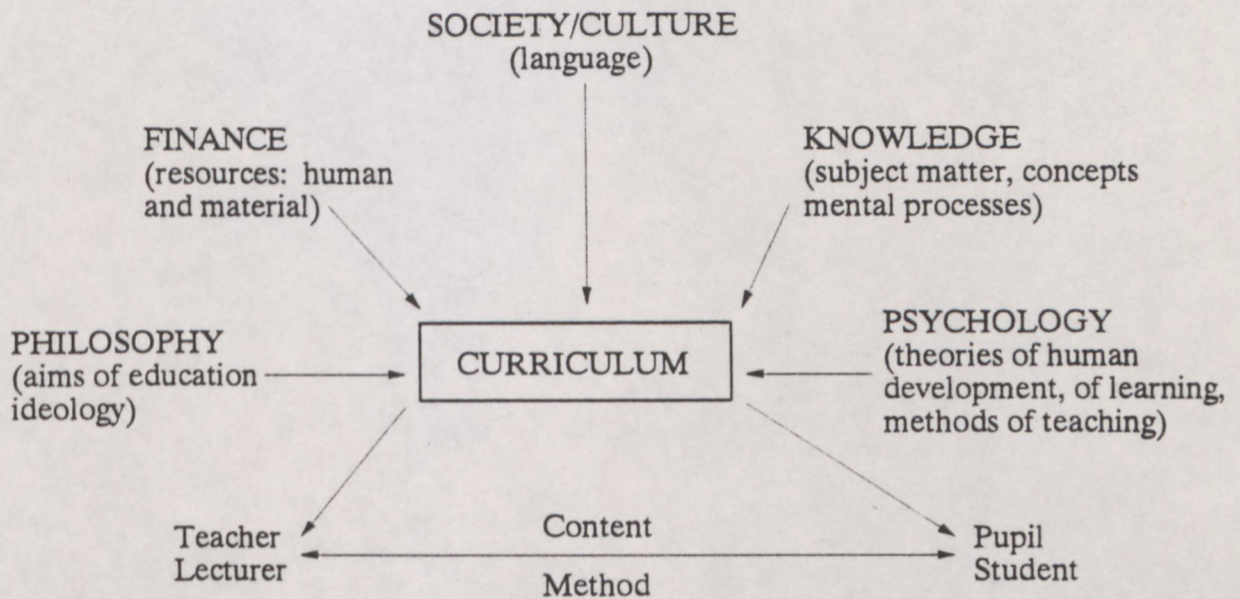


FIGURE 13

Source : Adapted from Bishop (1985:3)

A major point of the figure above, is that there are outside influences that must be considered when planning a curriculum. When considering the criteria for tourism courses, additional aspects are to be considered, as discussed in section 2.3 (being economic, cultural, political, environmental and social impacts). Bearing these in mind, the figure above can be further adapted to reflect the influence tourism, or tourists, have on the host country:

CURRICULUM DESIGN FOR TOURISM EDUCATION

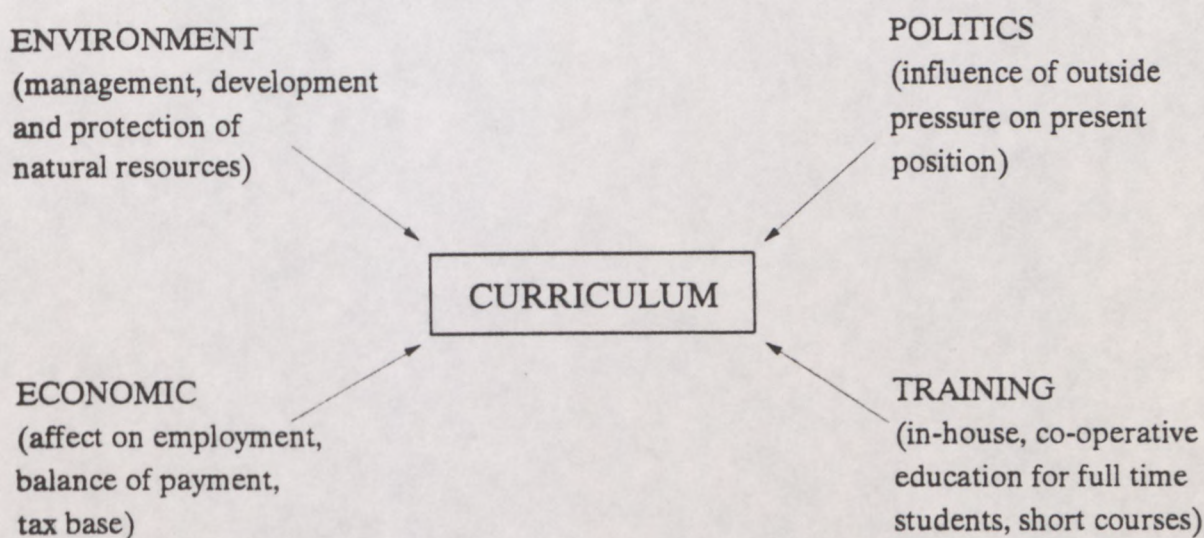


FIGURE 14

3.4.2 Criteria for curriculum design for existing tourism courses

At the macro-level, the criteria for curriculum design for existing tourism courses should have taken into consideration the demands of the economy. The theme of the former Government's White Paper on Tourism, that eco-tourism be the anchor for expanding the economy, is now clearly spelt out for future courses. No such objective was available for existing courses, and they were all developed, formal and non-formal, with the aim of satisfying the employment requirements of the various sub-sectors of tourism industry. This is not to say that an incorrect policy is being followed for the requirements of the industry are to be met on the meso-level. Despite the many courses in existence, and the obvious lack of co-ordination and status, the tourism industry has been well served in terms of a steady stream of manpower which has been able to meet most of the requirements of the industry. Despite this statement, Spencer and Uken (1992:27) found that 57% of respondents to the TETASA survey were not satisfied with the curricula available to the industry. The criticism levelled at courses included:

- lack of practical training in courses;
- courses do not emphasise work pressure;
- unsuitable candidates (for the tourism industry) entering colleges;
- candidates not taught to deal with clients;
- poor general knowledge of candidates;
- too much emphasis on international requirements in courses;
- courses not available in small centres;
- courses ignore marketing, geography, economics and computer skills;
- travel industry basic procedures ignored.

Esterhuysen (1989:38) found a conflict of statements in her survey. Respondents claimed staff were "...well qualified, showed high morale, ability and effectiveness...", but expressed dissatisfaction with available courses, particularly at technikons and business colleges, claiming that "...few, if any, appropriate training courses of great effectiveness existed in practice...". Respondents called for "...more comprehensive courses with specific attention to marketing, public relations, management principles, and statistical interpretation ... at tertiary level".

Curriculum design at the micro-level refers to the work that was done by the various organisations offering tourism courses. In this respect, individual technikons could make minor changes to the prescribed curriculum (meaning the course), but any changes to the course or individual subject, required a submission to the Department of Education via the Committee of Technikon Principals after consensus had been obtained by the technikons offering the tourism course. This was a long process (which could take up to two years for all the prescribed circulations to take place) by which time, the course (or subject) and proposed change was way out of line with industry requirements. Technical colleges are in a similar situation.

The private colleges, particularly those setting their own curriculum and examinations, could respond immediately to any changed needs of the tourism industry. Their criteria for the existing courses were simply the needs of the travel agent or tour operator without regard to macro- or meso-level planning. It is questioned as to whether these organisations follow

any model of :

- situation analysis;
- formulation of aims and objectives (to meet needs);
- selection and arrangement of learning material;
- provision of facilities and organization of methods;
- evaluation of the whole structure (Mostert 1985:17).

Formal educational organisations (technikons and technical colleges) have been forced to follow a lengthy procedure in curriculum (and syllabus) design. Engelbrecht (s.a. : 1) gives a good diagrammatic representation of this structure for the Cape Technikon in the figure below :

KAAPSE TECHNIKON PATROON VIR KURRIKULUM ONTWERP

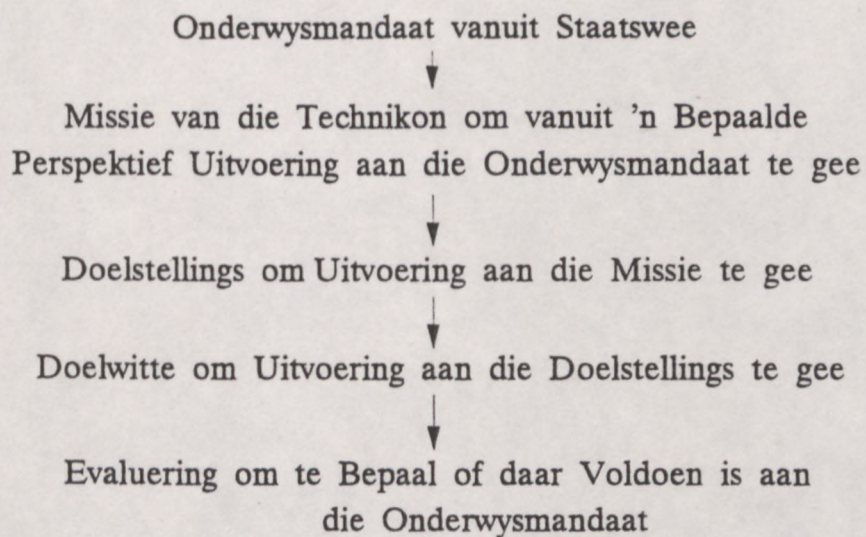


FIGURE 15

Criteria will need to be identified for both formal and non-formal education, as far as curriculum design for the tourism industry is concerned.

Any future tourism industry curriculum will have to differentiate between managerial and operational requirements, with the technikons satisfying the former needs and the technical colleges (community colleges, colleges for vocational education) and private colleges attending to the latter.

Course and subject requirements will be discussed in more detail in Chapter 5.

3.5 SUMMARY

Tourism education is offered formally by technikons and technical colleges, who work in accordance with prescribed curricula. The technikon course is designed to service all sectors of the tourism industry, including management and resources development. The technical college course was aimed primarily at the clerical/secretarial function in the industry, while the 1994 course aims to satisfy the needs of travel agents, tour operators and publicity/information bureaux. However, students who obtain the certificate at N6 level should be able, with some exposure to industry, to start as a junior consultant on the domestic routes in a travel agency.

Non-formal training is offered by private colleges who aim their courses at travel agencies through the COTAC course. Other non-formal training has been attempted by technikons, but they have been unsuccessful in attracting students despite the acknowledged need of the tourism industry for part-time training. The IATA/UFTAA qualifications enjoy very limited interest despite the international recognition the courses enjoy, possibly because of the difficulty in obtaining the course material.

Although much criticism regarding unco-ordinated and fragmented education has been levelled by the tourism industry, the technikon and technical college courses do meet the requirements regarding the principles of curriculum design set by the education departments.

Where this criticism might be valid, is the lack of industry input into course design in the past. The present arrangement is for both types of formal institutions to involve the tourism industry in all aspects of the courses.

Whether the private colleges, with the possible exception of the Institute of Tourism Management course offered by the Rapid Results and Kelly Greenoaks Colleges, involve the industry in their course design is not clear. These colleges prefer to employ ex travel agents and SAA staff to teach their programmes and as such are able to change their courses rapidly to meet industry requirements.

Curriculum design in the RSA has received considerable attention over the past decade after the comprehensive investigation into education undertaken by the Human Sciences Research Council in 1981. There can be little doubt that the "established" courses and subjects are subjected to regular evaluation. Unfortunately, the less important courses and subjects have been somewhat neglected. The author has personally been involved in tourism course design over the past eight years, where little attention was given to the principles of curriculum design, and no industry experts were invited to participate in deliberations. In defence of this statement it must be noted that at all eight technikons presently offering a tourism diploma, the staff teaching these programmes have both academic and industry qualifications and, most important, considerable experience particularly of travel agency procedures and the SAA courses. Even TETASA is attempting to establish criteria for new and revised curricula without following the steps described in the various curriculum models.

Organised accreditation structures are a fairly new concept in the RSA. SERTEC was established in 1986 and similar structures are envisaged for technical colleges and even possibly secondary schools. At the conference held on Quality Assurance in Hong Kong in 1991, a call was made for an international network of accrediting agencies. That meeting resolved that:

- the Hong Kong Council for Academic Accreditation would establish a data-base of evaluation methods of accreditation agencies world wide;

- the USA Council for Post-Secondary Accreditation and Canada were to arrange the 1993 meeting;
- the proposed network of accrediting agencies should be a permanent association;
- the proposed organisation would be known as the International Network of Quality Assurance Agencies (INQAA) (SERTEC 1991:35-36).

In chapter four consideration will be given to the organisations in various overseas countries involved in tourism course evaluation and accreditation, if any, and what criteria are to be taken into consideration when deciding on the worth of a particular tourism course.

CHAPTER 4

CURRENT TRENDS IN EVALUATION AND ACCREDITATION OF TOURISM AND TRAVEL EDUCATION AND TRAINING IN SELECTED OVERSEAS COUNTRIES : AN EXPLORATORY STUDY

4.1 INTRODUCTION

At present, no organisation is functioning effectively in South Africa to evaluate tourism education. TETASA was established in November 1991 to perform this function, but because of both the difficulty of obtaining funds for this organisation and the general opposition from travel agents the Authority is only now functioning. Let it be said at this point that the opposition is not so much directed against co-ordination, upliftment and enhancement of tourism courses, but against the proposed levy to be directed at travel agents and tour operators to finance TETASA. The Hospitality Industry Training Board (HITB) of South Africa has a 1% levy on the total remuneration package of employees. This levy is used to refund employers, who send their employees on (HITB) accredited courses, by up to 80% of the course costs.

In the White Paper on Tourism, paragraph 9, the tourism industry's desire to establish a training board in terms of the Manpower Training Act of 1981 was noted. Whether this Board should be a separate entity (TETASA) or part of the Hospitality Industry Training Board is still not finally settled. The White Paper calls for input from technikons and universities in helping to set course standards that should conform to international programmes.

As far as the technikon movement is concerned, the Certification Council for Technikon Education (SERTEC) was established by Act No. 88 of 1986 to ensure that the education offered at the various technikons was of an acceptable and mutually comparable

standard. The Council and the regulations governing it were to be comparable with similar bodies overseas. SERTEC monitors all curricula of technikon programmes, including those for tourism courses. This is different to what exists in some overseas countries where in fact specific industry organisations exist to monitor the tourism courses. In this chapter attention will be given to some overseas organisations that monitor formal and non-formal education and training on the one hand and, where possible, to structures especially created to evaluate and accredit tourism courses on the other hand. The countries selected were the United Kingdom, the United States of America, Australia, Kenya and Argentina.

Because the RSA's education system was modelled on that of Britain, and presently still follows closely that country's structure, valuable insights can be obtained by investigating current practices there. The United States, the bastion of free enterprise, should reveal comparable institutions worth studying. Australia, like South Africa, is a "long-haul" tourist destination and similar in development, climate and natural resources. Kenya, on the African continent the most visited country, has adopted the British system of education and Argentina, long part of a dark and undeveloped continent, could reveal interesting and worthwhile developments. The study will therefore look at available First and Third World accreditation structures.

The primary and secondary information for this chapter was obtained from sources in the different countries selected. Firstly, the author visited England, Scotland and Wales in 1989 and has maintained on-going correspondence with various educational institutions since then. Secondly, a member of the staff of the Tourism department of the Cape Technikon visited Australia in 1989, and a founder member of TETASA and former head of the Tourism department of the Witwatersrand Technikon (and the sole South African representative on the committee rewriting the International Air Transport Association courses), both provided information on Australasia. Thirdly, some of the information on the USA and Kenya was obtained from personal contacts made by the author when attending a Tourism Development and Planning course at the University of Surrey in 1989. Fourthly, the information on Argentina was obtained by this author during a visit to that country in July 1993, while the Argentina Embassy in Pretoria provided further information through the cultural attaché. Fifthly, the interviews in Buenos Aires were conducted with the Academic

Vice-Rector of the University of Salvador, the University's representative with the Ministry of Education and the Professor of Modern Languages, and with the Head of the Education Desk of the Secretariat for Tourism, responsible for tourism education in Argentina in co-operation with the Ministry of Education. Lastly, additional, more pertinent follow-up information was requested for from each country through correspondence in August 1992. The following table illustrates the response :

TABLE 7 Correspondence

COUNTRY	NUMBER OF LETTERS MAILED	NUMBER OF RESPONSES	NUMBER OF USABLE RESPONSES
Argentina	8	3	2
Australia	6	5	4
Britain	4	4	4
Kenya	7	3	1
Spain (WTO)	1	1	1
United States of America	9	6	3
	35	21	14

The letter sent to the 35 organisations, including the Argentina Consulate in Pretoria, the RSA embassy in Kenya and the World Tourism Organisation in Spain, explained briefly the formation of TETASA in the RSA and the function to standardise, evaluate and accredit present and future courses in tourism studies. Correspondents were requested to give any information, and if possible documentation, on any established system of evaluation and/or accreditation for tourism education, both formal and non-formal, in their respective countries. If no system existed, respondents were requested to indicate this state of affairs.

Because the entire education system in the RSA was originally based on the British one, and present tourism courses are similar to those offered in Britain, that country was visited to obtain most of the information. The discussions that follow will look at general

systems of evaluation and accreditation in each country and any system specifically for tourism courses.

4.2 ORGANISATIONS INVOLVED IN EVALUATION AND ACCREDITATION OF HIGHER EDUCATION IN SELECTED COUNTRIES

Numerous organisations for the evaluation and accreditation in higher education, both formal and non-formal, exist, some with state and industry support, others without. This study does not claim to be comprehensive; at most, it will attempt to discuss some of the most important organisations in the following five countries selected.

4.2.1 The United Kingdom

Prior to 1992 two of the more important accrediting organisations in the United Kingdom (England, Scotland and Wales) were probably the Council for National Academic Awards (CNAA) and the Academic Audit Unit (AAU) of the Committee of Vice-Chancellors and Principals of British Universities. Two other associations that are most active in education circles are the Business and Technician Education Council (BTEC) and City and Guilds of London Institute (CGLI).

4.2.1.1 *The Council for National Academic Awards (CNAA)*

This Council was proclaimed by Royal Charter in 1964 to , "...*promote and maintain high academic standards ... by granting academic awards ... (and) may determine the conditions for approving courses and conferring awards, paying particular regard to the standards achieved by students and the quality of teaching offered...*" (SERTEC 1991:3). Although the CNAA was phased out in 1993 after Polytechnics opted for university status and the function of evaluating their qualifications fell to the Academic Audit Unit of the Committee of Vice-Chancellors and Principals of British Universities, this section offers a summary of the most important functions of the CNAA under its Charter :

- to approve offerings of polytechnics that led to CNAA awarded degrees;
- to ensure and maintained standards and consistency throughout higher education, including the universities;
- to monitor the curriculum (course), syllabus (subject content) and practical training, the qualifications and experience of lecturers, teaching facilities, admission requirements, students' achievements, quality of teaching, student evaluation and the appointment of internal and external examiners;
- to appoint validating committees from its own ranks or external bodies (numerous committees exist including the Business and Management Committee which controls any tourism-related course);
- to define the standards against which each course was measured in terms of its objectives, education, curriculum, structure, standard, teaching method, form of assessment and entry level;
- to ensure that each approved course complied with the Council's general aim of developing the whole person academically, intellectually and socially;
- to monitor the facilities available to students, especially the support services (eg. library);
- to ensure that peer groups from inside and outside the organisation seeking accreditation approved of the whole organisation (curriculum, subjects, staff and facilities), and that local commerce and industry supported the organisation;
- to ensure that impartial external examiners approved the student evaluation system in order to ensure the maintenance of standards of examining;
- to review, at intervals not exceeding seven years, each accredited establishment, in terms of curriculum, research, ability to maintain standards over a period of time and safeguard the educational experience of its students;
- to meet all requirements where an institution lost accreditation, ceased to offer a course or restructured a course through its validating authority;
- to recognise credits obtained in courses accredited by Business and Technician Education Council and the Scottish Vocational Educational Council in partial fulfilment of Council for National Academic Awards qualifications (SERTEC 1991:3-9).

The latter Councils were established to ensure that the institutions and courses under their control maintained a high academic standard. The criteria that are listed above have evolved and been tested over a period of time and provide an excellent basis for an accreditation system for this country. No doubt SERTEC has incorporated the best of these criteria in its conditions for technikon evaluation, and no doubt there will be criteria that could be profitably used for the proposed tourism evaluation and accreditation.

4.2.1.2 *The Academic Audit Unit (AAU) of the Committee of Vice-Chancellors and Principals of British Universities (CVCP)*

This organisation was established in 1990 and is responsible to the British public for the academic standards maintained by each and every university individually. The Academic Audit Unit is obliged:

- to monitor each university's methods of meeting its stated aims and objectives;
- to comment on the procedures each university follows regarding the maintenance of standards;
- to suggest sound practices to improve standards, where such improvements are deemed necessary;
- to maintain the system of external examinership nationally;
- to report annually to the Committee of Vice-Chancellors and Principals of British Universities on the academic operations of all universities.

As all universities claim autonomy, granted by Royal Charter or under an Act of Parliament, each one is free to devise its own curriculum and confer its own qualifications. However, the Academic Audit Unit must ensure that the standards of instruction are maintained and hence each university is audited regularly. The Academic Audit Unit has the authority to ensure only that each university publishes a positive report on its activities every three years.

4.2.1.3 *Further and Higher Education Acts*

In March 1992 the British Parliament passed two Acts - the Further and Higher

Education Act (England and Wales) and the Further and Higher Education Act (Scotland) - to reform higher education in the United Kingdom. These acts effectively abolished "...*the binary line between universities and polytechnics...*" and after 27 years brought to an end the Council for National Academic Awards' role of "...*maintaining and improving academic standards during a period of rapid expansion...*" (Council for National Academic Awards 1991:6). The particulars of the two Acts are detailed in the (British) Government's White Paper "*Higher Education - A new framework*" (CM 1541) published on 20 May 1991. The main aims of these Acts are:

- *"to abolish the distinction between universities and polytechnics;*
- *to enable the polytechnics to award their own degrees and, if they so wish, to call themselves universities;*
- *to create single higher education funding councils in England and Wales to support all higher education institutions: universities, polytechnics and colleges"* (Committee of Directors of Polytechnics - CDP - s.a.);
- *"establish a new national quality audit unit and quality assessment committees in the funding councils"* (Council for National Academic Awards, 1991).

These Acts recognised the equal standing of all higher education institutions and gave credit for the contribution made by the polytechnics over the past decade to the British education system. The changes provided for in the Acts removed any barriers among higher education institutions and provided a basis for planned expansion in higher education. The aim of the new universities will be to maintain the "...*full range of courses, vocational and non-vocational at degree, diploma and certificate levels ... (and) will continue to have close links with employers and local communities*" (Committee of Directors of Polytechnics s.a.).

Institutions that have not received degree-awarding powers, or research degree students at non-educational establishments, will either have to find a degree-awarding partner to accredit the courses or affiliate themselves to the Open University. This latter university (similar to UNISA in the RSA) operates in all parts of the UK and it has established a Validation Services department "...*to validate the degrees of other academic institutions previously validated by the Council for National Academic Awards...*" (Council for National Academic Awards 1992:2). The University's Validation Board will be modelled on the

Council for National Academic Awards and will observe the same aims and objectives as explained above.

For those newly autonomous universities and polytechnics that have been granted degree-awarding powers a new organisation has been formed - the Higher Education Quality Council (HEQC) which is owned by the Committee of Directors of Polytechnics, the Committee of Vice-Chancellors and Principals (of British Universities) and the Council of Scottish Centrally Funded Colleges. The Higher Education Quality Council will pursue three major functions: quality audit, credits, access and quality enhancement. It will function and fulfil the obligations of the former Academic Audit Unit. The Committee of Directors of Polytechnics will also cease to function and all its members will become members of the Committee of Vice-Chancellors and Principals (of British Universities). All 33 polytechnics in England, both the Scottish polytechnics and the Welsh polytechnic have been afforded degree-awarding status and have converted to university status. *"Three kinds of institution in the UK (now) offer higher education programmes. These are universities; colleges and institutes of HE; and a number of degree awarding colleges ... Other colleges and institutions of HE offer courses leading to degrees which are validated by one or more of those institutions able to award their own degrees..."* (Committee of Vice-Chancellors and Principals of British Universities 1992).

4.2.1.4 *Scottish Vocational Education Council (SCOTVEC)*

The Scottish Vocational Education Council, established in 1985 by the Secretary of State for Scotland, *"...is the national body in Scotland responsible for developing, awarding and accrediting vocational qualifications..."* (Scottish Vocational Education Council s.a.). Its aim, in conjunction with commerce, industry, government and educational organisations, is to ensure flexible, nationally and internationally recognised, qualifications relevant to employers needs.

With the demise of the Council for National Academic Awards, the Scottish Vocational Education Council embarked on a new course of Quality Framework. From August 1992 *"...two types of approval will be applied consistently across all types of centre*

and across all parts of Scottish Vocational Educational Council provision..." (Educa 1992:2). In the first case, the centre offering education will be subject to approval in terms of its management, staffing, quality standards control, facilities and external verification. The second level of approval will apply to specific courses not previously offered.

With the publication of the Further and Higher Education Act (Scotland) the Scottish Vocational Education Council embarked on a new range of General Scottish Vocational Qualifications (GSVQs) with a view to, among other things, "*...improve participation and choice and raise skills levels by expanding the use of higher education and encouraging the further development of the Scottish Vocational Education Council advanced courses programme...*" (Kenny 1991:1). The Scottish Vocational Qualifications are to provide preparation for employment in a wide range of sectors, including leisure and tourism.

Those Scottish Institutions that do not acquire the autonomy to offer their own degree awards can rely on the Scottish Vocational Education Council for guidance and assistance with courses. The Scottish Vocational Qualifications are available at three levels: level one is a broad-based 12 module (credit) national certificate; level two is the national certificates in five areas, including leisure and tourism, with 12 credits required to obtain the certificate; and level three, needing 18 credits to obtain the certificate. The higher the level studied, the greater the degree of difficulty of the prescribed work. The Scottish Vocational Qualifications provide access to either direct employment, further training, or institutions of higher education. This will enable students to accumulate credits towards the Higher National Certificate (HNC) or Higher National Diploma (HND) courses, and where a linkage has been planned between the Higher National Certificate, the Higher National Diploma and degree courses, credits towards such degree study will accumulate (Scottish Vocational Education Council 1992:1).

The Scottish Vocational Education Council introduced in respect of accredited courses further innovation by restructuring the Higher National Certificate, the Higher National Diploma and degree programmes to allow students to exit degree courses after year one or year two, which correspond to Higher National Certificate and Higher National Diploma courses, and be awarded a Scottish Vocational Education Council qualification which is

recognised in the market place. These negotiations and agreements are under the auspices of the Scottish Vocational Education Council Advanced Courses Development Programme (ACDP), which will cease to function when the Advanced Course Development Programme has transferred all the Scottish Vocational Education Council's advanced courses into modular form. Scottish Vocational Education Council qualifications are recognised throughout the United Kingdom through the National Council for Vocational Qualifications (NCVQ), responsible for accrediting qualifications in England, Wales and Northern Ireland.

A further innovation of the General Scottish Vocational Qualifications is the development of the Record of Education and Training (RET) which is a cumulative record of a candidate's achievements in vocational education and training (including industry awards) which allows the candidate to transfer between educational institutions, depending on the number of credits held, or to obtain a specific Higher National Certificate or Higher National Diploma of the new Advanced Courses of the Scottish Vocational Education Council and the Business and Technician Education Council, which have signed an agreement to accredit each others' qualifications, beginning with the Higher National Diplomas. This will lead to national recognition of courses accredited by these two agencies and ensure greater access to higher education for students falling within the ambit of either organisation. The agreement covers a wide range of areas including mutual recognition of qualifications, accumulation and transfer of credits and marketing of services.

4.2.1.5 Business and Technician Education Council (BTEC)

The Business and Technician Education Council is an independent organisation, established by the UK Department of Education and Science, which accredits vocational courses of colleges and educational organisations to offer Business and Technician Education Council courses in a variety of areas, including hotel and catering, and leisure and tourism. The Business and Technician Education Council's aim is to promote and develop high quality, work-related courses which will be recognised by educational organisations, commerce, industry and employers throughout the UK. The Business and Technician Education Council accredits the staff, facilities and resources, and consults with local commerce and industry on a particular course. The Business and Technician Education

Council courses, or college courses accredited by the Business and Technician Education Council, are available at first, national and higher national levels for both certificates and diplomas; the general division being that part-time studies lead to a certificate and full-time studies to a diploma qualification. The qualifications are progressive, culminating in the Higher National Diploma which itself can allow entry to some degree courses. The Further and Higher Education Acts have not affected the functioning of the Business and Technician Education Council, other than that the polytechnics that had previously been Business and Technician Education Council accredited educational organisations offering Business and Technician Education Council courses, opted for university status and degree-awarding powers, and would no longer offer Business and Technician Education Council courses (Business and Technician Education Council 1990:1-5).

4.2.1.6 City and Guilds of London Institute (CGLI)

A private organisation, similar to the Business and Technician Education Council, which enjoys the recognition of the National Council for Vocational Qualifications, particularly in the case of courses jointly administered by City and Guilds of London Institute and an industry training board. City and Guilds of London Institute offers courses at various levels, from pre-vocational and Youth Training Scheme to licentiateship and Insignia status, which are that organisation's equivalent to degree and Higher National Diploma courses.

The City and Guilds of London Institute does not accredit an educational institution to offer its courses but allows any approved college to teach any of its curricula. The City and Guilds of London Institute is the examining body for its courses, maintaining standards through its examination and certification structure throughout the United Kingdom and wherever its courses are offered elsewhere in the world. The City and Guilds of London Institute also offers a service in uplifting colleges whose results are not satisfactory, but they do not interfere in the functioning of the college in any other way. Their courses are prepared, revised, updated and monitored by a panel of experts from commerce and industry (for example, the Association of British Travel Agents (ABTA), leading travel agents, airline staff and educators will sit on the committee for the Certificate in Travel Agency Competence (COTAC).

In addition to the organisations mentioned above, who will accredit/control/monitor/examine courses for the tourism industry (as well as other programmes offered by the educational institution), the Association of British Travel Agents offers courses through its National Training Board. Although not the only organisation outside the formal education sector, it is probably the best known and most inclusive in Britain. There are other organisations such as the Air Transport Industry Training Association, the Guild of Guide Lecturers, British Incoming Tour Operators Association and the Road Transport Industry Training Board, but they are too small or too specialised to warrant deeper investigation. It is sufficient to note that, like the Association of British Travel Agents, they have their aims and objectives when it comes to courses and methods of controlling the training that takes place for that particular industry.

4.2.1.7 *The Association of British Travel Agents (ABTA) National Training Board (NTB)*

The Association of British Travel Agents works in conjunction with the City and Guilds of London Institute (who awards the qualification) in accrediting an educational centre (or travel company that offers in-house training for its staff) to assess students following a National Vocation Qualification travel course.

From June 1991 the National Vocational Qualification introduced a work-based assessment which made it necessary for the "...*awarding body* (City and Guilds of London Institute for Association of British Travel Agents approved courses) *to introduce a comprehensive quality assurance and control system to ensure that assessment was carried out to National Standards...*" (ABTA 1992).

Any organisation wishing to offer an Association of British Travel Agents approved courses, applies to the Quality Assurance Control (QAC) Unit of the Association of British Travel Agents for accreditation. The Quality Assurance Control Unit will visit the institution to ensure that the standards of teaching, lecturers and facilities, administration and student assessment meet the requirements of the Association of British Travel Agents. All conditions of the Quality Assurance Control Unit must be met before "...*full approval is granted for an unlimited period subject to the satisfactory outcome of an annual review of standards...*" (Association of British Travel Agents 1992), conducted by the External Verifier. Some of

the criteria that the Accredited Organisation is obliged to meet are the following:

- to demonstrate an acceptable standard in the use of a wide range of assessment techniques;
- to maintain an examination administration section;
- to operate an effective internal quality control system;
- to nominate an industry competent specialist lecturer to co-ordinate and assess the course and act as Internal Verifier;
- to maintain staff development programmes to ensure an acceptable (to the awarding bodies) standard of teaching;
- to maintain a fully operational resource and training centre;
- to maintain records of workplace assessment of students and assessors for assessment.

Prior to June 1991, and due to be phased out by June 1993, a Seal of Approval was issued by the Association of British Travel Agents to full-time educational institutions offering courses in travel and tourism. This Seal of Approval was issued to colleges, institutions of Higher Education and polytechnics (as well as industry courses), but its withdrawal has been timed to coincide with the implementation of the Further and Higher Education Acts, which means that polytechnics will no longer offer the Business and Technician Education Council, the Association of British Travel Agents or any other private institution courses, including travel and tourism courses. Educational institutions not covered by the Higher Education Act that offer the Association of British Travel Agents/City and Guilds of London Institute courses will retain the Seal of Approval already granted but automatically fall under the new accreditation of centres system. The criteria for accreditation (the Seal) were basically the same as for the new accreditation system but for one important additional item. The accredited course offered by the educational institution had to be fully documented in a published course syllabus which detailed:

- the aims and objectives of the course;
- the persons for whom the course was intended;
- the standards required of candidates to successfully complete the course;
- the conditions for (measuring the) assessment of the course.

The Seal of Approval was also granted to educational institutions and industry

organisations that offered part-time classes towards a recognised Association of British Travel Agents/City and Guilds of London Institute or Business and Technician Education Council course or short course training for the tourism industry. Such organisations nevertheless had to comply fully with the accreditation criteria laid down for full-time courses. The same criteria for full-time and part-time Association of British Travel Agents, Association of British Travel Agents/City and Guilds of London Institute, City and Guilds of London Institute and Business and Technician Education Council courses also applied to the Scottish Vocational Education Council national certificate in Travel course.

One interesting course that falls outside the parameters of any accrediting agency in the UK (but is covered by the new Further and Higher Education Act), is the postgraduate diploma in European Tourism Management which is offered collectively at the Dorset Institute (this educational body is not included in the Universities checklist as having assumed the name of university), the Netherlands Institute of Tourism and Transport Studies (Breda), the Fachhochschule in Heilbron (Germany) and the Université de Savoie in Chambéry, (France), and which is open to students from all over the world. The course begins with a one month introductory programme at Dorset (in English) followed by the first semester in English at either Dorset or Breda and the second semester at Heilbron (in German) or Chambéry (in French). The aims of this course are: to development management level expertise for European Tourism; to improve policy-making; and to promote national characteristics of tourism. The course requirements include a first degree in tourism, economics, geography or business studies, and the General Certificate of Education advanced level English, French or German.

Information in this section suggests that too many organisations with accreditation powers exist in Britain. In some instances there is obvious co-operation between agencies, and it would appear that the Association of British Travel Agents will have a strong voice in courses aimed specifically at the travel industry.

4.2.2 Kenya

The government established the Commission for Higher Education in 1985, which is

the current accreditation body for private universities. The public universities are established by a Parliamentary Act, while the private universities operate on a letter of authority. At this point only the University of Nairobi functions as a state institution. A similar body for public universities was in the process of being established in 1992. The Commission has jurisdiction over colleges of higher education, including tourism courses, as far as the orderly development of university education is concerned; private institutions offering short courses are left to their own devices. Within the formal education sector, the Kenya Utalii College is responsible for tertiary tourism education in Kenya, while the Kenya Polytechnic is concerned with short courses for the tourism industry. The Commission for Higher Education has as its functions:

- to promote the objectives of university education;
- to advise the Education Ministry on the establishment of public universities (only one at present);
- to co-ordinate the planning, staffing and physical development of university education;
- to maintaining course and examination standards;
- to inspect universities;
- to liaise with government on university development;
- to accredit universities;
- to advise persons wishing to start private universities;
- to co-ordinate education and training in post-secondary schools (SERTEC, 1991:34).

The Kenya Institute of Education, a government agency, has as one of its functions the development and co-ordination of curricula, and the setting and control of examinations. The latter duty is subject to the scrutiny of the Kenya National Examination Council. The four universities in Kenya report academic matters to the minister of Education, whose Commission for Higher Education co-ordinates the functions of institutions, staff (both academic and administrative), administration and students. These organisations and activities are governed by an Act of Parliament.

While the Utalii College appears to be well geared to providing education for the tourism industry, insufficient information was obtained, despite repeated requests, to form a meaningful opinion on education in this country.

4.2.3 United States of America

Whereas Britain has established a tight form of accreditation, which for South Africa is probably more in line with the traditional way of top-down control, the United States has moved in the direction of encouraging each discipline to arrange for its own system of accreditation, which recognises the individuality of organisations, courses and subjects. Accreditation is predominantly voluntary and private sector driven, evaluating educational quality and emphasising self-evaluation and self-regulation, with general and variable criteria, relying on outside consultation for the institutions research, planning and development.

Accreditation for Higher Education in the USA had its beginnings in 1906 when the National Association of State Universities decided to "*...present a plan for establishing, preserving and interpreting in common terms the standards of admission to college ... to ensure just understanding and administration of standards...*" (SERTEC 1991:18).

The Council on Post-Secondary Accreditation (COPA) is the overall guiding agency. It is not prescriptive, but encourages voluntary regional accrediting commissions (nine in total) and national commissions (six), themselves accredited to the Council on Post-Secondary Accreditation. Private specialised accrediting agencies exist for professional occupations especially where professional competence is a matter of public concern. The Council on Post-Secondary Accreditation recognises about 40 such specialised agencies who in turn serve as monitoring bodies for about another 30 review committees (SERTEC 1991:24).

Since accreditation in Higher Education began in the USA, a number of definite changes in the operational method have taken place. Specific quantitative criteria have been replaced by qualitative general criteria, observing the individuality of the educational institution rather than conformity to set regulations. Self-evaluation and self-regulation has replaced external control and institutions are encouraged to improve standards rather than accept judgement by an outside agency.

Two types of accreditation still exist: accreditation in terms of an institution's objectives, staffing, facilities, administrative organisation, and curricula; and accreditation

that focuses on specific programmes in terms of their objectives and the needs of the local community. Because the accreditation process is not prescriptive, meeting the minimum standards (for accreditation) is a matter of value judgements by the experts involved in the accreditation exercise when determining whether the institution/programme objectives are being met (there are therefore no measurable indices against which the judgements can be made). *"Appropriateness is assessed in two ways. First, are the objectives consistent with the stated mission and goals of the institution or programme? Second, are the objectives consistent with a broad concept of post secondary education?"* (SERTEC 1991:21). For example, the School of Hospitality Management of Florida International University has an active Industry Advisory Board comprising executive members of the hotel, travel and food industries and faculty members and students to formulate and update a curriculum that is current, flexible, and related to the needs of the hospitality industry (University of Florida, s.a.). The programme, policies, requirements and regulations of the School are constantly reviewed to meet the needs of commerce and industry and to observe the guidelines of the Florida Board of Regents (the accreditation agency).

Generally speaking, the accreditation process is marked by the following stages :

- the educational institution develops its Higher Education mission statement or objectives which will describe the education process within set parameters and guidelines of an accrediting agency;
- the expectations of the educational organisation is considered in terms of the criteria, standards or requirements of the accrediting agency;
- the process of self-evaluation is a detailed investigation by the organisation in terms of its objectives, to produce a report that forms the basis for the accreditation process;
- the educational institution submits the self-evaluation report by way of application to the accrediting body for external survey;
- the accrediting body will invite to the educational institution peers, that is experts, who will verify the validity of the report in terms of the effectiveness of the particular institution's stated objectives;
- accreditation status of an individual institution implies that :
its educational objectives are being met,
it is making optimum use of all resources in achieving the stated objectives, and

there is evidence that it will continue to meet its objectives in the future.

- the stated goals of the Council on Post-Secondary Accreditation are:
 - to foster excellence in higher education programmes;
 - to encourage improvement through self evaluation;
 - to assure the general public, commerce and industry that the accredited institution is following its clearly defined objectives;
 - to assist both established and developing institutions to meet their objectives;
 - to encourage diversity in post-secondary education;
 - to protect institutions against influences that may adversely effect the academic freedom and effectiveness (SERTEC 1991:20).

Despite the limited information available, one is confident that the accreditation structures in operation in the USA will ensure the protection of the student in choosing a reputable course of study.

4.2.4 Australia

Accreditation for post-secondary or higher education is the responsibility of the Australian Council on Tertiary Awards (ACTA) (and its predecessor the Australian Council on Awards in Advanced Education) which was established by the Australian Education Council in 1985. The functions of the Australian Council on Tertiary Awards are :

- to ensure consistency in the standards of courses and the national system of higher education awards;
- to establish a consistency between courses and their awards;
- to maintain liaison between the various Ministers of Education and other interested parties;
- to provide information at a national level on all courses and awards;
- to keep a National Register of Tertiary Awards;
- to issue guidelines for the information in the Register, the system of awards, course standards, accreditation and re-evaluation and general conditions for accredited courses (SERTEC 1991:27).

These conditions apply to each of nine categories of awards from certificate to doctorate. Each of the six states and the two territories are represented on the Australian Council on Tertiary Awards and the requirements for the accreditation of a course include the following:

- the educational principles and standards of the institution;
- the objectives of the course and how these were decided;
- the duration of the course (certificate, diploma, degree);
- the full scope of each subject in the course and the degree of effort required to master the contents of the syllabi;
- the methods of assessment and the role of external examiners for higher degrees;
- the balance between skills and intellectual requirements;
- the arrangements for practical training if included in the course;
- full details of staff teaching on the course, including expertise, qualifications and experience;
- the arrangements that will allow students to transfer to other courses (SERTEC 1991:28).

The Australian Council on Tertiary Awards will not automatically re-accredit a course. Strict regulations exist for accreditation and re-evaluation. The accreditation panel is either appointed by the accrediting authority or the institution itself (if the latter enjoys that delegated right) and comprises experts in the field of the accredited course (including employer groups and professional bodies) and educationists from the home institution and other educational bodies. Such assessment takes place every three to five years.

The government (or state) education authority and any other interested educational authority are represented on each state accreditation board including the Technical and Further Education organisation (TAFE) (a body similar to the Council for National Academic Awards in Britain).

4.2.4.1 *Technical and Further Education (TAFE)*

The Technical and Further Education body is a nationwide operation, whose system

of education and training is aimed at "...making sure that the State's industries, government services and business enterprises have the skilled and adaptable workforce they need to run efficiently and competitively (and) giving its students the skills they need to work confidently and competently in their jobs, gain recognised qualifications, develop their talents, advance their careers and adapt to changes in the demand for skills..." (TAFE 1989:3). The nationwide network allows for students to transfer to other Technical and Further Education recognised institutions in other states and for awards and qualifications to be recognised countrywide.

The Technical and Further Education body makes recommendations to the State Education Departments on all aspects of both technical and further education, while the TAFE Board of Studies consults on matters regarding accreditation and revision of courses (TAFE 1989:20). Course accreditation and subsequent evaluations are undertaken by an Academic Committee made up of expert representatives drawn from commerce, industry and the School offering the course that is being accredited. This Committee does a detailed assessment of all the course proposals.

As is the case in Britain with the advent of the Further and Higher Education Acts, the upgrading of the accreditation system to the Australian Council on Tertiary Awards has resulted in the binary system between universities and polytechnics being abolished. Unlike the UK where the polytechnics have been accorded university status with degree-awarding powers, Australian polytechnics have become sub-units of the universities, who now administer and control courses according to their objectives.

4.2.5 Argentina

Post-school higher education is offered both by state universities, created by a specific Act of Parliament or decree, and private universities created by government law. Certain less desirable institutions - Instituciones Terciarias - are also in existence but a qualification from one of these organisations is considered a "handicap" in obtaining work (Domingues 1993b:1). Other tertiary institutions similar to polytechnics or colleges of higher education also exist, conferring, "titles of a lower degree" (Domingues 1993b:1).

On the question of a system of accreditation for higher education in Argentina, Domingues (1993b) notes that the national and private universities confer "titles" independently of each other and of a formal accreditation system.

Argentinean high school students are required during the latter half of their formal secondary schooling to make a decision similar to the choice between higher grade and standard grade in South Africa, with a view to (higher) education. Once through the secondary school system, the student has the chance of attending a state university (University of Buenos Aires) or other national university in one of the Argentinean provinces; a private university of which there are a number throughout the country (for example the Universidad del Salvador in Buenos Aires); or a lower (third) grade educational institution (Instituciones Terciarias). The latter does not have the status of a university and, as such, presents a problem to graduates competing in the jobmarket. State or national universities have been in existence since the 1820s, but the private universities were created by specific decrees of parliament from 1955 (decree 6403). Any university remains under the directorship (control is too strong a word) of the Department of (higher) Education (Ministry of Culture and Education) of the Argentinean government until that university has been in existence for at least 15 years, after which period the degree of "control" is drastically reduced and left in the hands of the Rectorate of that university, who, together with the senate (body of private individuals, university staff and student representation), administer the academic programme of such a university. Universities that have not yet been in existence for 15 years have in addition to their rectorate and senate, a representative from the Ministry of Education and one from the state university on the Board to monitor academic matters. In the private universities students are responsible for the full academic fee, and the state makes some contribution towards research. The qualifications of both state and private universities are recognised throughout Argentina by both state and commercial/industrial organisations.

Evaluation of academic courses comes from within the organisation and is done through the head of that department. Should a new course be offered, this will be approved by the Ministry of Education after the evaluation committee of the university (comprising the rectorate, dean of the faculty, head of department and whichever other experts have been

invited to prepare the new course) has agreed to such course. Subsequent evaluation of the course takes place internally only, according to whatever criteria are decided upon within the faculty. Further evaluation of courses does take place by means of annual visits from staff of other universities sent by the Ministry of Education to monitor a course. These visits are only advisory, the evaluator cannot prescribe any change to be made to a course. This visitation is limited to all courses other than the pure sciences and is statutory for the relatively newly established universities (under 15 years in existence) and voluntary for these of more than 15 years' standing. This evaluation visit includes monitoring of the academic support structure, for example the library, lecture theatres and student facilities.

Accreditation by professional organisations, for example the Medical Association or the Certified Public Accountants, is by implication only in the employment of graduates from the state and private universities. No form of visitation exists, no committees monitor the university or take part in course design or evaluation, and no accreditation certification exists. The whole system of higher education evaluation is from within the university, and accreditation of the university and/or course is totally informal. It is of interest to note that as at July 1993 there is a move by the Minister of Education to establish some form of certification (evaluation) process for the universities. This is being strongly opposed by the universities, state and private, who fear interference and, ultimately, direct control over their academic affairs, by the government.

Having considered briefly organisations involved in higher education course evaluation and accreditation in five selected overseas countries, it is necessary to investigate the position regarding tourism education in the same five countries. Table 8 on page 144, and table 9 on page 147, attempt to highlight the similarities, differences and characteristics of the accreditation structures observed in the countries discussed.

4.3 CRITERIA FOR EVALUATION AND ACCREDITATION OF TOURISM COURSES IN SELECTED COUNTRIES

It may be generally accepted that leisure, and in particular tourism, is of fundamental importance to both the quality of life and the economic vitality of a country. The former

Governments' White Paper on Tourism had expounded the belief that recreation and tourism, and in particular eco-tourism, offered considerable potential for economic growth and job creation. However, a common theme throughout this study has been the need for improved education and training (the White Paper on Tourism in the RSA seeks management-level training for the future development of the tourism industry), and for the need for some system of control or monitoring of the programmes, curricula, courses or subjects that make up tourism education.

A brief examination of organisations involved in tourism course evaluation and/or accreditation in five countries follows. From this research it is apparent that three of the five countries, show a real concern about the standard of service offered to the travelling public. Information on which to base an acceptable structure to improve the standard of service in the RSA is needed from these overseas organisations.

4.3.1 The United Kingdom

The whole tourism industry supports in excess of two million jobs in Britain and is a high-profile industry. More than 19,9 million tourists visit Britain annually, with considerably more (150 million trips) that tour outside that country (BTA 1989:4). Tourism education at university level was begun in 1968 at the Scottish Hotel School of the University of Strathclyde (1990:101) and West Glamorgan Institute (1991:35-38). The Hotel School, and the Tourism Management department of the University of Surrey (1972) were the pioneers in tourism education in the UK. They were followed by Birmingham, Bradford, Loughborough, Dorset Institute and Newcastle Polytechnic. At the beginning of 1993 there were 93 universities and other degree-awarding institutions, including the converted polytechnics (plus 37 constituent colleges affiliated to the Universities of London and Wales) providing education for more than 955 000 students (CVCP, 1992). Although the exact figure is presently not known (in excess of 400 courses in tourism studies are available), most of the 130 institutions will offer some form of education for the tourism industry.

According to Cooper, Scales and Westlake (1992:234), "*...there has been only partial recognition of the importance of the role of manpower planning and training within strategies*

and action plans for tourism, and as a result minimal support has been given to the tourism educator...". Because of the importance of tourism to the economy of the home country, greater priority is now being given to this service industry, particularly in developing countries where tourism is used as a creator of employment.

The major (employment) sectors of the tourism industry are accommodation, the various modes of transport, and the leisure and recreation services, which includes the developing fields of marketing and guiding. The scope of the industry, and the consequent education (and training) required to obtain a high level of professionalism, is such that general criteria for accreditation are difficult to formulate, and are confined to broad fields of the organisation, staffing, support facilities and general course and subject provisions. Specific requirements are reserved for the subject content when teaching detailed information for a definite need. This is evident in the range of educational approaches adopted. The accreditation criteria are also determined by the importance of the tourism component of the course on offer, either as the major as with the (now defunct at polytechnics) Business and Technician Education Council's Higher National Diploma in Travel and Tourism, or the Master's Degree in Tourism Management, or as the adjunct to a business course.

Cooper *et al* (1992) note that a problem encountered in tourism education is the fact that the area of study is still new, and the parameters of the field are still in the process of being decided. For example, definitions of tourism and the extent of the tourism industry defined are still being debated. As such, the subject field lacks the mature base enjoyed by other subjects, which means that the educational and intellectual infrastructure is still being established.

Whereas, in deciding on accreditation criteria, it is a safe guideline to ask what the industry requires, the industry itself is still undecided about its requirements (Cooper *et al* 1992:234-235). This places a question on what is to be taught in the classroom, and what are the requirements for professionalism. Should the emphasis lie with the skills or does the balance lie in specific applications for marketing, research and development or planning? Educators could be in danger of providing too narrow a range of courses directed at the vocational level. The emergence of competency-based education could lead to identification of the range of information to be taught.

Much emphasis has recently been placed on the employment potential of the tourism industry, which is growing world wide at about 5% - 6% (Travel Printout 1992:4). There is a feeling in UK government circles that the official tourism organisations should follow a manpower planning approach, which would match industry needs with education requirements. The structure for tourism education that is now in place in the UK is illustrated below. This structure allows for entrance to education at various levels, from the age of 14 years after completing the General Certificate in Secondary Education in Travel and Tourism. The various Scottish Vocational Education Council courses are implied in the structure. The open learning blocks are the correspondence courses offered by some colleges and private institutions, including Business and Technician Education Council, and City and Guilds of London Institute, and the in-house courses that are offered by some tourism companies. This route is not yet fully developed and has a narrow focus on developing skills.

THE STRUCTURE OF TOURISM EDUCATION IN THE UK

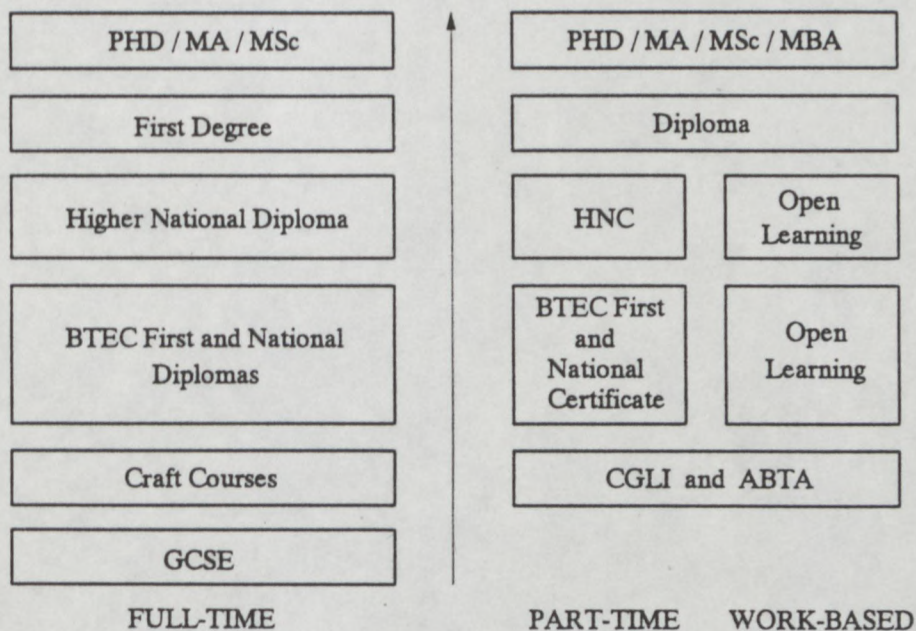


FIGURE 16
 Source : Adapted from Cooper et al. 1992:235

The great demand for, and great diversity of, tourism courses is possibly due to the glamour attached to tourism rather than to a deliberate plan on the part of any organisation. The effect of an increase in courses offered (from 1989 to 1991 Higher National Diploma courses on offer increased five times and degree courses, threefold (Cooper *et al* 1992:236) is twofold: the qualifications of staff differ widely; accreditation becomes difficult, particularly where definite standards were laid down. This has started a gradual movement away from prescriptive accreditation to a system of ensuring that processes are in place to ensure a basic standard of teaching. The nature of current courses varies according to whether it has a business, management or social science bias, and this in turn could lead to uncertainty in the workplace as to the exact nature of the tourism qualification. The standardised curricula of Business and Technician Education Council and City and Guilds of London Institute meant that employees are assured of minimum standards of education. With the demise of the Council for National Academic Awards and the proliferation of new universities, there appears to be a movement towards a period of little standardisation in terms of curricula and the body of knowledge. Cooper *et al* calls for a review of university degrees in tourism studies to give the subject acceptability and identifiability in the eyes of the employer. They also call for funding in order to enable lecturers of diverse backgrounds in higher education to broaden their tourism subject knowledge.

With the advent of a unified Europe, there exists an urgent need for a bringing together of educational qualifications, and this includes tourism education. Already the National Council for Vocational Qualifications in Britain and the European Community's Vocational Training Institute are working on plans to harmonise education, but there does not appear to be any movement towards an organisation to standardise tourism courses, with the possible exception of the World Tourism Organisation (Cooper *et al* 1992:237). This problem is compounded by the dearth of qualified lecturers at other than vocational or skills levels.

Undoubtedly, Britain's accreditation system is in a transitional phase at present. Council for National Academic Awards accredited many courses and institutions during its 27 years, and while universities have practised self-evaluation and been answerable to the Committee of Vice-Chancellors and Principals (of British Universities) for maintaining standards, a new or revised system will have to be developed to accommodate the new

structure of higher education brought about with the passing of the Further and Higher Education Acts. Tourism education will therefore be catered for in a new dispensation.

4.3.2 Kenya

According to the correspondence received from this country, full-time formal tourism education is offered by the Kenya Utalii College only. This organisation "...*co-ordinates all the training requirements of the tourist industry in Kenya...*" (Kipsanai, 1992). The Kenya Polytechnic "...*offers short courses in specific sectors of tourism. There are several private institutions in the country which offer short and specialized training courses in tourism in general...*" (Makwato, 1992). Neither of these sources was able to offer information on accreditation of tourism curricula, subjects or institutions.

The Utalii College (with its functioning hotel) was created by an Act of Parliament in 1971, after being established with Swiss Governmental aid at the Kenya Polytechnic, Nairobi, in 1969. In 1973 the Governments of Kenya and Switzerland established the four-year Hotel Management programme at the newly constructed College and hotel complex.

The Principal of the College is required to report academic activities to the Ministries of Education and Tourism annually. All hospitality courses offered by the Utalii College must be revised every four years (in accordance with the requirement that all institutions of higher education revise all courses every four years) by a liaison grouping of College personnel and industry representatives.

Enjoying the citation as a centre of excellence by the World Tourism Organisation, the Utalii College is, one of only 14 educational institutions world wide and the only one on the African continent to be recognised as such, also accredited by the International Hotel Association, the International Hotel Directors organisation and the International Association of Travel Agents.

Apart from the tourism courses, the College also offers international seminars, in-service courses, and management development programmes. Utalii is almost a self-contained

centre, with accommodation for more than 600 resident students, a medical centre, laundry and training hotel. The College offers the following courses :

- 4-year diploma in Hotel Management;
- two-year courses comprising the associate diploma in Tour Guiding and Administration, associate diploma in Travel Operations, certificate in Front Office Operations (in hotels), certificate in Food Production, and certificate in Housekeeping and Laundry;
- One-year courses comprising the basic and advanced certificates in Food and Beverage Service and Sales.

The College also offers French, German, Italian and Japanese as foreign languages. The Management course emphasises financial, personnel and administrative management, economics, marketing, hotel law and accounting, tourism theory, property management and courses in planning and preparation of foods. The two-year courses teach tourism theory, travel law, social aspects of tourism, specific geography, business correspondence, environmental studies and specific subject fields relevant to the course. The one-year courses appear to be aimed at the lower end of the hospitality employment range, for example, spotting and dry cleaning, linen control and wine and bar knowledge.

Students are screened and minimum academic requirements apply for admission to all courses.

4.3.3 United States of America

George Kibedi (1988:16) attacked the quality of tourism education in 1988, claiming that "*...the aims of professional education are no longer clear; faculty (staff) are no longer professional; educational programs aren't rigorous; integration among programs is lacking; physical facilities are inadequate or unavailable; appropriate educational materials are out-of-date or not provided; teaching methods are byzantine; value systems of both students and faculty are notoriously weak; students are disinterested; and little or no co-operation exists between the industry and educational institutions...*".

Haywood (1989:259) responded by saying that Kibedi was in actual fact asking for a return to the *"traditional and highly controlled forms of education which assumes a simpler, more stable environment"*. Both authors are responding to the continual change to which education is subjected. Haywood recognises these changes and is calling for an educational system which will allow students to prepare themselves for a continuance in the learning process. Technological changes are taking place so rapidly that an educational system is needed to provide for these changes by encouraging continual learning, formal and non-formal.

These changes in technology require some link between the host field (in this case tourism) and other supporting fields, and make education increasingly interdependent and accreditation increasingly difficult when attempting to prescribe conditions. In the complex field of tourism education, the emphasis must be on understanding and comprehending a given situation rather than on the mastering of specific knowledge. Course and subject (curricula) accreditation must seek to develop the following qualities in students:

- openness to unfamiliar circumstances and an interest in experimentation to solve problems;
- awareness of the difficult problems that need wide experience to solve;
- a willingness to share knowledge with others to acquire the skills for problem-solving;
- *"the ability to participate in determining the objectives of their own education, making decisions about and accepting much greater responsibility for their own learning"* (Haywood 1989:260)

Accreditation must ensure that courses and subjects are not compartmentalised because this does not inspire enquiry by students. Accreditation must seek the interaction between components of a course and avoid segmentation which occurs with tourism experts teaching the programme. Active involvement through student participation is being sought in determining the learning objectives, which by timely feedback will allow for experimentation in determining learning strategies, in order to enable lecturers to adjust styles to increase effective teaching (Ackoff 1974; Emery 1977 as reported in Haywood, 1989:261).

TOURISM AS A MULTI-DISCIPLINARY FIELD OF STUDY

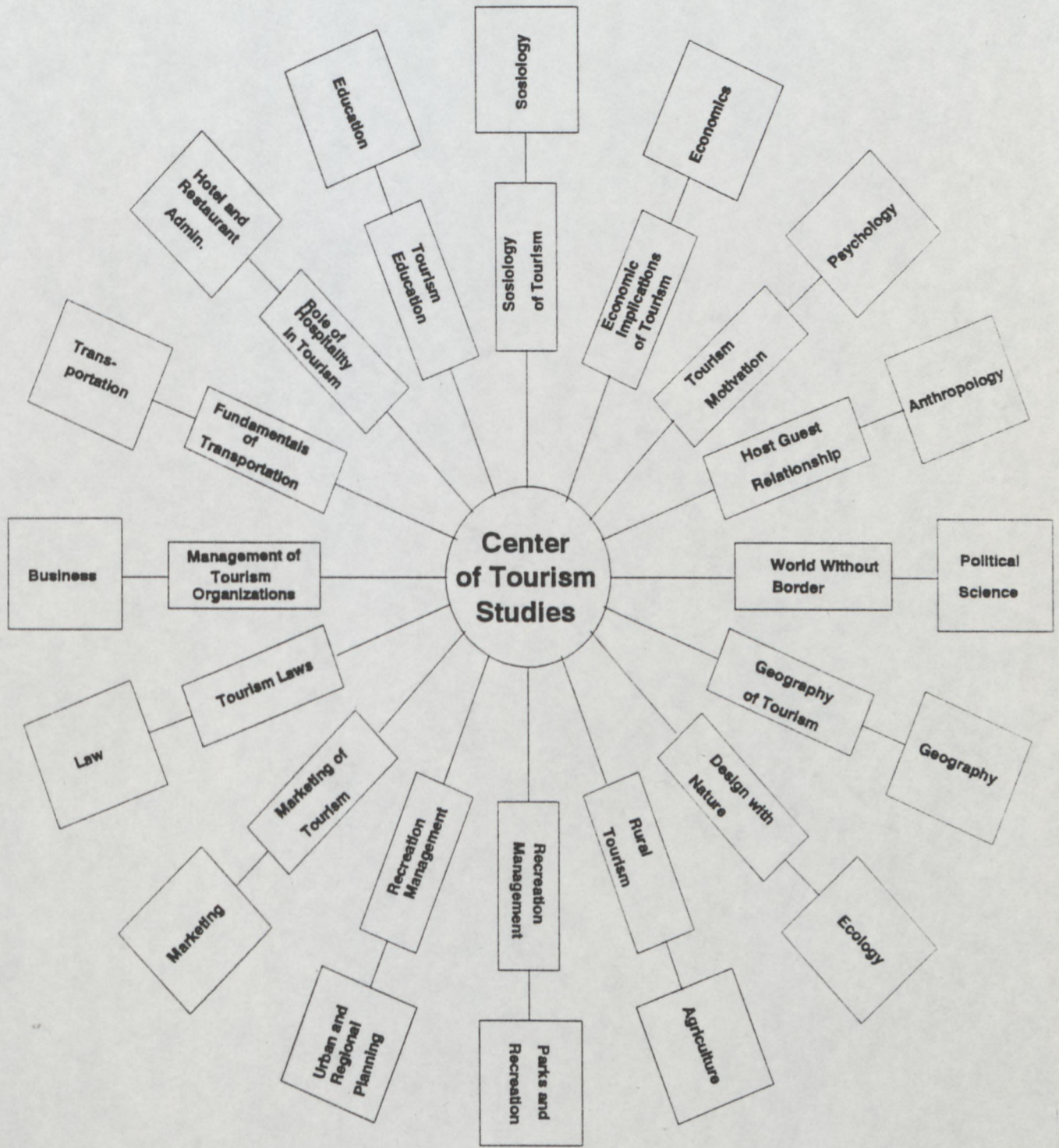


FIGURE 17

Source : Jafari, 1977 in Burke, J. 1988:19

Four categories of post-secondary institutions provide tourism education in the USA. Proprietary schools concentrate on short courses allowing direct entry level access to the tourism industry, and in some instances offer credits towards further study. These schools need not be registered nor accredited (Burke 1988:7), therefore their number is uncertain. Most are accredited by and affiliated to the American Society of Travel Agents, who indicates in excess of 400 of these proprietary schools, which are private and profit-orientated.

Two-year colleges award associate degrees which lead to entry to the work force or transfer to four year bachelor degrees. Institutions offering bachelor degrees again provide the option to enter the work place or transfer to postgraduate programmes which function at master's level. There are in excess of 1 300 colleges offering the two-year programmes, and 2 000 offering either only postgraduate work, only undergraduate work, or both undergraduate and post graduate levels (Burke 1988:3).

Not unlike the UK, most tourism courses at universities were developed by a motivated academic with a special interest in the tourism industry. As such, there is little consistency in the location of tourism courses in faculties of the universities, and there exists a wide divergence of course content and programme emphasis.

Tourism is a multi-disciplinary field of study, as is illustrated in the diagrammatic representation developed by Jafari in 1977 and depicted in figure 17 on page 137. It illustrates the wide range of disciplines in which tourism programmes are offered. An ideal programme should expose students to tourism's economic, political, social, cultural and environmental impact, while assimilating the technological changes taking place (Burke 1988:18-19). Perhaps a reason why tourism course accreditation, has lagged behind general accreditation is that educational reform generally follows commerce/industry reforms. As the tourism industry expanded in the late 1980s, education was not seen as an essential requirement (Burke 1988:21). Also, control over education in the USA is federalistic (50 different states), which implies individualistic course objectives, policies, curricula and tuition, excluding consistency. Tourism course titles also show little consistency.

Brent Ritchie (1988:12-18) expressed concern at the absence of an integrated tourism education system, with a lack of career path definition, co-ordination across educational levels, balance in tourism education, and integration of industry subsectors. The lack of flow within the tourism industry is responsible for the "*haphazard*" infrastructure of tourism education, and consequently, the difficulty in providing structures for accreditation. One field in the tourism industry that is not lagging behind in the accreditation stakes is that of Parks and Recreation education. The Council on Post-Secondary Accreditation has accredited baccalaureate and master's programmes at at least 64 universities, with the emphasis on general conditions rather than on specialised accreditation.

4.3.4 Australia

Australia is no different to the UK and the USA in providing tourism education. It is only with the rapid development of the tourism industry during the 1980s that any form of professionalism was called for in education. As happens in all countries where tourism is becoming important, a decline in growth in tourist numbers leads to a realisation that quality service is important. This leads to a demand for efficient staffing, which results in the promotion of tourism education, whether industry or government led. A Tourism Training Strategy is now in place, established by the Tourism Industry Training Committee (TITC) to promote tourism education (and also training) in Australia. An eight point plan calls for:

- increased industry commitment to education;
- a developed database for tourism planning and development;
- a tiered training structure leading to recognised industry career paths;
- established national accredited education standards, which also allow for transferability (articulation);
- an internationally recognised educational structure;
- the development of education to facilitate industry growth;
- an education system which will retain trained staff in the industry;
- an education system which reduces the need for immigration as a source of trained staff (James 1990:70).

The scarcity of specialised staff in Australia is largely due to the early stage of development in which the industry finds itself, and to the inability of both the industry and the education system to respond rapidly to growth.

An innovation in the Australian tourism industry is the movement towards restructuring job classification and career path development to qualification acquisition, either through formal education or structured on-the-job training. As far as training is concerned, the Australian Federation of Travel Agents (AFTA) together with the Australian Institute of Travel and Tourism have developed a compulsory training scheme (for travel agents), which will be controlled (and one presumes accredited) by these two bodies.

The Tourism Industry Training Committee undertook research into detailed job descriptions for the tourism industry. This research has now been incorporated to "*...form the basis for training standards and course curricula adopted by industry accreditation bodies and teaching institutions such as TAFE colleges...*" (James 1990:71). The Australian Travel Training Review Panel (ATTRP) was established in 1986 to provide accreditation for courses meeting their minimum acceptable standards. So far, more than 50 courses have been accredited nationwide. Accreditation of tour guide courses is also in place.

The system of accreditation, whereby an institution, faculty, course and subject are to meet minimum standards, has ensured uniformity in tourism education offered by Technical and Further Education colleges throughout Australia. The accreditation procedure also requires industry input into curricula preparation. Unfortunately, accreditation of university based tourism courses is still only subject to Australian Council on Tertiary Awards (ACTA) standards, although efforts are being made within the hospitality industry to develop courses (particularly with a management bias) at tertiary level.

The Australian Federation of Travel Agents has approved the Australian Travel Agent's Qualification Programme, which is designed to afford professional status to travel agents and offer entry level training for school leavers. A system of traineeship now encourages on-the-job experience and off-the-job training by an approved training institution.

Because of the accreditation obtained by some Technical and Further Education colleges, a credit system has been established with a number of higher education institutions allowing students to transfer from associate diploma programmes to degree programmes. Accreditation of the Technical and Further Education courses also pays attention to the selection procedures to ensure that suitable students enter the course programmes. Staff development, particularly in updating industry knowledge and experience, features on the priority list, as does the balance in the curricula between managerial, supervisory and operative level education.

The Australian tourism industry is giving education the attention due to it. A comprehensive research base, the development of a national accreditation system outside of the ACTA and acceptable to both educational institutions and the tourism industry, and the federal government's intention to impose a levy on the industry to pay for on-the-job training (James 1990:72) seem to imply an effort to assist tourism education in Australia, one that is not evident in the UK and USA.

4.3.5 Argentina

Tourism education takes place at both state and private institutions, which puts the system on a par with England and South Africa. Domingues (1993a:1) lists numerous educational institutions which offer courses ranging in duration from three to five years. The lowest qualification from the state and private universities - the licenciado - is directed towards the "technician", the South African equivalent of an agent or operator, to enable him to work on tour planning, travel agency operations, hotel or airport reception and "obras sociales", our information or publicity associations.

This information is confirmed by Vasques (1992) of the Asociacion Argentina de Agencias de Viajes Y Turismo, who states that a number of universities offer both Tecnico en Turismo (technician) and Licenciado en Turismo (three-year degree) courses. The Asociacion established a Centro de Capacitacion Profesional in 1986. This centre is only one of many private organisations in Buenos Aires offering training for the travel industry and, although it confers no certification on completion of the course, nevertheless attracts

approximately 1700 students per annum. As with all other state and private institutions offering tourism education and training, it acts independently of its competitors and, being a non-state organisation, is not responsible to anybody save the industry for which it offers training.

Prior to 1993, the only requirement for state and private universities, and the lower level tertiary institutions, was to submit to the Ministry of Education for its approval, any new course, including tourism, that was to be offered.

However, as of 1993 the Directorate of National Relationships, through the Secretaria (department) de Turismo and in conjunction with the Ministry of Culture and Education, is working towards a system of statutory regulation of tourism courses.

The present formal structure for tourism courses was imported from Spain in the 1970s and has not been changed since its inception. Although the statutory regulation does exist, the special section in the Secretariat for Tourism is at this stage reluctant to prescribe to any educational institution what should be included in the tourism course; it therefore acts only in an advisory capacity.

At present, the Association of Argentinean Travel Agents does, in fact, have a say in the course offered by an educational institution in the formal sector, but they do not have the manpower, nor expertise, to continue with the function. Hence the establishment in the Secretariat for Tourism, of a special section which works closely with the Ministry of Education. Before 1993 it was not necessary for any person wishing to work in the tourism industry, to have any type of qualification. It was left to the work place to employ the person best suited to its requirements. However, with the concern expressed over the level of service offered to the travelling public, and an estimated 12 000 students following courses in tourism studies annually, the need arose for some form of control.

Courses presently on offer vary from: specialised in-service non-formal courses (whose duration and content are determined by some specific need), to formal two-year licenciado (degree) programmes for tour guides; three-year programmes for technicians

(travel agents and tour operators); five-year Master of Arts degrees where the emphasis is on management and marketing of tourism, human resource management, natural resource management; and tourism planning and development. In addition, public relations, geography (applicable to tourism), history, languages (mainly Spanish, English and French), archaeology, ethnology, philosophy, finance and specific aspects of hotel or travel agency management may also be included in the course, depending on the institute offering the programme. For example, the Faculty of Tourism of the University of Neuquen, considered the best educational institution in the tourism field, offers 64 subjects for the five-year degree period, while the University of Salvador offers 38 in its five-year programme.

As far as private organisations are concerned, no form of control can be exercised over them. It is hoped that with the system now in operation within the state and private universities, the travel industry, through the Association of Travel Agents, will put pressure on the private colleges to change their courses and conform with the requirements of the Ministry of Education for future tourism courses. Although no formal system of co-operative education exists at present, students are "*allocated*" to a local supervisor (who may have educational and/or tourism interests), who sets the student practical tasks to complete regarding tourism in the (geographical) area where that student is studying.

The advent of co-operation between the Ministry of Education, the Secretariat for Tourism and the Association of Argentinean Travel Agents is in itself a form of accreditation for tourism courses. No educational institution (most students attend a university) may offer a course in tourism that has not been approved by the Ministry and Secretariat, and no student may accept employment in a tourism office not acceptable to the Association of Travel Agents. This co-operation between state and private organisations is based on the structure in force in Calgary (Canada). The Secretariat investigated that system (which is described in Annexure I) under Brent Ritchie for implementation throughout Argentina.

The similarities and differences in the criteria for higher education course evaluation and accreditation in respect of certain selected countries are contained in Table 8.

TABLE 8 **Similarities and Differences in Course Evaluation and Accreditation in Certain Selected Countries**

SIMILARITIES	DIFFERENCES
Initiated by government departments Use of outside agencies to advise Use systems of self-evaluation	Monitored by government agencies (Kenya, Argentina-institutions of less than 15 years standing)
Controlled by the educational institution itself Unitary system of higher education	Binary system of higher education (Kenya and Argentina)
Courses approved by controlling body of the educational institution Accreditation voluntary (Britain, USA and Argentina-institutions older than 15 years)	Courses approved by a government agency (Argentina) Accreditation compulsory (Australia, Kenya and Argentina - institutions of less than 15 years standing)
Accrediting body advisory only Accreditation system considers: institutional aims and goals, course aims and goals, institutional support structure (eg. library, student facilities), staffing, industrial liaison where applicable, course content, course assessment	Accrediting body prescriptive (Kenya)

4.4 COMPARISON OF IMPORTANT CRITERIA FOR EVALUATION AND ACCREDITATION OF TOURISM AND TRAVEL COURSES

An institution presenting a course for validation by an accrediting agency is required to set out the objectives of the course, and to construct the educational experience represented by the course, including the teaching, learning, assessment and examination arrangements in conformity with the objectives. In the accreditation process attention is paid to the static structure of the course as described in the course documentation, the ability of the lecturers to teach it and the resources available to the lecturers to enable effective learning to take place. The accreditation process is also concerned with the dynamics of the course while it is operational, the problems that could arise during its implementation, the methods in use to ensure that the lecturers are up to date with the study material, the methods used to assess the course, and the means to evaluate the effectiveness of the course in meeting its objectives.

A major component of the accreditation process is the evaluation of the course in terms of the stated course objectives. Evaluation here refers to the systematic scrutiny and judgement of the available accumulated evidence relating to a particular course. This evaluation is usually conducted after an established course has been running for a number of years and covers the progress of a programme. Evidence is sought on the state of the course and is gained by examining information on the course achievements, suitability in meeting occupational needs, processes and use of resources. Another area for consideration is the need, if any, for course revision.

Bishop (1985:220-224) sees the need for such course evaluation in measuring the value of the course to any industry, and to compare the actual with the intended or proposed course outcome. He states that evaluation should be based on consistency with objectives, validity and reliability of course objectives, continuity of the course and comprehensiveness of the course. Rowntree (1981:243-246) sees this type of evaluation as a system to "*appraise the context, the effects and the effectiveness*" of the teaching and learning process, so as to make informed decisions concerning the course. Evaluation (according to Rowntree) is concerned with the :

- planning process to produce a course;
- aims, objectives and content of the course;
- teaching strategy;
- resources available to the students;
- institutional setting (Rowntree 1981:244).

Accreditation is defined by Kells (1988:9) as "*...a voluntary process conducted by peers via non-governmental agencies to accomplish two things - to attempt on a periodic basis to hold one another accountable to achieve stated, appropriate institutional or program goals; and to assess the extent to which the institutional program meets established standards...*". Accreditation could be of either the institution and/or the specialised field, (the programme). The process of accreditation serves at least three major purposes:

- to provide formal guidelines to judge an educational institutions' programme;
- to provide the course staff with a specific plan for self-development;

- to provide prospective students with guidelines on selection of curricula (adapted from Weber 1988:3).

Consideration of the information on accreditation as set out in this chapter, the diversity and variation of courses, cannot serve as a real basis for comparison. In considering what has been said regarding accreditation agencies and the principles involved in accreditation, it can safely be said that those principles do not vary among the selected countries. Certainly, for the four major countries examined in this chapter (England, the USA, Argentina and Australia), they are almost the same, the major differences being accreditation of the institution to offer a course, and accreditation of a course itself. (See a summary of the criteria considered in evaluation and accreditation in Table 9 on page 147). The other major difference lies in the system of accreditation, whether prescriptive or advisory.

In summary, the aims of accreditation, the criteria for consideration, and the procedure to be followed, are outlined.

The aims of academic accreditation of a tourism programme are:

- nurturing excellence by providing standards and evaluating criteria;
- protecting academic disciplines from encroachment from whatever source;
- assuring appropriate educational objectives;
- encouraging improvement in programmes that prepare students for professional status in the tourism industry;
- providing advice and assistance to other programmes (adapted from Dattilo and Murphy 1985:62).

These aims provide points of departure for the formulation of the criteria for academic accreditation which this author considers necessary. Programmes must be systematically objective and sensitive to the differences between divisions/developments wherever they may be situated. Programme design must have a realistic timeframe and assignments for implementation to be clear. The accreditation process must invite improvement of the programme in order to enhance its credibility and provide for development as circumstances change. The programme must lead to employer satisfaction and student acceptance.

Listed below are seventeen stages on which a system for course evaluation (and eventual accreditation) for tourism education could be based, some of which have already been adopted, in part, for general application by SERTEC

1. Institutional self-study must form the basis for an application for evaluation and accreditation. This self-study the academic department should critically analyse the course objectives, the expertise of staff, the facilities available to teach the course, the administrative support available to lecturers to teach the course, the relevance of the course assessment programme in operation, and the acceptance by the tourism industry of the course.
2. Ideally, the self-study should be followed up by a visit from an external team, comprising experts from the tourism industry and academic leaders from other institutions, to evaluate the institution and academic department in terms of the points outlined in stage 1 above.
3. Both the internal and the external analysis need to be rigid and systematically objective to ensure a valid assessment of the academic department.
4. The investigations in stage 3 above should establish whether the academic department is seen to deliver what it claims to offer.
5. The investigations' objectivity in both cases is essential for ensuring the institution's and academic department's educational integrity.
6. Both investigations must ensure a balance in the educational philosophies and methods of the various staff members involved in the course. A marrying of the best experiences, opinions and teaching techniques will ensure optimum effectiveness.
7. Neither investigation should be rushed as course evaluation requires that a detailed and comprehensive pattern be followed.

TABLE 9 COMPARISON OF CRITERIA FOR COURSE EVALUATION AND ACCREDITATION IN HIGHER EDUCATION

AIMS

CHARACTERISTICS

CRITERIA COUNTRY	Voluntary or Compulsory	Government imposed or self regulatory	Counsel for course development	Judges educational quality	Institutional self evaluation	Outside consultation	Value judgements or measurable indices	Foster excellence	Institutional self improvement	Institutional objectives	Program objectives	Institutional protection or academic freedom	Protection of standards	Maintenance of staff expertise	Academic selection of students	Industrial/commercial liaison	Maintenance of facilities	Provision for student assessment	Provision for improvement in staff qualifications	Other
Britain* (England, Scotland & Wales)	V except certain polytechnics	SR except certain polytechnics	✓	✓	not compulsory	institutional quality audit by CVCP	VJ													
USA	V	SR	✓	✓	usually	not compulsory	VJ													
Australia*	C Australian Council on Tertiary Awards (ACTA)	established by GI Australian Education Council	✓	✓	encouraged	✓	MI													
Kenya	C	GI Commission for Higher Education	x	✓	✓	x	MI													
Argentina*	V (older than 15 yrs) C (younger than 15 yrs)	SR GI	x	✓	✓	x	VJ													
RSA	V University C Technikon	SR Act of Parliament for technikon	✓	✓	✓	✓	VJ													

Charters and statutes allow institutes of higher education to manage their own academic standards and publish tri yearly reports in terms of the Committee of Vice-Chancellors and Principals (CVCP) Academic Audit Unit (AAU)

AF

Accreditation focuses on the effectiveness of a program meeting its stated objectives

AF

ACTA requires consideration be given to various institutional and course aims before registration of a qualification takes place

IP

Accreditation in terms of rules for private universities and self-assessment procedures for the (state) University of Kenya

AF

Criteria determined by institutions younger than 15 years and verified by the state self determination by institutions older than 15 years

Universities determine own criteria

AF

Controlled by the Certification Council for Technikon Education Act - No. 88 of 1986

* Unitary system in higher education

8. Compilation of specific particulars of the course for which accreditation is sought should be clearly assigned to individual participating staff, to ensure a fair workload and overall participation in the evaluation process.
9. Although not compulsory, and in some respect a duplication of the external team's functions, the employment of an outside accreditation consultant (not attached to the organisation from which course accreditation is sought) to guide the deliberations and highlight the problem areas, could be advantageous to the academic institution.
10. A candid and forthright summary about the academic department from the outside consultant, versed in accreditation procedures and with academic expertise in tourism education, will prevent later non-accreditation by the accrediting agency.
11. It is advisable that members of the academic department seeking accreditation attend the deliberations of the agency at another institution's accreditation hearing in order to become familiar with the process.
12. Such exposure as suggested in stage 11 above, will leave academics sensitive to the issues in question and give the department time to put right any matters needing attention.
13. An external team selected from individuals familiar with the course under review, could enhance the accreditation process. Local industry and educational representatives should be included in the team.
14. The purpose of the accreditation visit is to compare the course objectives and standards against certain standards and criteria. It is advisable to obtain the standards and criteria to be used by the accrediting agency before the actual time of the accreditation visit.
15. The accreditation visit will be based on the self-study report, the external team's evaluation, and interviews with support personnel outside the immediate ambit of the course, including the administration, students and alumni.

16. Any suggestion, provisos or conditions brought by the accreditation visit should bear immediate response and, if necessary, improvement.
17. The final step in the accreditation process is the accreditation team's hearing at which all parties make final comments prior to the accreditation team's decision. This is the most important step in the process and the academic department should be thoroughly prepared.

The author is of opinion that tourism course design can be achieved by either focusing on specific careers in the industry or preparing for broad awareness and skills competency. However, any course(s) worthy of accreditation must have a holistic approach to the tourism industry, integrate components of the industry and allow for development of the industry. Such a structure, proposed by Hawkins and Hunt and described by Burke (1988:22-25) is illustrated in figure 18 on page 151. The first level describes the origin and development of tourism. The second explains the demand for, and supply of, tourism resources and the services provided to meet supply and demand. Level three engages the entrepreneur/manager and the skills required to manage tourism, whether it be a travel agency, information office or tourism planning unit. The last level discusses the impact of tourism on various facets of the host country. These levels were discussed in more detail in chapter two of this thesis.

4.5 SUMMARY

The tourism industry is dependent on service from a number of sources. In order to be efficient, the provider of a service must be competent and prepared. Both formal and non-formal Tourism courses abound in the RSA, Britain, the USA, Argentina and Australia and rely on the needs of the industry, but also the whims of their designers. Accreditation of both formal and non-formal courses does exist in Britain through the Council for National Academic Awards (now discontinued), the Business and Technician Education Council, the City and Guilds of London Institute and the Committee of Vice-Chancellors and Principals (of British Universities). The British Travel Agents Association saw to it that steps were taken in order to prepare guidelines for courses intended for students wishing to become travel agents.

Conceptual Framework GWU Travel & Tourism Program

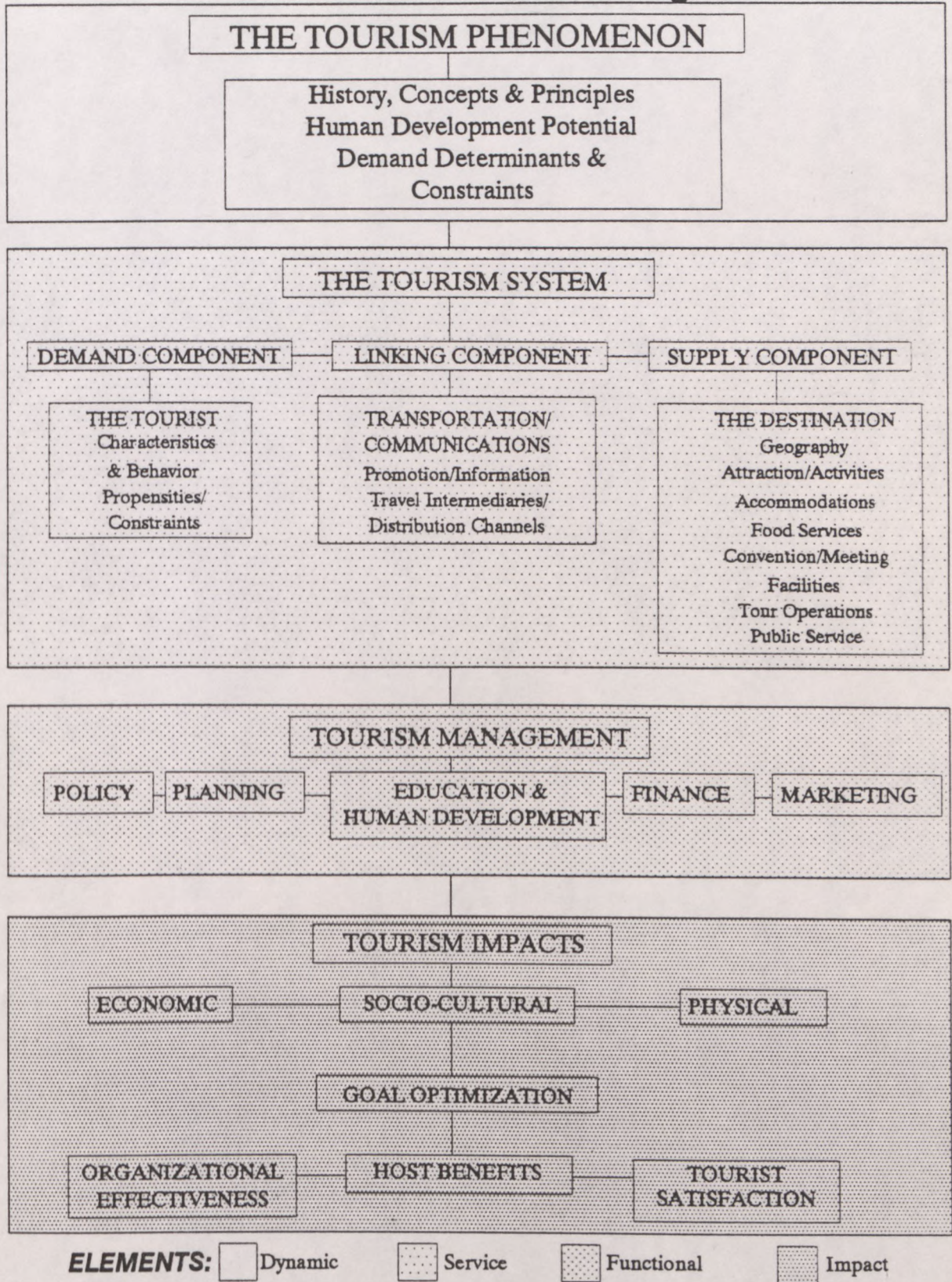


FIGURE 18

Source : Hawkins and Hunt, 1988 in Burke, J. 1988:23

In the USA the Council on Post-Secondary Accreditation monitors the courses offered in institutions of higher education but, like the proliferation of courses, no one agency acts in a decisive capacity in tourism course accreditation. The Australians have three important functionaries in place to regulate tourism education, namely the Tourism Industry Training Committee, the Australian Travel Training Review Panel, and Technical and Further Education colleges who ensure uniform education. Argentina has established a Secretariat for Tourism which, in conjunction with the Ministry of Education, exercises control over any courses offered as well as content of these courses.

All accreditation agencies accredit either the institution to offer a course, or the individual course, but rarely both. Accreditation is of the course objectives, staff on the teaching programme, support services, administrative backup, course evaluation and industry support. The accreditation process can be summarised in four stages:

- an institutional self-appraisal;
- peer evaluation of the self-study documentation and the stated objectives and standards of the institution;
- formal response by the institution to the peer evaluation;
- accreditation agency visit with accreditation (or not) decided by the self-study documentation, the peer team report and the institutions response.

The role of the travel agent and, in fact, of the whole tourism industry is that of professional counsellor with an in-depth knowledge of products, destinations and travel information. Industry personnel's role has shifted from salespersons to expert advisors (Le Blanc 1992:10-12). The enhancement of the status of tourism industry employees will be determined by the level of education and training available to them. Course accreditation will ensure acceptable standards and industry recognition of educational institutions and courses on offer.

CHAPTER 5

CRITERIA FOR CONSIDERATION FOR THE EVALUATION AND ACCREDITATION OF TOURISM COURSES : AN EMPIRICAL STUDY

5.1 INTRODUCTION

Courses for the tourism industry are divided into three major groups in South Africa: formal three-year courses offered by the technikons and Potchefstroom and Pretoria Universities; a course lasting between six to eighteen months run by technical colleges (now a one-year certificate and a two-year higher certificate course); and non-formal courses, varying in duration from three to 24 months, conducted by private colleges. In addition to these, South African Airways conducts courses for their staff and for travel agents and tour operators specifically in the use of the SAAFARI and GALILEO reservations systems and in fare and routing construction. Many in-house courses on specific tourism related topics conducted by various tourism organisations at specific times and places are also available.

All the courses currently on offer for the tourism industry are developed by a specific organisation (or group) with little or no discussion taking place between those offering the course and the industry for whom the course is being developed. This situation is in the process of changing and a sub-committee of the Travel Education and Training Authority of South Africa (TETASA), comprising educationists and tourism industry staff, recently completed the first course (January 1993). The revised Certificate of Travel Agents Competency (COTAC I) was written for the first time in June 1993. Despite this positive innovation in course design by tourism industry staff in partnership with educationists, the course is still due to be tested by the industry against criteria which still do not exist.

In this chapter, the theory behind identifying criteria which could be used in evaluating and accrediting tourism courses and/or the institutions offering the courses, will be considered.

5.2 EMPIRICAL INVESTIGATION

An empirical study is one that is based on experience or practical observation. In the tourism industry such a study should be based on direct, hands-on experience of the manpower needs and resulting educational requirements. Unfortunately, empirical investigations into the tourism industry in South Africa are limited and have only recently been undertaken. These include Erasmus' (1988) research for SATOUR into the manpower needs of the hospitality industry; Esterhuysen (1989) into the role of the facilitator; Welgemoed (1989) investigated educational requirements for tourist guides; Heath (1987) devised a strategic framework for marketing South Africa; Jordaan (1992) investigated the need for management training for the tourism industry; and Spencer and Uken (1992) attempted to establish whether Erasmus' study was still relevant. SATOUR did in fact establish four tourism research units, one at the Cape Technikon, one at the University of Natal, and two at the University of Pretoria (one for statistical analyses and one for an attractions data bank). The units have undertaken numerous projects, but none on the educational requirements of the tourism industry. However the Cape Technikon did undertake an educational situation analyses in 1994.

5.2.1 Objectives of this empirical investigation

The objectives of an empirical investigation are to establish certain specific answers based on an in-depth analysis of the relevant facts. The objectives of the initial round of the investigation presently under discussion, are to establish the needs of the tourism industry for education and training (the ANC education document links these two actions into one concept (1994:1) in order to improve the service offered to the travelling public. Arising out of these needs is the subsequent survey to establish criteria against which quality education in particular can be evaluated, which will ultimately lead to criteria against which accreditation of the course and/or institution may take place.

The objectives of the survey that was undertaken using the Delphi Communication technique can be summarised as follows :

- to establish the educational and training needs of the tourism industry, based on a manpower needs analysis undertaken in 1992 which sought to establish:

- the numbers to be employed in the tourism industry;
 - the hierarchy of appointments within the industry;
 - the skills, abilities or functions required of employees;
- to establish the external impact on the functioning of a tourism organisation with reference to:
 - economic factors;
 - political factors;
 - cultural factors;
 - social factors;
 - environmental factors; and
 - to prepare criteria to establish a model against which present and future tourism courses may be evaluated and accredited.

5.2.2 Scope of an empirical investigation

The tourism industry in South Africa stands on three legs, accommodation, travel and supporting services. The scope of this investigation is limited to the travel leg, and specifically to the educational and training¹ requirements of travel agents, tour operators and publicity/information associations although persons from other fields have been included in the survey (see 5.4.2).

The empirical investigation will try to establish whether one all-encompassing course for tourism education is desired or whether further diversification is necessary, eg. at management and operational levels. The scope of the investigation will be two pronged :

¹ By education is understood the stimulation of intellectual (and moral) thought and reasoning processes through theoretical stimuli - the systematic development and improvement of the mind and other natural abilities.

Training is perceived to be a system of instruction and practice which brings a person to a desired state of efficiency; it is not only the transfer of knowledge but also the repetitive exercise of an action to form a habit.

The latest term to describe these two concepts is instruction.

- to cover the mission statement of the educational institution, the aims and objectives of a tourism course, staff requirements and student selection, while also giving consideration to the marketing of the tourism course, the facilities available to provide effective teaching, liaison with the tourism industry and the characteristics (personality) sought in a tourism industry employee;
- to give due consideration to possible subjects for any tourism course(s), topics for inclusion in each subject field and whether the subjects should be taught at management and/or operative levels. It is sincerely hoped that, through the Delphi communications technique (described in 5.4), valid and reliable confirmation can be found for criteria which should be present in a course and/or institution for it to be acceptable (to TETASA) for accreditation.

5.3 ACCREDITATION OF TOURISM COURSE(S) IN THE RSA

As of March 1994 no organisation, formal or non-formal, state or private, exists to monitor, administer, control, guide, evaluate or accredit tourism education and training in South Africa¹. An organisation (TETASA) must be established to monitor tourism education in this country if credibility is to be given to the course(s) on offer. The principles of accreditation, as employed worldwide to exercise control over educational institutions and their courses, must be introduced in this country.

5.3.1 Principles of accreditation

It is probably safe to assume that some form of evaluation (of the institution and/or course) must take place before accreditation is affected. Evaluation could be construed as a measurement and assessment of the effectiveness of a situation. Educational evaluation, says Adelman and Alexander (1982:5), is "...the making of judgements about the worth and

¹ In contrast with the associations in the United Kingdom, the United States of America, Australia and Argentina discussed in chapter 4, only the Travel Education and Training Authority of South Africa (TETASA) has managed to survive the harsh realities prevalent in the tourism industry (for example, criticism, poor organisation and management and unwillingness to co-operate) and is on the point of starting an accreditation system.

effectiveness of educational intentions, processes and outcomes; about the relationship between these; and about resource, planning and implementation frameworks for such ventures". If, as has been suggested in this study and confirmed in the surveys to be dealt with in chapter six, education for the tourism industry is fragmented and unco-ordinated, then evaluation in terms of the *"worth and effectiveness"* of the various courses on offer in South Africa will be a difficult task and, depending on the composition of the body undertaking such evaluation, could produce a variety of outcomes. Ideally of course, every institution engaged in tourism education should be constantly practising self-evaluation. However, this is difficult seeing that specific criteria for tourism course evaluation do not exist.

The technikons have introduced a system of Course Boards for internal evaluation. The criteria for consideration are based on the formal structure followed by the Certification Council for Technikon Education (SERTEC) during its accreditation visits at each technikon.

Implied in the definition of evaluation is an element of merit, but in the absence of a definition of merit, one is not able to qualify this. Wolf (1979:3) cites a definition by Beeby (1975) that evaluation is *"...the systematic collection and interpretation of evidence, leading, as part of the process, to a judgement of value with a view to action"*. What is of significance in this definition is the fact that an action is planned following the consideration of the *"evidence"*. The action that is envisaged in this study is the application of a set of criteria that should reveal whether the educational institution and/or the tourism course is acceptable and can be profitably followed by students wishing to enter the tourism industry. Whereas Gronlund (1976:9) has concentrated his definition of evaluation on qualitative and quantitative judgement of pupils' work, he nevertheless includes *"...other school purposes"* which could be construed to include *"improved instruction"*.

However, it is Satterly (1981:9-17) who goes to the crux of the matter, when he says that evaluation has a threefold purpose *"...certification of pupils (students, the learning process), accountability to those who finance the system and maintenance of standards"* (in teaching, learning, courses, materials, supporting services). The current formal educational system in South Africa demands that all three areas be addressed. The end result of any course is a document attesting to a certain standard of learning having been attained,

education is heavily financed by government agencies, educational institutions are keen to maintain standards of the educational process for fear of being branded third world. Satterly's (1981:9) definition is given within the context of the "*needs of society*" (Satterly 1981:9). He concludes this definition by saying that a number of steps need to be evaluated including the "*specific goals and objectives*" (Satterly 1981:17) of the curriculum (but by extension of his definition the institution and/or its staff, the programme, the data presented and the assessment of the students' representation of the data can be included). Once the evaluation of the educational institution, the tourism course, the staff, supporting services and the subjects has taken place, the next logical step is to accredit the institution and/or the course, either by meeting strict formal criteria or through a general acceptable level of standards. An educational institution requiring accreditation from the (now defunct) Council for National Academic Awards (CNAA) in Britain was required to furnish the objectives of the course, the aims of the teaching process and the methods of assessment of the course. The CNAA also considered the ability of the staff to teach the course, staff development, research into the course and the market it was prepared for, and the relevancy of the course to market demands.

Accreditation of an educational institution is defined by Kells (1988:9) as "*...a voluntary process conducted by peers via non-governmental agencies to accomplish at least two things - to attempt on a periodic basis to hold one another accountable to achieve stated, appropriate institutional or program goals; and to assess the extent to which the institution or program meets established standards*". Various accreditation agencies exist in South Africa eg. the Medical and Dental Council, the Public Accountants and Auditors Board and, recently established, the Certification Council for Technikon Education. The former are private organisations and the latter established by the Certification Council for Technikon Education Act (Act 88 of 1986). Other accreditation agencies include: the South African Certification Council (SAFCERT), which issues certificates for technical college qualifications; the National Council for Vocational Training Standards (NCVTS) established in 1992 to monitor the standards of education of the Association of Private Colleges; numerous Industry Training Boards (ITBs) established for specific industries. The closest ITB relevant to this study is the Hospitality Industry Training Board, whose objectives include monitoring the quality of training (the Board also watches over the education

provided by the three technikon Hotel Schools in South Africa - Cape Town, Witwatersrand and ML Sultan, Durban), the provision of qualified staff and the control of training costs.

Two other organisations worthy of mention are the Association of Accredited Education Centres of South Africa (ACESA) and the Association of Private Colleges of Southern Africa (APESA). Both organisations have, as their primary objective, the maintenance of minimum standards of educational programmes.

The principle of accreditation, be it for institutional or specialised (course) accreditation, is for the educational institution and/or course to be judged by the user of the institution or course (the students) and the market (employers) according to a set of criteria to be found acceptable. Criteria for accreditation were discussed in chapter 4.4. The accreditation principle that one seeks is institutional achievement of stated objectives and goals (aims) met by the course. Implied in this principle is self-evaluation and peer evaluation and acceptance. Another principle of accreditation is the structure of articulation or transfer. An accredited institution implies the acceptance of the standards of courses at the accredited institution by the accrediting organisation, which could mean the transfer of credits between the institutions. Students could therefore move between institutions or within the same faculty of an institution to continue their studies.

5.3.2 Accreditation criteria

The broad outlines Holloway (1985:32) identified for covering the parameters within which (evaluation and) accreditation criteria should fall are listed below :

- *Contractual criteria*

These should satisfy the employer's requirements. Here the author has taken the liberty to widen the field to include the employer in the tourism industry who will engage the graduates from the various tourism courses on offer while Holloway limited this area to the employers of the teaching staff of an institution.

- *Moral criteria*

These concern the students following the (tourism) course and ensure that the course is relevant to the (tourism) industry, up to date with the requirements of the industry,

and meets the demands of employers in the industry so as to guarantee acceptance of the student's educational credentials.

- *Professional criteria*

These apply to the lecturers involved in the tourism courses and set out to establish whether their qualifications are relevant, their experience up-to-date, and their teaching methods and material supportive of the course requirements.

Any accreditation criteria to be identified should ensure that the institution will :

- liaise with industry on the latter's requirements;
- review and update its mission and policies periodically;
- submit to periodic liaison (evaluation) with industry and other institutions to ensure maintenance of standards;
- ensure that its courses (such as the tourism course) are reviewed periodically to ensure validity for, and acceptability by, the (tourism) industry;
- ensure suitably qualified staff teach on the (tourism) course;
- maintain external evaluators to guarantee academic quality;
- monitor and assess students' abilities and ensure a selection process that is fair;
- maintain and upgrade media to ensure effective teaching.

Furthermore, it is important for the course based on the requirements of the (tourism) industry:

- to be subjected to periodic evaluation and upgrading;
- to be specific to changing job descriptions within the (tourism) industry;
- to take cognisance of external factors (economic, political, environmental, cultural and social) which impact on the (tourism) industry;
- to consider the changing technological requirements of the (tourism) industry;
- to be monitored for satisfactory student evaluation;
- to be compared to other (comparable tourism) courses to ensure that the course is not substandard.

Shippey (1990:5) has defined accreditation in another context. "*Accreditation is (the term) used to refer to the transfer of credits, acquired by a student at one institution, to*

another institution. It usually implies that the receiving institution has accredited the programme or part thereof and that the student will not suffer any other delays in the achievement of his goals". This explanation is given in its narrow sense, referring only to course credits. In its wider context discussed by Kells on page 158, accreditation also includes the institution, the teaching staff, the academic support and physical features. Criteria for the evaluation and accreditation for any tourism course(s) in South Africa should be considered in the widest possible terms, even to the extent that non-formal and informal courses may fall within the criteria. The criteria identified should lead to :

- the raising and maintenance of the standards of service in the tourism industry;
- the acceptance of accredited programmes as meeting minimum established educational standards;
- the continual improvement of the accredited programmes;
- the improved quality of employers/employees in the tourism industry;
- the acceptance ultimately by the travelling public of the credentials of the tourism industry.

The main thrust of accreditation criteria should be the formation of "*...a genuine partnership between industry and academics...*" (Robertson and Clendening 1989:191). The authors noted this in discussing the "*...significant advance in management development in the United Kingdom Hospitality Industry...*" when the Council for National Academic Awards accredited the Wimpy International Limited restaurant management programme, which requires academics to teach company-designed courses.

5.4 EMPLOYMENT OF THE DELPHI COMMUNICATION TECHNIQUE

International tourism is determined more by the personal bias of the tourist than by the activities and attractions available to him. As such, much time, effort and money is spent in forecasting market demand in an effort to bring the supply and the demand together in a cost-effective entity. This planning process is time-related and any forecast can only be valid for a particular time frame. The longer the forecast period the more uncertain the results, and the greater the likelihood that those participating in the research may alter their decisions

based on the changing circumstances. Nevertheless, futures planning is a key area in tourism planning and development and Kaynak and Macauley (1984:88-90) refer to Lusch and Laczniak's (1979) structure for research methodology. Futures research is "*rich in speculation*", making assumptions regarding demographic, socio-economic, technological, political, cultural and environmental matters. Futures research assists those who must make the decisions to make assumptions and then decisions based on a sequence of events.

Some methods of obtaining research information are depicted on page 163. Lusch and Laczniak suggest four steps in using research methods to arrive at an answer :

- make assumptions about the future;
- anticipate alternative events;
- follow possible consequences;
- formulate strategies and tactics.

Possibly the two most widely used research methods are the polling method and scenario building. The Delphi Communications technique used in this study is an example of the polling method.

5.4.1 Description of the Delphi Communication technique

This system was devised by Helmer and Dalkey in 1963 to obtain a consensus of opinion on problems affecting the Rand Corporation in California in the USA. The technique seeks to obtain an expert opinion from a group of individuals who respond in isolation, usually through a questionnaire, to a question, problem or set of data. The Delphi system ensures "*...anonymity, controlled feedback, group response, and conscious striving towards consensus*" (Kaynak and Macauley 1984:90). The technique is based on two assumptions - with each round of the communication the range of responses will tend towards a middle range, and these responses will tend towards a general most acceptable answer. The technique can be used to generate a hypothesis, or to test one already established, and consists of an initial round to establish the parameters within which responses are sought, and subsequent rounds to seek the "ideal" answer. The number of rounds will be determined by the speed with which the participants can reach consensus.

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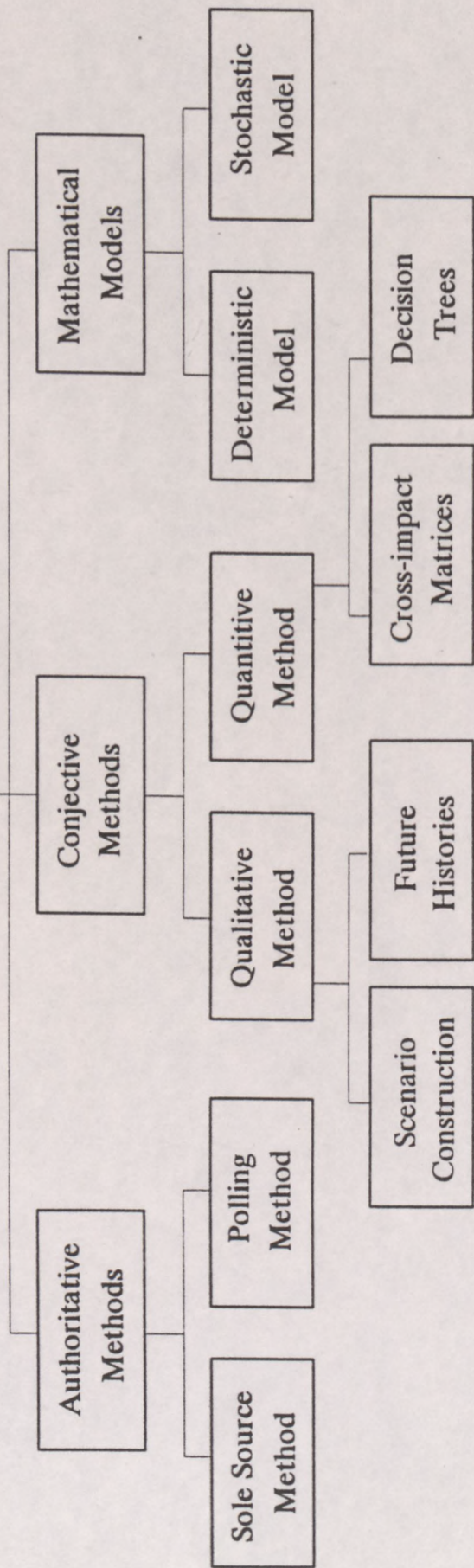


FIGURE 19

Source : Lusch and Lacznick, 1979 in Kaynak, E. and Macauley, J.A. (1984:89)

While the system ensures impartiality by avoiding face-to-face contact and therefore group pressure to conform, it is limited in its problem-solving ability. The range of responses is limited to the initial impulse and therefore important issues may be missed by the experts, who themselves are randomly selected, and therefore no guarantee of non-bias can be given. Another problem of this technique is the dropout rate of the participants who do not always foresee an absence when starting the exercise. Despite these limitations, Allen (1978:121) maintains that "...*Delphi provides the individual expert with the greatest degree of freedom from this artifact* (interpersonal conflicts that may arise through a conference style situation) *through the promise of anonymity. Thus the primary objective of Delphi is not to produce "right" answers as much as it is to produce a communication climate most conducive for rational and objective thought*". He sees as advantages to using a Delphi communication the following, among others :

- independent argument by participants;
- it keeps the participant's thoughts channelled in a certain direction;
- communication without contact;
- it eliminates domination of participants through one person or group of persons;
- it is cost effective -- the only costs are the participants time, usually given free, and postage and stationery;
- it ensures controlled feedback to participants;
- it can generate wide responses (this is not applicable to this study as the panel is being asked to respond to criteria already identified);
- it is relatively simple to compile, administer and to formulate responses.

Linstone and Turoff (1979:3-7) have noted two additional problems encountered with the Delphi technique. The composition of the group of "experts" is vital to obtaining valid information. While this problem is not limited to Delphi groups, it is perhaps emphasised in that the group is not free to discuss a wide range of ideas. Neither is the second problem confined to Delphi investigations. It concerns the honesty of the monitor to give all relevant information to the participants and not to influence the group in any particular direction. In this exercise (investigating criteria for accreditation of tourism courses), the "monitor" was, in the first place, a group of persons interested in travel (not employed in travel) who identified in a group discussion the problems they encountered in travelling and responded

to a set of questions specifically prepared for the discussion on manpower needs and education and training requirements. Secondly, the "monitor" is the author who prepared the questionnaires used in the initial and subsequent rounds. These will be discussed in more detail in section 5.5.1.

Kaynak and Macaulay (1984:92-99), in their Delphi investigation into the development of tourism in Nova Scotia (Canada), were at pains to stress the composition of the group from "...*industry operators, public policy makers, tourism and travel associations and organizations, and from the general public*". (Of interest to this study was the impact of education and training on tourism in Nova Scotia. Both universities and colleges were to include tourism and hospitality degrees in their curricula, and part-time training was to be substantially increased. The study was conducted in 1982, and both types of institution were noted as having a critical impact on tourism. Courses were to be in place by 1989 and 1986 respectively).

5.4.2 Choice of participants

According to Allen (1978:122) the "experts" chosen to form the Delphi panel are persons "...*familiar with the stated problem*". These people, who should number between 10 and 30, are those who "...*have information to share, are motivated to work on the problem, and have time to complete the tasks involved with the procedure*". The panel who helped compile the initial questionnaire is discussed under 5.5.1, while the panel for the Delphi Communication exercise is discussed below.

5.4.2.1 From academic circles

Courses for tourism education are offered at technikons, technical colleges, private colleges and two universities. South African Airways offers specialised courses specific to their reservations, fares and ticketing, requirements. Thirty-two persons from the organisations mentioned above, from throughout the country with the exception of the OFS (the Travel and Tourism course was introduced at the Technikon OFS as from January 1994) were invited to participate in the exercise and twenty-five accepted the invitation.

5.4.2.2 *From commerce and industry*

Fifty persons from travel agencies, tour operators, tour guides, publicity/information offices, a conference organiser, a holiday resort, coach (scheduled and non-scheduled) carriers, the Association of South African Travel Agents (ASATA), and a travel publication were asked to join the panel, and thirty one indicated their willingness to serve, including one Indian travel agent from Natal. This panel is representative of the whole country.

5.4.2.3 *From government circles*

The Department of Manpower is shifting the responsibility for training onto Industry Training Boards established by each industry to monitor the progress of that industry, particularly the training aspect. One person was invited onto the panel from the Hospitality Industry Training Board. The invitation was accepted, but the member left the Board for a university appointment at the time of the first round (February 1993). Although the Chairperson of the Travel Education and Training Authority of South Africa (TETASA) declined to serve on the panel, TETASA was represented unofficially in that education and industry persons were active in the Delphi exercise. The Executive Director of the Certificate Council for Technikon Education (SERTEC) was also a panel member.

The participants included males and females, English-speaking and Afrikaans-speaking (other language groups were also represented), aged from the mid 20s to over 50, who filled various positions in education and the tourism industry, but did not represent all population groups accepting that the tourism industry is predominantly white and English-speaking. Table 10 on page 167, gives a breakdown of invitations to participate in the Delphi exercise, the acceptance of invitations, and the responses received in time for analysis for each round.

Criticism can be levelled that the sample is not representative of the tourism industry. However, previous research encountered similar problems (Erasmus 1988; Esterhuysen 1989; Spencer and Uken 1992). According to the ASATA mailing list (1992), they have approximately 600 affiliated and full members representing about 6 000 persons. During the roadshows organised by ASATA and TETASA to explain the need for co-ordinated education

TABLE 10

PARTICIPATION IN THE DELPHI COMMUNICATION EXERCISE

PARTICIPANTS WORK SECTOR	INVITATIONS TO PARTICIPATE					ACCEPTANCE OF INVITATIONS					REFU- SALS	% POSITIVE RESPONSE	RESPONSES PER ROUND			
	CAPE	TVL	OFS	NATAL	TOTAL	CAPE	TVL	OFS	NATAL	TOTAL			I	II	III	
ACADEMIC :																
Technikon	6	3	-	2	11	6	3	-	2	11		100	10	10	8	
Technical College	1	1	-	1	3	1	-	-	1	2		67	2	2	2	
Private College	1	9	-	2	12	1	5	-	2	8		73	5	3	4	
University ¹	1	2	-	-	3	-	1	-	-	1	1	33	1	1	1	
SAA Training	1	1	-	-	2	1	1	-	-	2		100	2	2	2	
State (SERTEC) [*]	-	1	-	-	1	-	1	-	-	1		100	1	1	1	
Sub-total :	10	17	-	5	32	9	11	-	5	25		78	21	19	18	
INDUSTRY :																
Travel Agents	9	13	1	5	28	6	7	1	3	17	3	61	11	9	10	
Tour Operators	3	1	-	-	4	2	1	-	-	3		75	2	2	2	
Tour Guides	1	2	-	-	3	1	-	-	-	1		33	1	1	1	
Publicity Information Association	6	2	1	-	9	4	1	1	-	6		67	5	5	5	
TETASA [*]	-	1	-	-	1	-	-	-	-	-	1	0	-	-	-	
Transport	1	-	-	-	1	1	-	-	-	1		100	1	1	1	
ASATA	-	1	-	-	1	-	-	-	-	-	1	0	-	-	-	
Conference	1	-	-	-	1	1	-	-	-	1		100	1	1	1	
Holiday Resort	1	-	-	-	1	1	-	-	-	1		100	1	1	1	
Travel Publication	1	-	-	-	1	1	-	-	-	1		100	1	1	1	
Sub-total :	23	20	2	5	50	17	9	2	3	31		62	23	21	22	
TOTAL :	33	37	2	10	82	26	20	2	8	56	6	69	44	40	40	

* Governmental

¹ One respondent was initially linked to the HITTB

for the tourism industry, and the proposed formation of TETASA, only 167 people (about 2,7% of industry personnel) attended the six meetings held countrywide. Erasmus (1988:12) sent questionnaires to 20 agents to gauge the manpower and training requirements of the tourism industry. Only four responses were received and only one (1) response could be used. Esterhuysen (1989:4) conducted personal interviews in researching the Role of the Facilitator (national and regional tourism organisations, publicity associations and travel agents). *"Despite repeated reminders certain respondents did not comply with due dates. Furthermore, when force of circumstances precluded participation (despite confirmed appointments), entire questionnaires were left with those respondents with brief explanatory instructions. Regretfully despite numerous reminders and promises, some of these questionnaires were not returned"*.

It would therefore appear that the tourism industry, as a whole, is reluctant to assist in efforts to find information on manpower requirements and educational and training needs. In support of this statement the author may cite that when employers of Cape Technikon third-year Tourism students on their co-operative education programme, failed to complete questionnaires during the initial exercise in May 1992. The (now defunct) Travel Agents Board also noted this unwillingness to assist in 1987, reported on page 10 of this study. In view of the above, the author is satisfied that the number and quality of the participants in this Delphi survey will give satisfactory and usable information. The invitation to participate in this Delphi Communication exercise is given in Annexure A.

5.5 STEPS IN DEVELOPING THE DELPHI COMMUNICATION

The questions that made up the initial questionnaire came from various sources :

- interviews with academics and industry persons in South Africa, England, Scotland, Wales and Holland considered experts in their fields (between 1985 - 1993);
- previous questions, particularly from the studies of Erasmus and Esterhuysen, which had relevance to this survey (1988 and 1989);
- two studies in the United States of America on accreditation of courses in that country's hospitality industry (both 1988);

- questions from other educational surveys, including Heath's study of marketing South Africa, and Welgemoed's study of professionalising the tourist guide in South Africa, adapted for this survey into the tourism industry (1987 and 1989);
- questions designed by the author to answer certain specific items (1992 and 1993).

The first draft of the questionnaire was tested on 15 "users" and academics on 15 April 1992. The users were people who had travelled extensively, nationally and internationally, from different social and educational backgrounds and different nationalities. The object of the workshop was to establish whether the questions would elicit the kind of answers that would satisfy the travelling public in respect of:

- education and / or training received by consultants;
- personality traits of tourism industry personnel;
- experience in the tourism industry;
- minimum qualifications to function in the tourism industry;
- the importance of certain skills in the tourism industry.

A second workshop was held on 17 May 1992 involving 13 travel agents, tour operators, information/publicity officers and tourist guides. This group was asked to critically analyse the restructured questionnaire in view of the stated aims and objectives of the survey, to establish manpower needs of the tourism industry and examine the education and training available to the industry.

The recommendations of these two groups were used to prepare the final version of the initial questionnaire which was distributed country-wide. This questionnaire appears as in Annexure B. In view of the unsatisfactory results experienced, particularly by Erasmus, using postal surveys, it was decided to use students of the technikons in Johannesburg, Pretoria, Cape Town, Durban and Port Elizabeth to complete the questionnaires by way of interviews with senior staff in tourism organisations.

Each of the technikons was visited and the questionnaire was discussed in detail, question by question, to prepare the students for the interview situation. Possible reactions by respondents were discussed, and possible answers were suggested, particularly as to why certain questions were couched in a particular way.

The responses were particularly disappointing, and even the 37% response obtained in Cape Town was far below an anticipated 50% response. Although the average response of 13,4% country-wide was more than Erasmus' 5% usable response from travel agents, it is a long way short of the average 33% response from the tourism industry obtained in his survey. However, because the actual number of places visited by the students was not known, the percentages quoted are really meaningless. It is also impossible to determine at how many organisations the students were refused the chance to interview anybody. It was a common complaint from students at all five centres that they were not allowed to interview employees, that they were told that they were wasting employee's time, that supervisors/managers were not interested nor prepared to help in answering the questions, and that the Travel Education and Training Authority of South Africa (TETASA) was either not known to tourism firms or that the organisation was a waste of time and effort.

5.5.1 Initial questionnaire to participants of the Delphi Communication

The information that was obtained during the 1992 survey formed the basis for the questionnaire developed for the Delphi Communication exercise, however, the emphasis was changed from gauging the manpower and educational needs to establishing evaluation and accreditation criteria, given that the need for structured education and training existed.

From the sources listed above, especially the two studies undertaken in the USA, and the accreditation criteria of the Business and Technician Education Council (BTEC) and the Council for National Academic Awards (CNAA) in Britain, and the Certification Council for Technikon Education (SERTEC) in South Africa, the questionnaire given in Annexure C was designed.

The participants were asked to rank statements contained in each of 29 groups according to their (the participants') order of importance, starting with 1 as being the most important. They were also invited to add items to any group that they felt were important and should be considered. The groups identified were :

- A the mission statement of the educational institution;
- B objectives for a tourism course;

- C objectives for student selection;
- D institution and/or course brochure;
- E staffing (requirements for lecturers at educational institutions);
- F staff development (tourism lecturers);
- G support services - library;
- H support services - lecture rooms/technology;
- I support services - administration;
- J industrial liaison;
- K industrial experiential training;
- L student profile (personality traits/skills of the ideal tourism industry employee);
- M body of knowledge - general;
- N body of knowledge - travel practice and operations;
- O body of knowledge - management;
- P body of knowledge - marketing;
- Q body of knowledge - business administration;
- R body of knowledge - legal;
- S body of knowledge - financial;
- T body of knowledge - tourism planning and development;
- U student assessment.

Participants were further asked to distinguish in groups M to T (the "body of knowledge" categories) between knowledge required at management and operational levels. Fifty-six questionnaires were sent out and, despite two telephone calls to each respondent who had not returned the form by the due date of 19 March 1993, 44 returns were analysed by a statistician of the School of Business Informatics of the Cape Technikon between 2 and 25 April 1993.

5.5.2 Analyses of the first round reactions

Computer analyses of the responses were used to draw up the questionnaires for round two. The statements were restated for each group (the educationists and practitioners) in the order voted by the majority of participants. Despite what the author stated at the conclusion

of section 5.4 regarding the size of the sample and the validity of the information gathered, there does exist an element of doubt regarding the accuracy of the ranking of the statements in each group. Thirkettle (1985:14) contends that the validity of any conclusions based on statistics is dependant on two laws :

- 1) the law of statistical regularity, which says "*...that a reasonably large number of items selected at random from a large group of items will, on average, be representative of the characteristics of the large group*";
- 2) the law of inertia of large numbers, which holds that "*...large groups or aggregates of data show a higher degree of stability than small ones*".

Three methods of interpreting the statistics were available to the author. Firstly, the voting could have been weighted according to the number of votes received by each statement. This method was rejected as author partiality could have been construed in the calculations. Secondly, voting could have been added together, particularly where two or more statements received an equal number of votes at any level of importance. In that case the votes for the next level of importance would be added to the present level to find the important statement. For example, if statements one and five each received four votes as the third most important statement, the number of votes the two statements received as fourth most important was added to the third level. If statement one received two votes and statement five three votes then statement five was judged third most important because of its total of seven votes to statement one's six. It was decided to move down to the next level in solving equal voting, as votes in the earlier levels had already been decided. The third method of interpretation was to accept that at any level of importance one or more statements could be judged equally important. This method was initially discarded to prevent uncertainty among participants, but latter adopted.

During the evaluation of participant's voting for round one the second method was adopted. One problem later identified with this method was that invariably the statement that fell away when combining votes of two (or more) levels of importance was hardly ever again in contention. In the example referred to above, statement one, which was judged third most

important but fell away in a combination of votes, could subsequently have been place 4, 5 or least important. A non-deliberate bias was therefore introduced into the hierarchy of values. Thirkettle calls this "*deliberate selection*" and goes further saying that "*substituting another item for one already chosen in the sample will also cause bias*" (Thirkettle 1985:15). Willemse (1991:15) says that this "*error*" (not a mistake) is actually the difference between the "*true value*" and the attached value and is caused by, among other reasons, "*inaccurate measuring devices*". The third method of ranking was therefore finally used. Bruwer and Schuman (1990:166) say that when two or more equal values of the characteristic appear, equal ranking values can be allocated which is the average of the two or more ranking elements which they would otherwise have received.

The revised questionnaires for round two (Annexures D and E) were sent to the 44 participants between 17 and 21 May 1993 with a return date of 4 June 1993. Each participant's voting was given in red alongside the majority order so that participants could see how their own voting compared to the majority vote for each group. Participants were invited to reconsider their first round voting in the light of the majority vote, and to either accept the majority vote or retain their original votes. Those who wished to retain their vote were asked to substantiate their decisions. Two separate questionnaires were prepared, one for the educationists and a separate one for the industrial panel. This was done because of the wide difference in voting for the importance of the statements between the two panels, and it confirmed hypotheses number two that "*...there will be considerable divergence of interest and requirements among professional officers in the tourism industry and academics, regarding evaluation and accreditation of tourism courses*" (chapter 1:16). A number of participants of both panels suggested either including GALILEO or replacing SAAFARI with GALILEO. Both are reservation systems. No other items of any importance were suggested and therefore the original statements were not changed.

5.5.3 Analysis of second round reactions

The return date for round two of the Delphi Communication was 4 June but had to be extended to 16 June 1993 as numerous participants had other priority work to do. Eventually by the revised due date, 40 returns were received, all but four of which, supported the majority rankings.

Because the correctness of the method of interpretation of the statistical data in round one was questioned, a re-evaluation of the information for round one was done together with round two results. Now statements which were voted equally important were placed equal (the third method of evaluation described in 5.5.2 above). The revised questionnaires of the two panels - educationists and tourism industry personnel - were sent to all 44 participants, including those who had not returned their round two responses. The return date for round three responses was 16 July 1993. It is highly significant that with the re-evaluation of the data, using the method of "equal importance", those statements originally voted first, second, third, fourth and fifth most important remained in the top five when re-evaluated, with changes in the priority order taking place below the fifth level of importance. However, some statements that were voted equally important by participants and that fell out of the reckoning after the first round evaluation, now reverted to their original level of voting. The author is satisfied that the revised order of the statements within each group reflects more correctly the original voting of participants, and that the order of items in the round three questionnaires will be more acceptable to participants. The results were analysed manually.

5.5.4 Analysis of third round reactions

Two participants, one in each panel, maintained their ranking order in round three, the other 38 participants accepting the majority order. The questionnaires were sent to participants on 25 June with a return date of 16 July 1993 (Annexures F and G). Participants were asked to consider their round two response given in green ink against the majority decision and accept or reject this order. After numerous telephone calls, personal visits and in three cases additional forms being posted, the return date was eventually extended to the end of August 1993, by which date 40 participants (out of 44) had responded. These responses were again analysed manually and the results sent to each participant. An indication, by way of ranking against each item, was given of the voting of each panel. Participants were thus able to see how they had voted, how their panel had voted, and how the other panel voted. The two panels had very distinct ideas on the importance of the items. These responses will be discussed in chapter six.

5.5.5 Additional panel

To make absolutely certain of the findings of the Delphi exercise, a new group of persons was identified who had not taken part in any of the previous surveys. This group was drawn from throughout the country and again included educationists and industry employees. The following table gives a breakdown of participants.

TABLE 11 Participants in the final response of the investigation

Participants	Invited to Participate						Responded to Questionnaire						%
	Cape	Tvl	Namibia	OFS	Natal	Total	Cape	Tvl	Namibia	OFS	Natal	Total	
Academic	2	2	-	-	1	5	1	1	-	-	-	2	40
Industry	13	3	1	-	-	17	3	2	-	-	-	5	29
Academic/ Industry*	2	1	-	-	-	3	2	1	-	-	-	3	100
TOTAL	17	6	1	-	1	25	6	4	-	-	-	10	40

* participants employed in the tourism industry who are also involved in tourism instruction

These persons were asked to indicate by means of a tick (✓), if they accepted, or a cross (x), if they rejected, the information contained in the questionnaire. They were not asked to respond to the ranking (importance) of the data but merely whether they thought the information should be included in course evaluation and accreditation. Their responses will also be considered in chapter six. This group will be termed the Final Panel in further discussions. It was again discouraging that, despite all 25 individuals being personally contacted to request their participation, and despite numerous telephone calls to persons who had not responded by the return date of 18 October 1993, and even the deadline being extended to 30 November 1993, only 10 persons responded although four (4) others indicated their acceptance of the information telephonically. These responses have not been included in the results.

5.6 SUMMARY

In chapter five the general principles of evaluation and accreditation in education were considered, and the Delphi Communication technique was discussed and applied to this present study. The various steps in the application of the Delphi Communication were discussed at each stage of the exercise. The Delphi Communication was used to obtain information on criteria that could be used in evaluating and accrediting a course(s) in tourism education and training. This technique in gathering information is thought to be a cost-effective and unbiased method of obtaining expert opinion.

In the next chapter, the results of the survey are considered and analysed so as to identify the criteria that may be included in a course evaluation exercise and accreditation programme.

CHAPTER 6

THE FINDINGS OF THE DELPHI COMMUNICATION

6.1 INTRODUCTION

The hypotheses that gave rise to this investigation stated firstly that there was no major agreement on evaluation and accreditation requirements of various interested bodies for a tourism course(s) and secondly, that there would be a considerable difference in the requirements for accreditation between educators and practitioners.

Since starting the investigation (in 1992) persons and organisations within the tourism industry, particularly the Association of South African Travel Agents (ASATA), have accepted the need for evaluation and accreditation of tourism courses on offer in South Africa. At the ASATA Annual General Meeting held in Perth, Australia, in October 1993, congress participants voted unanimously to formalise the Travel Education and Training Authority of South Africa (TETASA), to appoint an officer to establish TETASA, and to formulate criteria for accrediting tourism courses in South Africa. The organisation should be in place by January 1994 (the Board members were elected in April, and the training manager appointed in August 1994) and accreditation criteria identified and in use by the middle of 1994. The first hypotheses is thus accepted and is now being acted upon. The 1994 AGM in Cairo, Egypt, accepted the decisions made regarding TETASA, which will commence operations from November 1994.

The second hypothesis now needs discussion. In considering the criteria given in each group, participants were asked to rank these in order of importance to be used in evaluating and accrediting a tourism course(s). The question now arises, which criteria should be used and which discarded? Which panel's criteria should be accepted - educators or practitioners?

In an attempt to reach consensus the author used three sets of statistical data :

i) *The arithmetic mean*

The arithmetic means of the educator panel (\bar{x}) and the practitioner panel (\bar{y}) were calculated to indicate those criteria that should be used in evaluating/accrediting. Those items falling above the mean are considered relevant and those below less important as evaluating criteria. Both Hampton (1965:77-88) and Bouwer and Schuman (1990:70-73) indicate that the mean measures only the middle value (average) of a set of data. The importance of the mean lies with the user as to the interpretation that is given. The author has used the arithmetic mean to provide a cut off point between criteria that could be used in the evaluation process and those not as important. The formulae used are

$$\bar{x} = \frac{x_1 + x_2 + x_3 \dots x_n}{n} \quad (1)$$

and
$$\bar{y} = \frac{y_1 + y_2 + y_3 \dots y_n}{n} \quad (2)$$

where $x_1, x_2, x_3 \dots x_n$ are the criteria of the educator panel, $y_1, y_2, y_3 \dots y_n$ the criteria of the practitioner panel, and n the number of criteria for each panel in each group.

The arithmetic means are given in each of the following tables as \bar{x} , and \bar{y} .

(ii) *A correlation co-efficient* (Bouwer and Schuman 1990:159)

When comparing two (or more) sets of data it becomes necessary to seek similarities between the sets. The calculation of a correlation co-efficient measures the extent of comparability; the closer the co-efficient to 1(+1 or -1) the stronger the intensity of correlation and the closer the value to 0 the weaker the correlation. A spreadsheet statpack computer programme called Exel was used to calculate the correlation co-efficient.

(iii) *The Probability of the correlation co-efficient representing the whole population*

The samples used in this study, 21 educationists and 23 tourism industry practitioners, are small, especially the tourism industry personnel. The probability value indicates the

likelihood that the sample correlation co-efficients are representative of the whole population. A "P" value of less the 0,05 indicates a very significant representation, while values of less the 0,1 can be construed as representing the whole population. The larger the "P" value the smaller the likelihood that the sample correlation co-efficient is representative of the population. The probability is given as "P" in the following tables.

In combination, a relatively high r-value with a "low" p-value indicates a meaningful linear association, while a low r-value and a large or high p-value means no or a meaningless linear association or relationship.

6.2 THE FINDINGS OF THE DELPHI COMMUNICATION

Each of the 29 tables (tables 12 to 40) represent the findings of the Delphi Communication. Each of the statements randomly designed in each group identified by the author is given by a statement number (the original random order) and key word or words. The total vote of the educator and practitioner panels is then given for each panel. As this study is exploratory and the first of its kind for two panels (educators and practitioners) to establish evaluation and accreditation criteria for tourism instruction, the research findings must be viewed as progress. Weber (1988) had also used two panels in developing accreditation standards for American commercial recreation curricula. He used the Kendal W Coefficient of Concordance (Weber 1988:43) to test the levels of agreement between his two panels and a chi-square test to measure the significance of agreement. He eventually merged the findings of the two panels into 82 accreditation criteria (Weber 1988:45).

The author had two options available in deciding what to use in developing accreditation criteria. In the first place, the statements on and above the arithmetic mean of the two panels may be used or, secondly, the author could use the decisions of the educator panel to determine the academic matters, and the practitioner panel to decide on the body of knowledge, ie. on what should be taught in a tourism course(s). The author is of the opinion that the first method is the better as it will promote the most important criteria as identified by each panel and should, therefore, satisfy both academics and industrialists in the work place.

The tables represent a summary of the final rankings of the criteria as identified by the two panels, with an indication of the mean rankings of the two panels, the extent of correlation of the rankings of the two panels and the probability of the data representing the whole population. A high degree of correlation between the panels was found in only nine groups (higher than 0,6 with the highest correlation in Group G [library facilities] of 0,95, this was expected) and a very low correlation (lower than 0,3) in nine groups. Among the lowest correlations are in Group B - the Objectives of a tourism course - of only 0,08, and Group Qo - Body of Knowledge - Business Administration - of 0,01.

TABLE 12 Group A - Mission Statement of Educational Institution

STATEMENT		PANEL RANKING	
		Educator	Practitioner
1	selection of students on merit	158	81
2	apply theory to practical situations	56	106
3	comprehensive education	40,5	164
4	contribute to needs of community	68	53
5	improve qualifications of lecturers	118	185
6	courses to meet industry requirements	27,5	24
7	assist academic staff to design courses	184	228
8	promote liaison between educational institution and industry	163	151
9	administrative support for academics	208	218
10	comply with White Paper to promote eco-tourism	130	108
11	co-operation between educational institutions	131	148
12	quality control in education	121	248
	$r_s = 0,58$ $P = 0,05$		$\bar{x} 117$ $\bar{y} 143$

→ a meaningful linear relationship

Table 12, the *Mission Statement of an Educational Institution*, shows that four of the 12 statements are above the mean and are supported by both panels including statement number six (to develop course(s) to meet the requirements of the tourism industry). The correlation coefficient of 0,58 indicates moderate agreement by the two panels on the rank order of statements. The need for a mission statement is fully supported by the Final Panel (100%) in accreditation.

TABLE 13 **Group B - Objectives of a Tourism Course**

STATEMENT		PANEL RANKING	
		Educator	Practitioner
1	all encompassing course	210	244
2	general management course	108	104
3	detailed operators course	208	132
4	practical classroom training in course	202	134
5	up-to-date course with changes as needed	143	172
6	annual course evaluation	91	72
7	liaise with industry for expert advice	146	221
8	progressive education to higher levels	98	189
9	teach for optimum efficiency	223	177
10	compulsory experiential period	144	289
11	enrich course through outside inputs	167	261
12	reference library on tourism literature	69	235
13	course to meet tourism industry needs	22,5	29
14	prepare staff with thorough tourism knowledge	41,5	60
$r_s = 0,49$ $P = 0,08$		$\bar{x} \ 134$ $\bar{y} \ 166$	

→ a meaningful linear relationship

Table 13, *Objectives of a Tourism Course*, shows that only four of the 14 statements are above the means and are supported by both panels, including statement number 13; that the course must teach in a single programme that meets the majority of needs of the tourism industry. The co-efficient of 0,49 indicates moderate agreement between the two panels. The Final Panel voted 100% for a course objective to be accredited.

TABLE 14 **Group C - Objectives for Student Selection**

STATEMENT		PANEL RANKING	
		Educator	Practitioner
1	selection on merit only	37	151
2	personal interviews with students	69	157
3	select students for different functional levels	39,5	92,5
4	select students irrespective of potential for industry	137	113
5	counsel students on best course available	89	48
6	select in consideration of experiential training	132	74,5
7	select according to industry needs	102	132
8	write aptitude test to gauge potential of student	44	23
$r_s = 0,01$ $P = 0,99$			$\bar{x} \ 81 \ \bar{y} \ 99$

→ no meaningful linear relationship

Table 14, *Objectives of Student Selection*, displays two of the eight statements enjoying acceptance by both panels above the mean ranking although the correlation of 0,01 is extremely low. Both panels wish prospective students to write an aptitude test to gauge their potential for employment in the tourism industry before enrolling for a tourism course. Nine out of ten of the Final Panel support a student selection process. It is interesting to note here that the educators would like to enrol students on merit, but that the practitioners do not consider merit selection as important and 60% of the Final Panel also reject this criterion.

TABLE 15

Group D - Institution/Course Brochure

STATEMENT		PANEL RANKING	
		Educator	Practitioner
1	detailed brochure of students activities	74,5	22,5
2	details of course requirements	20	44,5
3	general course outline	36	88
4	objectives of educational institution	52	68
5	details of teaching staff	124	112
6	details of student activities	109	132
7	details of rules and regulations for students	89	149
$r_s = 0,60$		$P = 0,15$	$\bar{x} \ 72 \ \bar{y} \ 88$

→ no meaningful linear relationship

Table 15, *Institution/Course Brochure*, reveals that three of the items above the means are accepted by both panels, but not in the same ranking. The co-efficient of 0,60 indicates an high correlation. The Final Panel supports (80%) course information but wishes that details of staffing and social activities be excluded from a course brochure.

TABLE 16 Group E - Staffing (Lecturers at Educational Institutions)

STATEMENT		PANEL RANKING	
		Educator	Practitioner
1	staff to hold tourism qualification	118	51
2	staff to hold academic qualifications	84	222
3	hold academic and tourism qualifications	171	196
4	hold teaching qualifications	184	217
5	hold academic, teaching and tourism qualifications	27	179
6	staff should have appropriate industry experience	110	51
7	staff need periodic experiential training	141	22
8	staff to stay abreast of tourism developments	82,5	108
9	staff to evaluate their teaching methods	158	151
10	upgrade and adapt course details to industry needs	70,5	51
11	staff should promote student learning	43	128
			\bar{x} 108 \bar{y} 125
$r_s = 0,13$		$P = 0,71$	

→ no meaningful linear relationship

Table 16, shows five of the 11 statements ranked above the arithmetic means by both panels, but the co-efficient of 0,13 shows a very low correlation in the order ranking of the criteria. The two panels are not in agreement on the qualifications, experience and training of staff teaching the tourism courses. The Final Panel is totally in agreement on the need for competent staff who should hold tourism rather than teaching and/or academic qualifications.

TABLE 17 **Group F - Staff Development (Tourism Lecturers)**

STATEMENT		PANEL RANKING	
		Educator	Practitioner
1	staff need an annual tourism update	84	22
2	staff should undertake a (bi-annual) industry secondment	74	96
3	staff should acquire industry qualifications	50	87
4	staff should acquire other qualifications	28	141
5	staff should attend workshops	121	88
6	induction course for new staff	106	45
7	"training for the trainer" course for unqualified lecturers	40	137
$r_s = 0,68$ $P = 0,10$		$\bar{x} \ 72$ $\bar{y} \ 88$	

→ a meaningful linear relationship

Table 17, the *Development of (Teaching) Staff*, indicates a high co-efficient of 0,68. With a significant "P" value, a high correlation between the rankings of the two panels on criteria for accreditation is evident. The Final Panel shows 100% support for staff development although the two panels cannot agree on how development should take place.

TABLE 18

Group G - Support Facilities : Library

STATEMENT		PANEL RANKING	
		Educator	Practitioner
1	well stocked library necessary	19,5	25
2	tourism periodicals necessary	34,5	44
3	books for supporting subjects necessary	90	108
4	other supporting services available	71	64
5	reference and short-loan facilities available	55	72
$r_s = 0,95$		$P = 0,02$	
		$\bar{x} \ 54 \ \bar{y} \ 63$	

→ a meaningful linear relationship

Table 18 the need for a *Library*, reveals the highest correlation of 0,95 between the two panels, a significant probability of 0,02 and is fully supported by the Final Panel.

TABLE 19 Group H - Support Facilities - Room/Technology

STATEMENT		PANEL RANKING	
		Educator	Practitioner
1	darkening facilities available	153	195
2	audio-visual equipment available	24	156
3	effective time tabling to be done	68	146
4	tourism software packages needed	66,5	50
5	tourism content in keyboarding course	106	116
6	hands-on practical experience needed	73,5	140
7	individual work stations needed	172	74
8	annual resource planning to be done	142	213
9	quality and location of rooms necessary for effective teaching	119	86
10	practicum room needed	66	38
$r_s = 0,20$		$P = 0,59$	$\bar{x} \ 99 \ \bar{y} \ 121$

→ no meaningful linear relationship

Table 19, *Room and Technology Needs*, shows very low agreement between the panels (0,20). Only two of the ten statements are common, while the "P" value indicates a wide discrepancy in voting. The Final Panel, while fully agreeing that the lecture room and facilities should be evaluated, reject four of the ten statements, but support the need for hands-on experience and appropriate computer software.

TABLE 20

Group I - Support Facilities - Administration

STATEMENT		PANEL RANKING	
		Educator	Practitioner
1	administrative support for lecturers needed	18	68
2	academic staff responsible for own administration	132	94
3	student counselling available	53	28
4	accurate student records kept	43	162
5	financing facilities available	78	127
6	textbooks available on campus	89	146
7	canteen facilities available	130	117
8	relaxation facilities available	105	50
$r_s = 0,10$		$P = 0,82$	$\bar{x} \ 81 \ \bar{y} \ 99$

→ no meaningful linear relationship

Table 20, *Administrative Support*, shows one of the lowest correlation co-efficient of the whole exercise at 0,10. The two panels agree on only two of the eight statements - administrative support for the academic function and student counselling. The "P" value indicates virtually no consensus among the panelists, which means one can expect widely different responses from the whole population. The Final Panel is also divided on whether this function should be evaluated, only 70% support the need, although, with two exceptions - the need for stationery and textbook requirements to be met on campus and the academic staff carrying the administrative function - the eight statements all show at least a 60% support.

TABLE 21

Group J - Industrial Liaison

STATEMENT		PANEL RANKING	
		Educator	Practitioner
1	annual educational/industrial liaison on course necessary	18,5	28
2	record of experiential availability necessary	42,5	91
3	record of industrial experience needed	60,5	65
4	liaison group should negotiate course material	88	105
5	liaison group to give input on : a) staffing b) guest lecturers c) student assessment d) student employment e) physical resources f) special events	141	176
6	liaison groups should rotate annually	107	131
7	liaison group should include students	74,5	53
8	liaison group to do experiential placement	119	147
$r_s = 0,91$		$P = 0,00$	$\bar{x} \ 81 \ \bar{y} \ 99$

→ a very meaningful linear relationship

Table 21, *Industrial Liaison*, indicates an extremely high agreement (0,91) between both panels on the need to maintain links with the tourism industry, particularly on the course(s) requirements and experiential experience. The Final Panel voted 80% for this requirement, but did not support students on the liaison committee, keeping records of experiential experience, annual rotation of the liaison committee, nor the liaison committee placing students for their practical work.

TABLE 22

Group K - Industrial Experiential Training

STATEMENT		PANEL RANKING	
		Educator	Practitioner
1	work placement should be part of a course	18	23
2	experiential training equal in length in each study period	55	101
3	experiential logbooks needed to control work	55	135
4	work placement should be done by a) college b) student c) industry		
5	work monitored by educational institution	58	89
6	experiential training should be assessed	86	68
7	students records maintained	107	54
8	students should be compensated a) Yes b) No		
	$r_s = 0,08$	$P = 0,88$	$\bar{x} \ 63 \ \bar{y} \ 78$

→ no meaningful linear relationship

In Table 22, *Industrial Experiential Training*, the correlation of rankings of the two panels is extremely low at 0,08. Only one of the eight statements appearing above the arithmetic means, is common. Both panels rank first the need for work placement to be included in a course. The need for industry experience is accepted unanimously by the Final Panel, although they do not see experiential training as a part of course, reject the idea of logbooks to record practical training, and are divided on whether the student should be compensated during his practical period. The p-value indicates no representation of the whole population.

TABLE 23 Group L - Student Profile (Personality Traits/Skills)

STATEMENT		PANEL RANKING	
		Educator	Practitioner
Student should :			
1	be interested in travel	35	41
2	be honest/ use integrity	147	265
3	be friendly	123	108
4	have ability to handle clients	84,5	55,5
5	have good oral communication ability	101	74,5
6	have tact	241	321
7	have good manners	92,5	173
8	act professionally	91	103
9	be punctual	219	242
10	have tourism subject knowledge	89	214
11	have written communication ability	260	296
12	be mature	298	179
13	enjoy good health	295	345
14	be of even temperament	203	260
15	have good humour	242	374
16	be creative	283	170
17	possess leadership	353	196
18	be bilingual	207	396
19	have organisational ability	170	371
20	speak a black language	332	438
21	speak a foreign language	342	459
$r_s = 0,66$		$P = 0,00$	$\bar{x} \ 200 \ \bar{y} \ 242$

→ a meaningful linear relationship

Table 23, *Student Profile* (Personality Traits/Skills of the ideal industry employee), reveals a high correlation co-efficient of 0,66 with the panels agreeing on only seven of the 21 statements above the means. The "P" value suggests that the sample panels represent the views of the population totally. Both panels, and the Final Panel, agree on the need to be interested in travel, the ability to work with people (handle clients), good subject knowledge, a professional approach to the job and oral communication skills. All three panels reject the need to be proficient in an African or European language, while bilingualism is also not supported.

All three panels had wide ranging ideas on the contents of a tourism course(s). It is clear from these views that one composite course would be impractical and difficult to compile.

TABLE 24 Group M - Body of Knowledge - General (Management Level)

STATEMENT		PANEL RANKING	
		Educator	Practitioner
Subject should teach :			
1	client relations	22	24
2	oral communications	38	45
3	knowledge of political activities	139	224
4	a European language	85	206
5	a Black language	172	97,5
6	an Asian language	168	213
7	transport economics	103	80,5
8	historical perspectives for tourism	184	134
9	career opportunities	68,5	125
10	start-up procedures for tourism activity	94	147
11	money and banking	116	154
	$r_s = 0,55$	$P = 0,08$	$\bar{x} \ 108 \ \bar{y} \ 132$

→ a meaningful linear relationship

Table 24, *Body of Knowledge - General : Management Level*, shows a moderate correlation of 0,55 with only four of the 11 statements enjoying common ranking although both panels ranked client relations and oral communication first and second respectively. The Final Panel support the inclusion of this item in a tourism course although the need for a Black, European or Asian language is rejected, which is consequent with the voting shown in Table 23.

TABLE 25 Group M - Body of Knowledge - General (Operational Level)

STATEMENT		PANEL RANKING	
		Educator	Practitioner
Subject should teach :			
1	client relations	29	25
2	oral communication	30,5	42,5
3	knowledge of political activities	79	186
4	a European language	133	159
5	a Black language	169	123
6	an Asian language	144	92,5
7	transport economics	60	170
8	historical perspectives for tourism	174	233
9	career opportunities	175	96,5
10	start-up procedures for tourism activity	87	210
11	money and banking	107	122
		$r_s = 0,37$	$P = 0,27$
			$\bar{x} \ 108 \ \bar{y} \ 133$

→ no meaningful linear relationship

Table 25, *Body of Knowledge - General : Operational Level*, shows quite a difference in the mean values between the educator and practitioner panels (108 and 133), revealing a wide ranking of statements. The correlation of rankings is only 0,37 which reveals a low correlation - only three of the 11 statements are common ranked - client relations, oral communications and money and banking. The Final Panel voted 70% for this item but rejected the need for Black, European or Asian languages, a knowledge of transport economics, political activities and historical perspectives in a tourism course at operations level.

TABLE 26 Group N - Body of Knowledge - Travel Practice (Management Level)

STATEMENT		PANEL RANKING	
		Educator	Practitioner
Subject should teach :			
1	regional geography	288	194
2	Safari qualification (Galileo)	238	209
3	Fares 1 and 2	146	290
4	Fares 3 and 4	213	332
5	Fares 5 and 6	210	238
6	IATA standard	144	316
7	IATA advanced	247	344
8	national geography	86	50
9	international geography	291	107
10	travel regulations	212	279
11	computer skills	273	125
12	daily travel operations	199	245
13	bank settlement plan	54,5	83
14	organisations in RSA tourism	18	197
15	commercial sector in tourism	61,5	101
16	climate etc of each country	132	173
17	international trade	116	118
18	tourism manuals	154	290
$r_s = 0,31$		$P = 0,22$	
		$\bar{x} \ 171 \ \bar{y} \ 205$	

→ no meaningful linear relationship

When considering the *Body of Knowledge - Travel Practice : Management Level*, Table 26, the correlation of ranking of the two panels is low at 0,31. Only six of the 18 statements were common ranked by both panels. The Final Panel voted 90% for the inclusion of this subject, but at management level did not see the urgent need for industry examinations such as Fares and Ticketing and IATA UFTAA.

TABLE 27 Group N - Body of Knowledge - Travel Practice (Operational Level)

STATEMENT		PANEL RANKING	
		Educator	Practitioner
Subject should teach :			
1	regional geography	62	44,5
2	Safari qualification (Galileo)	30,5	40
3	Fares 1 and 2	130	140
4	Fares 3 and 4	95,5	161
5	Fares 5 and 6	139	281
6	IATA standard	206	295
7	IATA advanced	113	211
8	national geography	215	83,5
9	international geography	248	169
10	travel regulations	247	120
11	computer skills	280	282
12	daily travel operations	38	239
13	bank settlement plan	167	114
14	organisations in RSA tourism	300	378
15	commercial sector in tourism	190	331
16	climate etc of each country	275	358
17	international trade	181	321
18	tourism manuals	164	198
		$r_s = 0,52$	$P = 0,03$
			$\bar{x} \ 171 \ \bar{y} \ 209$

→ a meaningful linear relationship

At operations level (Table 27, *Body of Knowledge - Travel Practice, Operational Level*) the Final Panel is very much in favour of industry related qualifications, the use of travel manuals and regional, national and international geography. The educator and practitioner panels reveal divergent ideas in their rankings - means 171 and 209, but an average correlation

co-efficient of 0,52, with only six of the 18 statements ranked by both panels. The "P" value indicates a high probability that the sample results represent the tourism population. The panels rank local industry qualifications, the use of travel manuals and regional geography, but cannot reach consensus on national and international geography, and the international IATA UFTAA qualification. (This confirms the importance of the hierarchy of jobs in the tourism industry as the employee moves up the promotions ladder).

TABLE 28 Group O - Body of Knowledge - Management (Management Level)

STATEMENT		PANEL RANKING	
		Educator	Practitioner
Subject should teach :			
1	general principles of management	18,5	25
2	management of an enterprise	46	166
3	variety of enterprises in tourism industry	133	286
4	basic skills of business and personnel leadership	167	80,5
5	principles of planning for tourism	84,5	124
6	tourist activities (to plan tourism)	89	64,5
7	computer programming techniques	112	99,5
8	development of tourism resources	196	301
9	setting aims and objectives	79,5	187
10	personnel management	140	164
11	labour law	241	235
12	contract of service	190	238
13	resource management (attractions)	197	137
14	contract of hire	248	293
15	assess employee performance	222	241
	$r_s = 0,66$	$P = 0,01$	$\bar{x} \ 144 \ \bar{y} \ 176$

→ a meaningful linear relationship

Table 28, *Body of Knowledge - Management : Management Level*, shows a high correlation of ranking between the educator and practitioner panels of 0,66 with means of 144 and 176 and a high probability of representation. Only six of the 15 statements are common ranked but the Final Panel supports this item (90%) and all the statements (subject topics) for accreditation in a tourism course(s).

TABLE 29 **Group O - Body of Knowledge - Management (Operational Level)**

STATEMENT		PANEL RANKING	
		Educator	Practitioner
Subject should teach :			
1	general principles of management	18,5	118
2	management of an enterprise	64,5	198
3	variety of enterprises in tourism industry	128	160
4	basic skills of business and personnel leadership	96,5	49
5	principles of planning for tourism	104	73,5
6	tourist activities (to plan tourism)	62,3	162
7	computer programming techniques	264	114
8	development of tourism resources	187	188
9	setting aims and objectives	224	81,5
10	personnel management	248	237
11	labour law	163	281
12	contract of service	72,3	97,5
13	resource management (attractions)	203	261
14	contract of hire	146	305
15	assess employee performance	190	319
	$r_s = 0,31$	$P = 0,26$	$P = 0,37$
			$\bar{x} \ 144 \ \bar{y} \ 176$

→ no meaningful linear relationship

The same statements as in table 28 enjoy mixed support from the Final Panel, and a very low correlation of only 0,31 in ranking between the educator and practitioner panels when considering the *Body of Knowledge - Management at Operations Level* (Table 29). Only six of the statements are ranked by both panels, which seems to confirm that one composite tourism course covering tourism planning and development, management and operations is hardly possible.

TABLE 30 **Group P - Body of Knowledge - Marketing (Management Level)**

STATEMENT		PANEL RANKING	
		Educator	Practitioner
Subject should teach :			
1	techniques of salesmanship	103	88,5
2	principles of marketing	27	114
3	principles applied in marketing tourism	55	49,5
4	concept of advertising	50	65,5
5	marketing and selling techniques	152	146
6	planning multimedia presentations	193	177
7	planning marketing campaigns	101	229
8	tourism market feasibility studies	113	80,5
9	marketings place in environment	106	141
10	consumer behaviour	141	241
11	use of marketing tools	168	186
12	public relations	183	207
$r_s = 0,64$		$P = 0,02$	$\bar{x} \ 116 \ \bar{y} \ 144$

→ a meaningful linear relationship

Table 30, *Body of Knowledge - Marketing : Management Level*, reveals a high correlation of 0,64 with six of the 12 statements ranked by both panels. The probability of the population supporting the data is very significant. The mean values of 116 and 144 respectively also indicate a fairly high consensus, supported by the Final Panel who is 90% in agreement with this field and subject topics.

TABLE 31 Group P - Body of Knowledge - Marketing (Operational Level)

STATEMENT		PANEL RANKING	
		Educator	Practitioner
Subject should teach :			
1	techniques of salesmanship	19	227
2	principles of marketing	62,5	193
3	principles applied in marketing tourism	138	166
4	concept of advertising	93	126
5	marketing and selling techniques	187	115
6	planning multimedia presentations	212	200
7	planning marketing campaigns	123	71,5
8	tourism market feasibility studies	36	162
9	marketings place in environment	97	109
10	consumer behaviour	99	212
11	use of marketing tools	178	88,5
12	public relations	161	48
$r_s = 0,42$		$P = 0,17$	$\bar{x} \ 111 \ \bar{y} \ 143$

→ no meaningful linear relationship

At the operations level, Table 31, *Body of Knowledge - Marketing, Operational Level*, confirms the trends obvious in the previously discussed Body of Knowledge groupings at operational level, that a working knowledge of marketing is not a high priority for the tourism industry at operations level. With a correlation of 0,42, and only two of the 12 statements ranked by both panels above the means, little agreement is evident. The Final Panel supported the need (80%) for some topics of marketing to be included in an operators tourism course, but limited to public relations, consumer behaviour and techniques of salesmanship.

TABLE 32 Group Q - Body of Knowledge - Business Administration (Management Level)

STATEMENT		PANEL RANKING	
		Educator	Practitioner
Subject should teach :			
1	basic bookkeeping	43	43
2	principles of business administration	19	68
3	different types of business enterprises	160	144
4	knowledge of capitalistic business organisation	138	174
5	factors of production	67,5	34
6	different forms of business organisations	96,5	134
7	different levels of employment	126	95
8	different forms of commercial tourism organisations	97,5	114
9	basic skills to operate a business	63,5	183
$r_s = 0,55$		$P = 0,12$	$\bar{x} \ 90 \ \bar{y} \ 110$

→ no meaningful linear relationship

Table 32, Body of Knowledge - *Business Administration - Management Level*, shows an average correlation at 0,55 between the educator and practitioner panels, with three of the nine statements above the means of 90 and 110 respectively, ranked by both panels. The Final Panel agreed (90%) on the inclusion of this subject in a tourism course, and gave at least 70% support to each of the statements (subject topics) contained in this group.

TABLE 33 Group Q - Body of Knowledge - Business Administration (Operational Level)

STATEMENT		PANEL RANKING	
		Educator	Practitioner
Subject should teach :			
1	basic bookkeeping	34	175
2	principles of business administration	32,5	44,5
3	different types of business enterprises	80,5	34
4	knowledge of capitalistic business organisation	136	102
5	factors of production	74,5	101
6	different forms of business organisations	105	127
7	different levels of employment	156	92,5
8	different forms of commercial tourism organisations	120	147
9	basic skills to operate a business	73	167
$r_s = 0,01$		$P = 0,98$	$\bar{x} \ 90 \ \bar{y} \ 110$

→ definitely no meaningful linear relationship

As with the previous discussions on operators level, Table 33 - *Body of Knowledge - Business Administration - Operational Level*, shows little agreement between the two panels. Although three of the nine statements were acceptable to both panels, the correlation co-efficient of 0,01 reveals absolutely no correlation with the educator panel mean of 90 against the practitioner mean of 110. The "P" value indicates definite uncertainty. The Final Panel is undecided as to whether this subject should be included in an operators course, only 60% indicated yes. Only the need for the basic skills in operating a business, knowledge and applications of the factors of production and the principles of business administration, received any measure of support.

TABLE 34

Group R - Body of Knowledge - Legal (Management Level)

STATEMENT		PANEL RANKING	
		Educator	Practitioner
Subject should teach :			
1	origin of RSA law	77	248
2	general principles of contracts	57,5	222
3	contract of sale	211	155
4	contract of agency	138	201
5	contract of insurance	91,5	93
6	negotiable instruments	138	117
7	RSA tourism legislation	37	64,5
8	contract of carriage	176	73
9	contract of lease	159	207
10	service contract	193	179
11	tourist's rights and obligations	109	135
12	tourism personnel's rights and obligations	20	22
$r_s = 0,28$		$P = 0,38$	
		$\bar{x} \ 117 \ \bar{y} \ 143$	

→ no meaningful linear relationship

Table 34, *Body of Knowledge - Legal : Management Level*, reveals a very low correlation coefficient of only 0,28 around the means of 117 and 143 for the educator and practitioner panels. Only four of the 12 statements are ranked by both panels above the means, although both rank knowledge of agent's rights and tourism legislation first and second. The Final Panel is positive about this subject (90%) and only two of the 12 subject topics (knowledge of the origins of SA Law and Negotiable Instruments) received less than 50% support.

TABLE 35 Group R - Body of Knowledge - Legal (Operational Level)

STATEMENT		PANEL RANKING	
		Educator	Practitioner
Subject should teach :			
1	origin of RSA law	119	264
2	general principles of contracts	52	223
3	contract of sale	141	181
4	contract of agency	208	130
5	contract of insurance	92,5	112
6	negotiable instruments	64,5	180
7	RSA tourism legislation	76,5	78
8	contract of carriage	120	178
9	contract of lease	175	104
10	service contract	158	151
11	tourist's rights and obligations	178	75,5
12	tourism personnel's rights and obligations	20	23
		$r_s = 0,04$	$P = 0,89$
			$\bar{x} = 117$ $\bar{y} = 142$

→ no meaningful linear relationship

Table 35, *Body of Knowledge - Legal : Operations Level*, shows a continuation of the trends established in the previous tables for the operations level, with no correlation at 0,04; only two statements out of 12 above the educator and practitioner panel arithmetic means of 117 and 142. The same two subject topics (the agent's rights and tourism legislation as ranked for the management level), the rights and obligations of agents, operators, guides, consultants and employees in the travel industry, legislation affecting the tourism industry in SA, and the tourist's rights should be included in a course at operators level.

TABLE 36 Group S - Body of Knowledge - Financial (Management Level)

STATEMENT		PANEL RANKING	
		Educator	Practitioner
Subject should teach :			
1	recordkeeping	52,5	41
2	planning budgets and costing	70	46
3	techniques of financial management	18	51
4	applications of risk management	51	119
5	financial reporting	106	89
6	interpreting financial statements	121	149
7	knowledge of tax structures	90	121
$r_s = 0,65$		$P = 0,12$	$\bar{x} \ 73 \ \bar{y} \ 88$

→ no real meaningful linear relationship

Table 36 represents the *Body of Knowledge - Financial : Management Level* with a high correlation of 0,65 and a relatively significant "P" value. Three of the seven statements are jointly ranked including the top ranking of knowledge of financial management. The Final Panel agreed 100% on this subject, and also supported every subject topic, the lowest support being 70%. All three panels agreed on the need for knowledge of, and ability to apply, techniques of financial management and knowledge of financial recordkeeping in a tourism course.

TABLE 37 Group S - Body of Knowledge - Financial (Operational Level)

STATEMENT		PANEL RANKING	
		Educator	Practitioner
Subject should teach :			
1	recordkeeping	18	22
2	planning budgets and costing	38	46
3	techniques of financial management	107	110
4	applications of risk management	66,5	74
5	financial reporting	126	148
6	interpreting financial statements	61,5	131
7	knowledge of tax structures	92	85
$r_s = 0,83$		$P = 0,02$	$\bar{x} \ 73 \ \bar{y} \ 88$

→ definite meaningful linear relationship

The need for accurate and effective financial recording and controlling is reflected in Table 37, *Body of Knowledge - Financial : Operational Level*. All three panels agreed on the need for financial recordkeeping and budget and cost controls being taught at operators level. The educator and practitioner panels posted a 0,83 correlation, and both ranked the two topics mentioned above as most important. The "P" value confirming the very high correlation and suggests sample representation of the population.

TABLE 38 Group T - Body of Knowledge - Tourism Planning (Management Level)

STATEMENT		PANEL RANKING	
		Educator	Practitioner
Subject should teach :			
1	developing RSA through eco-tourism	60,5	65
2	RSA history and development of tourism	37,5	183
3	RSA tourism planning and development	108	164
4	development of tourism resources	138	33
5	future tourism trends	115	90
6	planning tourist destinations	152	111
7	feasibility forecasts for tourism development	66	153
8	current issues relating to tourism development	76,5	128
9	measure tourism	45,5	63
$r_s = 0,29$		$P = 0,45$	$\bar{x} \ 89 \ \bar{y} \ 110$

→ no meaningful linear relationship

Table 38, the *Body of Knowledge - Tourism Planning : Management Level*, indicates a very low correlation co-efficient between the educator and practitioner panels of 0,29. The probability of 0,45 suggests that the tourism population would not support the sample ratings. The Final Panel recognises the importance of this subject in a tourism course for the management level with an 80% yes vote, and a high acceptance (at least 70%) of each of the subject topics.

TABLE 39 Group T - Body of Knowledge - Tourism Planning (Operational Level)

STATEMENT		PANEL RANKING	
		Educator	Practitioner
Subject should teach :			
1	developing RSA through eco-tourism	92	45
2	RSA history and development of tourism	21,5	86
3	RSA tourism planning and development	106	140
4	development of tourism resources	40,5	85,5
5	future tourism trends	63	151
6	planning tourist destinations	72	95,5
7	feasibility forecasts for tourism development	133	182
8	current issues relating to tourism development	132	106
9	measure tourism	158	99,5
$r_s = 0,30$		$P = 0,43$	$\bar{x} \ 91 \ \bar{y} \ 110$

→ no meaningful linear relationship

Table 39, the *Body of Knowledge - Tourism Planning : Operational Level* reveals the importance of this subject for operators in the tourism industry with acceptance of this subject in a lower level course by the Final Panel, but with selected subject topics only (eg. future trends in tourism and development of tourism in the RSA). The educator and practitioner panels agreed on the importance of eco-tourism, the development of tourism in the RSA, development of tourism resources, and planning and assessing tourist destinations, but ranked their decisions to score only a low 0,30 correlation co-efficient, with arithmetic means far apart at 91 and 110.

TABLE 40 Group U - Body of Knowledge - Student Assessment

STATEMENT		PANEL RANKING	
		Educator	Practitioner
Student assessment should :			
1	assess subject knowledge in line with course objectives	18	153
2	record progress	63	26
3	ensure records maintained	144	50
4	require internal examiners to check papers and results	159	73
5	require external examiners to check papers and results	115	84
6	require that tests be discussed with students	69	195
7	ensure that examination criteria be met	109	209
8	ensure that a variety of assessment methods be used	91	166
9	ensure that students know of assessment regulations	71,5	136
10	ensure that experiential training be discussed with students	152	119
	$r_s = 0,32$	$P = 0,37$	$\bar{x} \ 99 \ \bar{y} \ 121$

→ no meaningful linear relationship

The final table, number 40, *Student Assessment*, shows only one statement out of 10 common ranked above the educator and practitioner panel means of 99 and 121. The panels can only agree on the systematic recording of progress and achievement. While the Final Panel supports unanimously student assessment, their support for the 10 topics in this group varies between 50% (internal verification of examination papers) and 100% (recording progress and maintaining assessment records, discussing experiential training with students, and using a wide variety of assessment methods to measure students abilities). The extent of correlation between the educator and practitioner panels is only low at 0,32.

It could probably be said that the results obtained through the Delphi Communication would have been obtained by a simple discussion with a small number of interested persons, or that the author could have put forward his own ideas. Using the Delphi technique has, however, removed speculation of author manipulation. For example, a number of subject topics, especially in the Legal group, which the author would have considered for inclusion in a tourism course(s), have received little support from either of the three panels. Another fact to emerge from the exercise is that certain subject groups should be combined into one meaningful group - Management and Business Administration for example. Therefore, one should consider that the present eight groups of subject matter - the so-called Body of Knowledge - be combined into fewer but more relevant groups. This is certainly the case for operational level instruction. Perhaps the following groupings, based on the findings of the Delphi Communication, should be considered :

Management level - 1. Administration/Management

2. Finance/Accounting/Legal

3. Marketing

4. Tourism Operations

5. Resource planning and promotion

Operational level - 1. Tourism operations

2. Administration/Legal/Financial

3. Tourism Geography - destinations

Certainly, the voting of the Final Panel, tends to confirm the redivision of the subject groupings as suggested above.

6.3 TESTING OF HYPOTHESIS (based on the Delphi Communications results)

Three hypotheses were given at the start of this study :

Hypothesis number one states that there is no major agreement on evaluation and accreditation requirements of the various bodies offering tourism courses.

The organisations offering instruction fall into three broad categories, the technikons, technical colleges and private colleges. The technikons restructured their present course in 1991 and implemented it in 1992. The technical colleges took over the discarded secretarial course in tourism from the technikons, but redesigned the offering to be travel directed. The private colleges offer what each considers important, although they all include COTAC I (Certificate of Travel Agency Competency) in their teachings. The Rapid Results group wrote the examination set and marked by ITM (the Institute of Travel Management), others set and conduct their own examinations. Some of the programmes include SAA Fares and Ticketing courses and/or SAFARI (South African Airways Fully Automated Reservations Installation) and/or GALILEO. From January 1994 another private college - Damelin - started a national tourism course similar, but in opposition, to the Rapid Results course, and most of the private colleges now write the TETASA set examinations.

None of the categories of institutions discussed writing, changing, improving or starting a course with each other. Certainly, while the author was still with the Cape Technikon and on the TETASA Standards Committee, no discussions took place with technical colleges or private colleges. The author is in constant communication with technical colleges offering the old secretarial/tourism course and the new tourism and travel course, with a number of private colleges, and with the designer of the Damelin course. No discussions across institutions are taking place. If no discussions are taking place on the courses to be offered, then certainly no agreements can be made on evaluating and accrediting the various courses. It is earnestly hoped that TETASA, when it starts to function in 1995, will resolve this deficiency.

In view of what has been stated above, it is clear that no agreement on tourism course design has been reached between educational institutions, and therefore no major agreement on tourism course evaluation and accreditation can be reached between the educational institutions without the assistance of some independent outside body. Therefore, hypothesis number one (that there is no major agreement on evaluation and accreditation requirements of the various bodies offering tourism courses) must be accepted for the moment.

Hypothesis number two says that there will be considerable divergence of interest and requirements among professional officers in the tourism industry (the practitioner panel) and

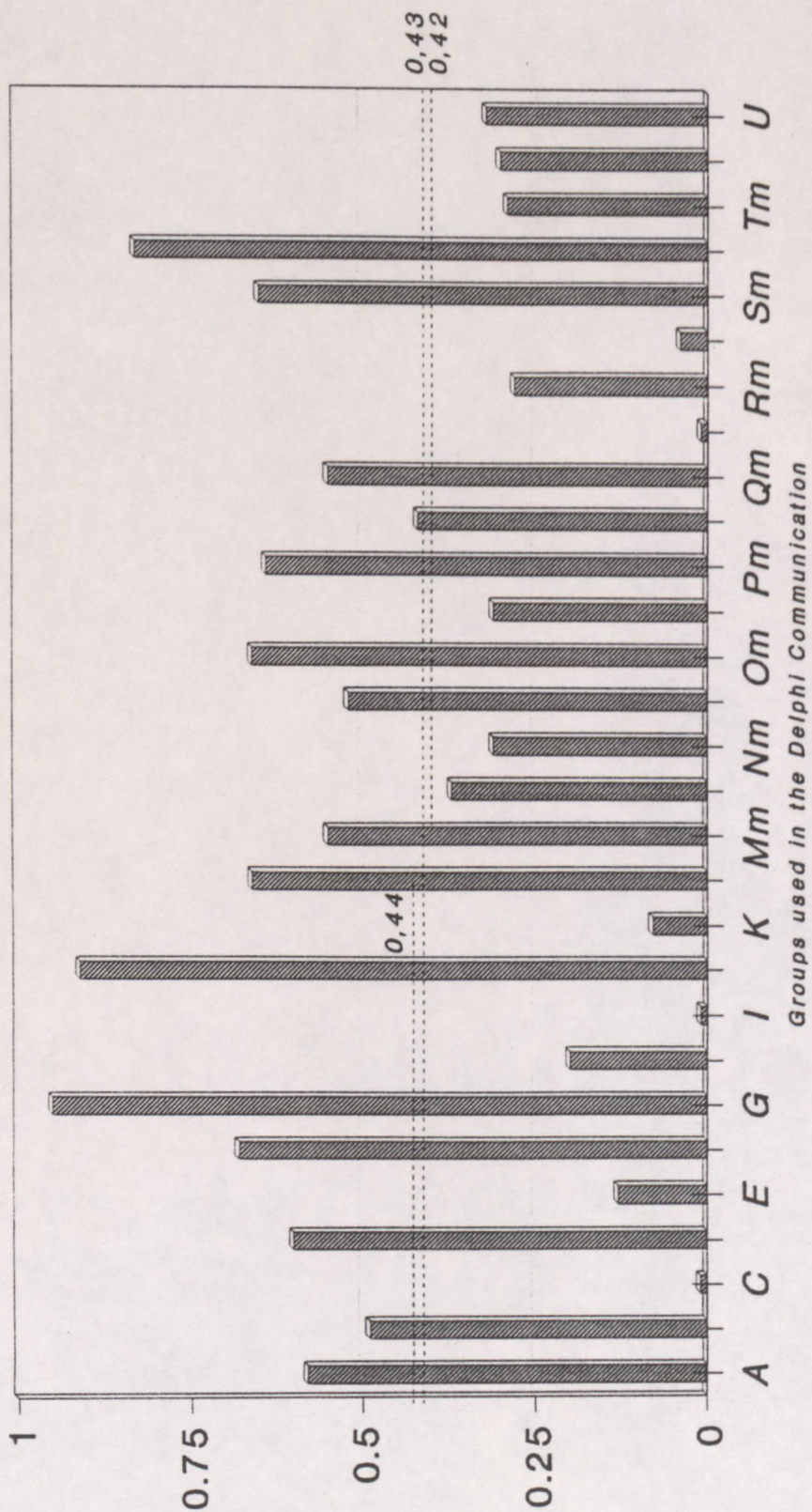
academics (the educationists panel in the Delphi research), regarding evaluation and accreditation of tourism courses.

Figure 20 on page 212, indicates graphically the correlation co-efficients between the two panels for the 29 author identified groups that could be considered for evaluating and accrediting a tourism course(s). The co-efficients range from a low of 0,01 (Group C) to a high of 0,95 (Group G - library services), with a mean score of 0,43 (the sum of the co-efficients divided by the 29 groups). This reveals a startling lack of agreement on what the evaluation and accreditation requirements by educationists and tourism industry staff are, and support the hypothesis stated above. However, if one analyses the table carefully the following become clear :

- i) The first 12 groups - accreditation requirements for the institution, staffing, student selection, rooms and technology, industry liaison and personality traits - enjoy only a slightly higher agreement between the two panels. Seven of the twelve groups are above the mean of 0,43; in fact, this combination shows a moderately high arithmetic mean of 0,44, indicating a fairly general level of agreement on evaluation and accreditation of these groups by the two panels.
- ii) The groups involving the Body of Knowledge (subjects and subject topics) fall below the mean of 0,43; the arithmetic mean of this grouping is a low 0,42, which can be translated as little agreement between the two panels on what must be included, and therefore evaluated and accredited, in a tourism course(s). Only seven of the 16 Body of Knowledge groups are above the mean of 0,43, and five of these seven are at the management level, which reveals even further disagreement between the two panels on the instructional requirements at operational level - the staff that do the actual "selling" of the tourism industry to the travelling public.

These factors appear to further support the author's hypothesis regarding lack of agreement between academics and industry personnel, and hypothesis number two is therefore accepted, that a considerable divergence in instructional requirements exist between educators and tourism industry staff. Only 11 of the 29 groups reveal a high r-value together with a small p-value to indicate a meaningful relationship.

Correlation Coefficients as Calculated from Delphi Responses



m represents the management level
o represents the operations level

Hypothesis number three states that education and training (common term instruction) for the tourism industry in South Africa is fragmented, and has no uniform standard nor curriculum.

In chapter 1.2 the whole problem of the professional standing of the tourism industry was discussed, including the fragmentation of education and training. These contentions were further supported in a survey conducted in 1992 (Spencer and Uken 1992:45) which found that "*...the tourism industry has expressed concern on numerous occasions on the fragmented state of education for the industry. Respondents voted overwhelmingly for a course that has been accredited by a responsible organisation, but are divided as to which organisation should monitor the education taking place*". In this survey only 18% of respondents felt that "*...tourism courses are structured and co-ordinated, 17% said they are well planned while 15% maintain they are haphazard and unplanned*". The remaining 50% were unsatisfied with what is available although 45% said "*...present education is relevant to the industry*" (Spencer & Uken 1992:30). The fact that such a high percentage of respondents are not happy with instruction for the tourism industry, supports the hypothesis stated above, and hypothesis number three must, unfortunately, be accepted.

6.4 SUMMARY

In this chapter the findings of the Delphi Communication were discussed, and a statistical analysis was done to substantiate the findings. In the light of these a new grouping of the accreditation criteria was suggested, and this was tested on an independent panel who were asked to either accept or reject the criteria without ranking them.

The three hypothesis formulated in chapter 1.2.2 were tested against the conclusions drawn from the Delphi Communication and all three were accepted, namely:

- i. no major agreement on evaluation and accreditation requirements is evident among the educational bodies offering tourism courses;

- ii. there is a wide divergence of interests between educators and tourism practitioners regarding evaluating and accrediting tourism courses;
- iii. education and training for the tourism industry is fragmented and unco-ordinated.

In chapter seven the findings of the Delphi Communication will be used, together with criteria identified for accreditation, to build a model that could be used in tourism course(s) evaluation and accreditation.

CHAPTER 7

EVALUATION AND ACCREDITATION FOR EDUCATION AND TRAINING IN THE TOURISM AND TRAVEL INDUSTRY : A MODEL

7.1 INTRODUCTION

In chapter six the responses of the educator and practitioner panels to the Delphi Communication were analysed to establish, using a number of statistical measures, which criteria were available and acceptable to form a basis for an evaluation and accreditation model. The point was made in chapter four that, whereas the British followed a very centralised structure for education, with a Ministry of Education, the United States adopted a decentralised system with each state controlling its own education. Particularly in higher education, this has resulted in, universities and colleges having developed their structures quite autonomously. The result of this "*laissez faire policy*" was the development of the practice of accreditation (Mayor 1965:11). Accrediting agencies arose at such a fast rate in the USA that in 1949 the National Commission on Accrediting was established to co-ordinate the multitude of organisations (Mayor 1965:21).

A question that may arise regarding accreditation for tourism instruction, is whether the various educational bodies should not proceed with their functioning as they have done to date. However, the purposes of accreditation are :

- (i) to guide the public in their choice of educational institutions;
- (ii) to stimulate the institution to improve the standards of courses, staffing and general administration;
- (iii) to allow students to transfer between accredited institutions or courses (Shippey 1990:5);
- (iv) to raise the standard of the practitioners';
- (v) to provide information to prospective employers on the standards of instruction and

quality of diplomate/graduate from the accredited institution (Mayor 1965:12-13).

Some form of control through accreditation or certification is therefore necessary in the RSA. Apart from the need of the tourism industry to know what instruction is available and where to best follow a course, it is to the educational institution's advantage to be counted among the leaders in any particular field - tourism education in this investigation. Accredited institutions are able to attract a better class of student, place their graduates in the best work situations, attract better qualified staff, and expect their fair share of monies available to promote education. Students - both present and alumni - will move towards the accredited institution if given a choice, knowing that they stand a better chance of quality instruction, better prospects of employment, higher social and cultural opportunities, and the prestige of a qualification from an accredited organisation. From within the institution, staff are more likely to stay and improve their standing in an organisation accredited and accepted.

In considering accreditation one must also be aware of the negative side of this system. Mayor (1965:82) lists six "*evils of accrediting* :

- *too many agencies;*
- *too much duplication;*
- *costs of evaluations too great;*
- *too much emphasis upon qualitative and superficial standards;*
- *too much domination by outside groups;*
- *activities which tend to destroy institutional rights and freedoms".*

While there is a definite truth in this criticism it is perhaps too early to find these "evils" in the RSA, being almost at the beginning of the accreditation path. Nevertheless, with regard to tourism instruction in this country, there does appear to be an element of the fifth evil - domination - creeping into the structures that may control tourism education, in that too many interested parties, educators and practitioners wish to prescribe every aspect of education - writing courses, examination, certification, selection of students and levies on students and educational institutions.

There are basically four steps in an accreditation process :

- (1) establish the criteria or standards;

- (2) inspect the educational institution;
- (3) publish the list of accredited institutions;
- (4) conduct periodic reviews.

This chapter will concentrate on step one, the establishment of criteria for accreditation of tourism courses.

7.2 THE PRINCIPLE OF EVALUATION WITHIN CURRICULUM DESIGN

Krüger (s.a. a:1), unlike other authors he quotes (such as Knab who considers curriculum design, development, reform and evaluation to mean one and the same thing), is of opinion that "...three major interrelated disciplines namely curriculum design, evaluation and development" are in fact separate entities in the field of curriculum studies. He quotes Beauchamp (1982) and Van Manen (1982) who consider all activities in connection with "...basic and co-ordinated curriculum theory" as "...lead(ing) us less erringly towards the good in our education practices". Whereas curriculum design is concerned with the planning and building of the teaching-learning position and - development being the improvement of the curriculum based on a sound base, curriculum evaluation is considered to be the critical consideration of all the activities which surround the total curriculum. Hill (s.a.:1) has identified six activities in curriculum development (he does not distinguish between design and development) :

- *"drawing up of an initial/draft curriculum;*
- *evaluation of this curriculum (formative evaluation);*
- *adaptation and finalisation of this curriculum;*
- *implementation of the approved curriculum;*
- *evaluation of curriculum during implementation (summative evaluation);*
- *drawing up a revised curriculum in light of insights gained".*

This sequence is probably better illustrated in figure 21 on page 218 which is adapted slightly from the structure used by the Cape Technikon when designing new courses or restructuring current courses in line with the requirements of the educational authorities. Welgemoed (1989:214-215) considered only four stages for curriculum design as proposed

CAPE TECHNIKON NEW COURSE DESIGN

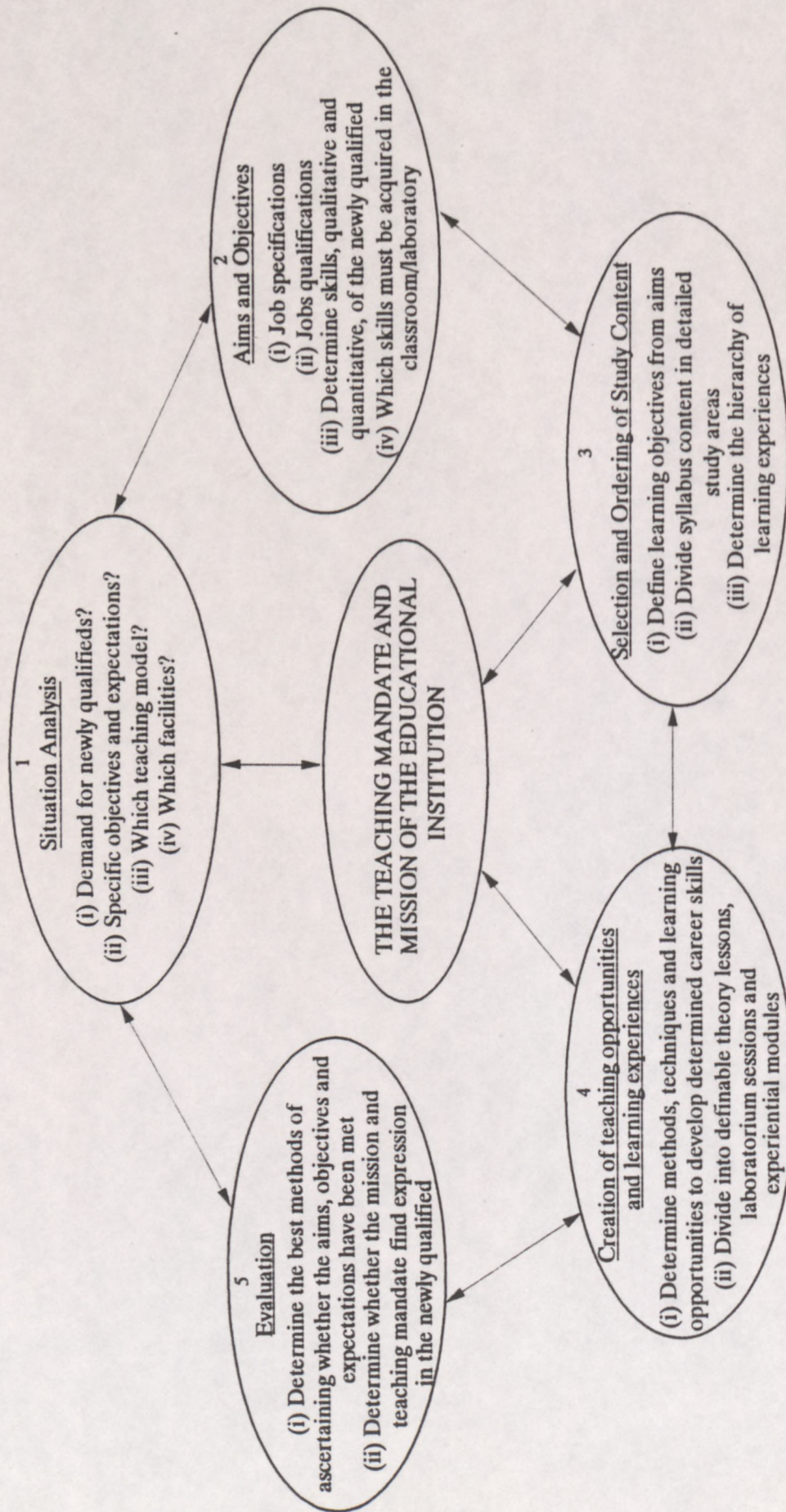


FIGURE 21
Source : Adapted from Kurrikuleringstrategie van die Kaapse Technikon, 1990

by Van Dyk and van der Stoep (1977) and confirmed by Wheeler (1976), Nicholls and Nicholls (1974), Taba (1962) and Tyler (1977), namely:

- setting course **aims** and **objectives**;
- **selecting** material for the course;
- **ordering** of the material into a logical sequence;
- **evaluating** the course and content.

In her study on tourist guide professionalisation, Welgemoed discounts the style or display of a model noting that whether it be spiral (Tanner and Tanner 1975), or blockform (Denova 1979), or circular (Nicholls and Nicholls 1974), or logical (Cowan and Harding 1986), or chronological (Davis, Alexander and Yelon 1974), is immaterial, but she does quote Krüger (s.a.) on the importance of continuity of the evaluation of the learning activity.

The discussion above implies relevance to education only. This is not the case, but curriculum design for training, by the very nature of this function, does differ from that of education. Human resource management in the (new) South Africa will become of paramount importance as we prepare for economic renewal and affirmative action, the tourism industry will also be affected. Training is primarily concerned with, and directed towards, those already employed and, in view of the uncertain but exciting future, will need to take cognisance of the following, among other things (van Dyk *et al* 1992:13-14):

- *"the population explosion"* (particularly among non-whites);
- *"levels of education*;
- *unemployment and job creation*;
- *supply of and demand for managerial expertise"* (and competent consultants in the tourism industry);
- *"the impact of technological acceleration*;
- *limited resources"*.

This does not suggest (or imply) that present curriculum models will no longer apply to South Africa, rather that we will need to take serious account of the nature of the present employable population, and the changes in the composition of a future manpower supply, which will be Black dominated. This has serious implications for the tourism industry which

is presently white and English speaking, and may require some rethinking on curriculum design in South Africa.

Van Dyk et al (1992:44-45) proposed the following strategic model for national education, training and development :

- *"the determination of a national political and economic development strategy;*
- *the design and maintenance of a national human resources development strategy;*
- *the compiling of differentiated manpower development objectives;*
- *the forecasting of the differentiated manpower demand, which implies a switch-over from differentiated manpower development objectives to forecasting demand" for different classification of labour;*
- *"the reconciliation of existing supply with forecasted demand, which implies the determining of manpower surpluses/deficits with regard to the above mentioned labour classification;*
- *determining differentiated training needs" (including quantities of manpower, retraining of underused manpower, and obtaining new sources of manpower);*
- *"the allocation of training" among the different employment sectors.*

Van Dyk et al referred to the macro-situation and specifically to the South African one. Sheal (1989:8) said the same, but referring to the micro-level when referring to a specific course. *"The work areas linked to this primary objective"* (of helping people) are:

- *"identifying training/learning needs and gathering and processing information on these needs;*
- *designing training/learning events;*
- *preparing for training/learning events;*
- *instructing face-to-face in training sessions;*
- *instructing other than face-to-face through distance or open learning;*
- *evaluating the effectiveness of training".*

Sheal (1989:17-18) continues by referring to Keller's model which requires that ATTENTION, RELEVANCE, CONFIDENCE (of the learner) and SATISFACTION be

important elements in a curriculum model. Munson (1989:69) also starts with "*determin(ing) the current and future needs ...*" in his model, and continues (1989:76-77) to list experience, assumption (future events) and measurable objectives as being important. Van Dyk *et al* (1992:67) talk about the philosophy of a need as being their point of departure, and quotes Romiszowski's systems approach to curriculum design for training needs ;

- *"problem definition (in systems terms);*
- *analysis (to generate alternatives);*
- *selection and synthesis of an optimal solution;*
- *controlled implementation;*
- *evaluation and possible revision".*

This is the approach of the Cape Technikon (figure 21) and others to educational curriculum design, and substantiates the author's claim above that the principles of curriculum design are relevant to education and training.

The aim of the Cape Technikon document is to ensure that the five basic elements of curriculum design are identified and followed to ensure success and acceptability by the users of the course, without being prescriptive to individual teaching schools, recognising the diversity of requirements of commerce and industry in a particular course. Krüger (s.a. b:1) added a sixth element to his curriculum design structure namely, the establishment of planned learning experiences which he placed before the selection and ordering of the subject knowledge. Like the Technikon model, he opts for a cyclical development but emphasises very strongly the interaction between the six elements and the functional cohesion of these elements. He recognises and supports the structure as proposed by the Technikon. In discussing the term curriculum, Hill (s.a.:2) quotes the definition of Good (1959) as "*conventional, given in an orderly manner, logical, planned and systematic ...*"; but he talks of the subject. "*When the syllabuses ... together with written documents such as study guides are thought of ..., then this document may be regarded as the simplest form of a curriculum for a particular subject*" (Hill s.a.:3). De Lange (s.a.:2) prefers to break with tradition and to form a distinction between the curriculum and a syllabus. By curriculum is meant the specific subjects studied by a student in a year, and the syllabus determines the contents of a specific subject in the curriculum. It is in this context that the term curriculum is used in

this study, and in view of the nature of this study, a deeper consideration of the principle of evaluation is needed.

Krüger (s.a. b:3) states that if evaluation (of a subject/curriculum) is carried out correctly then three matters will come to the fore :

- "the success of the teaching;
- the degree to which learning has taken place;
- the suitability of the curriculum that was followed".

Of particular importance to this study are the first and third items: whether the lecturer has succeeded in transferring the subject knowledge to the student in such a way that the latter can successfully perform in a working environment (the tourism industry); and the applicability of the curriculum to the working environment (the tourism industry). The model for tourism course evaluation (and subsequent accreditation) which follows in section 7.3 has been constructed with these two points in mind.

Nevo (in House, 1986:16-24) proposes ten questions to be answered when conceptualising evaluation :

1. *How is evaluation defined?*

Nevo quotes Tyler's (1950) definition as "*(T)he process of determining to what extent the educational objectives are actually being realized*". Any definition should not be judgemental, it should not deter evaluators from engaging in an evaluation process.

2. *What are the functions of evaluation?*

Three functions are mentioned - psychological or socio-political, formative (when considering improvement and development of the curriculum) and summative evaluation, which is used for "*accountability, certification or selection*" (Nevo 1986:17). It is within this latter function that evaluation is considered in this study.

3. *What are the objectives of evaluation?*

When conducting an evaluation exercise it is important to determine what is being

evaluated. Krüger (s.a. a:1) says the object of an evaluation process is "...a critical and comprehensive analysis of the antecedents, the transactions and the outcomes of curriculum activities in order to gain insight into the working of the total curriculum". We should evaluate in terms of the stated aims and objectives of the course.

4. *What kinds of information should be collected regarding each object?*

Four variables are suggested to answer this question; (i) the aims or goals of the object (ii) the design of the object (iii) the process of implementation (iv) the outcomes. The first two variables supply descriptive information and the latter two judgemental information.

5. *What criteria should be used to judge the merit and worth of an evaluation object?*

This has been the central question around the whole study and has been a most difficult process. Nevo suggests that the criteria to be used "*must be determined within the specific context of the object and the function of its evaluation*" (1986:20). It was stated earlier that one of the reasons for an evaluation exercise was to verify that the course aims and objectives have been realised. Nevo says that this is merely using "*goal achievement*" as one of the evaluation criteria without establishing whether this is an "*appropriate criterion*", and ignores the judgemental aspect of the evaluation.

6. *Who should be served by an evaluation?*

Usually an evaluation is conducted for decision-makers, but clients, audiences, stakeholders and stakeholding audiences could also be interested parties.

7. *What is the process of doing an evaluation?*

The process will be determined by the "*theoretical perception*" of the evaluation but could follow this process (Nevo 1986:21) : (a) "*stating goals in behavioral terms*"; (b) "*developing measurement instruments*"; (c) "*collecting data*"; (d) "*interpreting finding*"; and (e) "*making recommendations*". This is basically what has taken place in this study.

8. *What methods of enquiry should be used in evaluation?*

Traditional experimental, naturalistic methods, jury trials, case studies, art criticism, journalistic methods, and modus operandi method are those quoted by Nevo. No one method is the best and the method used will be determined by what is being evaluated, and for whom the evaluation is taking place.

9. *Who should evaluate?*

A distinction can be made between internal evaluation (such as the Course Boards used by the technicians for internal evaluation, with a senior staff member to lead the team), and external evaluators who are independent of the thing being evaluated. One can also refer to the professional evaluator who is trustworthy and competent in research methods, in social skills, personal integrity, organisational ability and human relations (Nevo 1986:23).

10. *By what standards should evaluation be judged?*

Nevo (1986:24) notes that the standards developed by the joint Committee on Standards for Educational Evaluation (1981 in the UK) is the most comprehensive set and includes groups for "*utility standards (to ensure that evaluation serves practical information needs), feasibility standards (to ensure that evaluation is realistic and prudent), propriety standards (to ensure that the evaluation is conducted legally and ethically), and accuracy standards (to ensure that evaluation reveals and conveys technically adequate information)*".

While the questionnaire for tourism course evaluation, and the way the evaluation could take place, do seem to fit into the pattern of the ten questions discussed above, the whole study, the compilation of the criteria for evaluation, and the testing of the model to be discussed in section 7.4, was undertaken unaware of the specific requirements of what Nevo refers to as the conceptualisation of educational evaluation. This supports the findings of this study

For the purpose of this study the evaluation criteria concerned with curriculum design and development are not considered in their own right, but rather within the whole system of curriculum design and specifically in what Krüger (s.a. b:1) sees as the relationship

between the principles of the curriculum as criteria. He calls for a meaningful relationship between the aims, objectives, learning experiences, learning opportunities and the evaluation. Curriculum evaluation is therefore a constructive action where the techniques of data collection are reliable, and the data can be effectively used to achieve a particular aim.

Krüger (s.a. b:3) sees curriculum evaluation as having one or more of the following aims :

- accountability or cost-effectiveness;
- for budgeting purposes (proof of money well spent);
- collecting data for decision making;
- in aid of staff development;
- to facilitate curriculum development (of the seven aims suggested by Krüger this one best describes the purpose of this study);
- for information on educational activity;
- social purpose (to indicate what is happening with regard to the stated goals).

Figure 22 has been adapted from Krüger with a view to using curriculum evaluation to enhance and promote curriculum development, which in turn is required for educational improvement and professional autonomy.

CURRICULUM EVALUATION

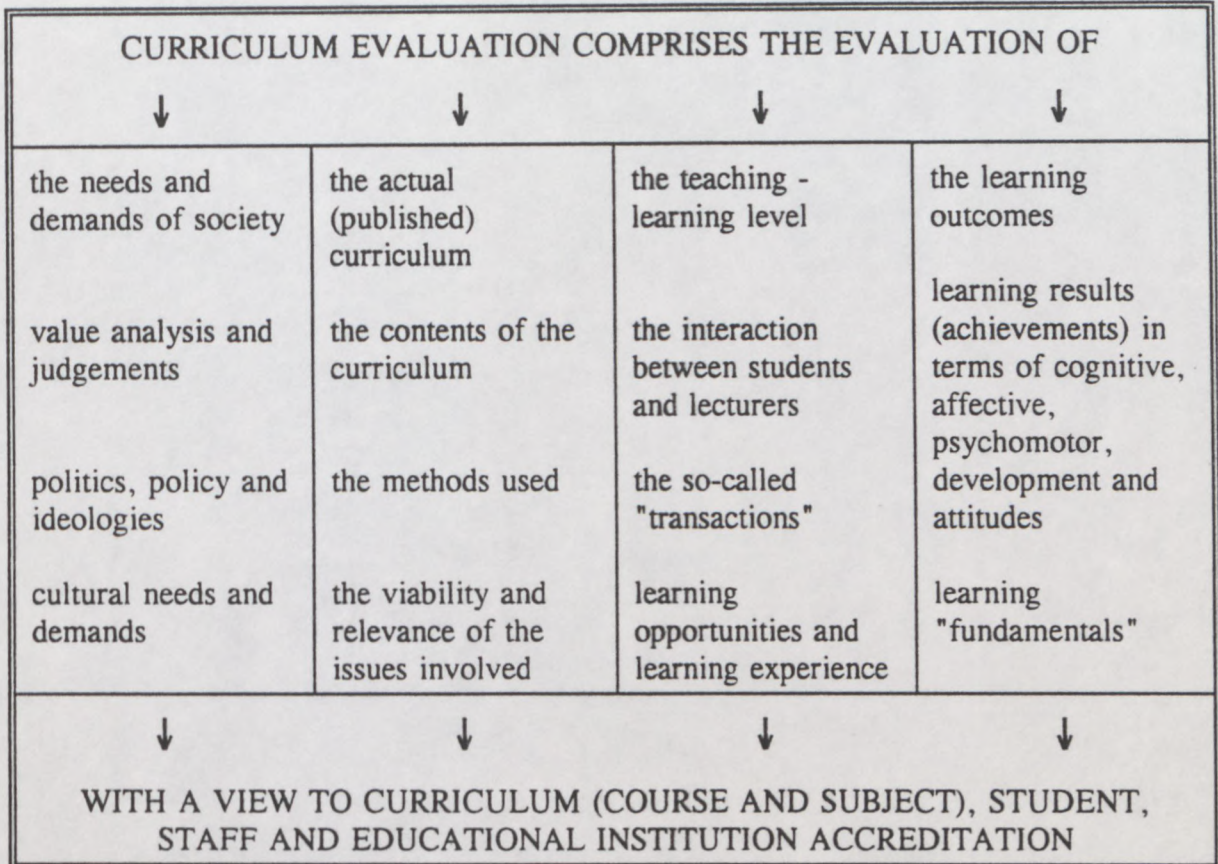


FIGURE 22

Adapted from R A Krüger (s.a.a.) Curriculum Evaluation at Tertiary level

Whether the author has succeeded in the mission of this study in terms of Krüger's diagrammatic presentation is open to interpretation. Certainly, numerous components of the above matrix have been considered during the exercise, and addressed in the model questionnaire which may (and can) be used in tourism course evaluation. However, the final decision must lie with the tourism industry, if and when, the model is tested on educational institutions to measure to what extent their courses do meet the industry's demands. Krüger maintains that the whole "*countenance of education*" is represented in this model (s.a. a:4) and allows for curriculum evaluation to be attempted at any (or all) levels. The matrix also provides for the evaluation to be conducted "*from above*" as was the HSRC report on curriculum development in this country, or "*from within*" starting at any point. This study is a combination of both in that it is aimed at satisfying the needs of the tourism industry for structured meaningful education for the industry (the demands of society), and specific to the content of the curriculum (in all its components - subject content, evaluation, student selection and work experience).

While the author is mindful of the linking process in curriculum evaluation, the main aim of this study was to identify criteria that could be used to evaluate a tourism course, not with a view to developing the course to meet certain stated aims or securing its place within educational circles, but to ensure its acceptance by the eventual users of the qualification, which are the various service sectors of the tourism industry, through accreditation of the course(s) in line with the identified criteria.

In section 7.3 a theoretical model for the evaluation and possible accreditation of any tourism course(s) will be designed. This model will be applied (in section 7.4) to certain selected educational institutions. Whereas curriculum evaluation is usually referred to in a holistic sense on the functioning of the whole curriculum, and evaluation being conducted on all areas (referring to the Cape Technikon model of a curriculum strategy in figure 21), it has been considered here in this study only as a tool for accreditation purposes.

7.3 ESTABLISHMENT OF A MODEL FOR EVALUATION AND ACCREDITATION OF COURSES FOR THE TOURISM AND TRAVEL INDUSTRY

Bearing in mind what has been written on curriculum evaluation in section 7.2, the following is an attempt to construct an accreditation model following the principles of curriculum evaluation.

Two panels were used to rank statements within 29 groups to establish criteria for a tourism course(s). A Final Panel also indicated its views on the acceptability of the statements and the groups.

From the voting of the three panels the following very definite trends have emerged:

- (1) general consensus was obtained on the first 12 groups which deal with the administrative aspects of an educational institution;
- (2) two separate courses, one at management level, and a second at operational level, are

- probably better, according to the voting on the (other) 17 subject groups;
- (3) very little consensus, as evidenced by the low correlation coefficients (particularly with the *Body of Knowledge* groups), emerged between the two ranking panels, and therefore little definite direction is available to the author in identifying accreditation criteria on the contents of subjects to be included in a course;
 - (4) the definite and urgent need, as confirmed by the Final Panel, for accreditation of tourism courses in the RSA.

Using the information obtained from the educator and practitioner panels, the statistical data calculated from the panel rankings, and the confirmation voting of the Final Panel, the following discussion and suggestions are made.

Accepting that the means calculated in each of the 29 groups, from the total votes received for each item, are a valid indication of the importance of the rankings of the educator and practitioner panels, the author can safely use the rankings above the means as indicating definite criteria for accreditation. Those items ranked below the means could be included as alternative, perhaps useful, factors. Items ranked last could probably be discarded. Especially where the correlation is high, and there is a high probability value, the author has no hesitation in accepting the ranking. Conversely, where the correlation is low, a wider distribution around the means will mean a wider range of criteria being included as accreditation items. The educationists' panel rankings are the x values and the practitioners' panel the y values. The reader should bear in mind that the Final Panel was not asked to rank the various criteria in each group, but merely to indicate whether they considered the criteria important in an evaluation and accreditation process. The criteria included in the "definite" group are those ranked above the means by both the educator and practitioner panels. Those included under the "possible additional" are those ranked above the mean by either panel. All the criteria, with a few additional author's choices, are therefore ranked above a mean value.

7.3.1 Survey results used to identify criteria for an accreditation model

Group A :

Mission Statement of an Education Institution/Tourism Course

Means $\bar{x} = 117$ and $\bar{y} = 143$

Probability = 0,12

Correlation Coefficient = 0.48

Number of Criteria : 12

Four items are common ranked above the means and the correlation is moderate. The two panels are in general agreement on the criteria. The Final Panel is unanimous in its support for this group.

Definite criteria :

- the tourism course(s) offered was developed to meet the requirements of the tourism industry;
- the course develops in the student the ability to apply theory to practical situations (the student can use the theoretical instruction competently in the work place);
- the course does contribute to the educational and training needs of the tourism community;
- the course does comply with the Government's White Paper on tourism development and promotion of eco-tourism.

Possible additional criteria :

- there is co-operation between educational institutions to permit and promote specialisation in tourism subject matter;
- students are selected and admitted to the tourism course on merit only;
- the course provides comprehensive instruction for the "whole" student (the social, cultural and intellectual facets of the student are motivated);
- liaison is maintained between the educational institution and the tourism industry;

- the educational institution practices self-evaluation and maintain quality assurance to improve its functioning.

Group B :

Objectives of a tourism course

Means $\bar{x} = 134$ and $\bar{y} = 116$

Probability = 0,63

Correlation Coefficient = 0.15

Number of Criteria : 14

Six items in each panel are ranked above the means and four are ranked common with a very low correlation of ranking. The Final Panel is unanimous in its support for this group.

Definite criteria :

- the programme meets the majority of the educational needs of the tourism industry;
- the programme prepares industry staff with a thorough knowledge of national and international tourism and travel;
- the course is evaluated annually and upgraded as necessary;
- the course is structured to meet general management needs with tourism (additional subjects offered in addition to the basic information for a management level course).

Possible additional criteria :

- the course is structured to meet general operational needs (for an operators level course);
- the course is designed to allow for progression (articulation) to other, higher level, courses;
- a library of course and subject files with relevant tourism literature is available.

Group C :*Objectives of student selection*

Means $\bar{x} = 81$ and $\bar{y} = 99$

Probability = 0,29

Correlation Coefficient = 0.39

Number of Criteria : 8

Two statements are ranked common but with a low correlation. A wide range of criteria could be considered. The Final Panel voted 90% for criteria for student selection.

Definite criteria :

- prospective students write an aptitude test before course selection to gauge their potential for employment in the tourism industry;
- prospective students are selected to follow the course best suitable for them.

Possible additional criteria :

- prospective students are counselled on which course is best suited to them;
- prospective students are selected on merit alone;
- prospective students are interviewed (according to a set procedure) prior to selection;
- prospective students are selected bearing in mind the course practical requirements.

Group D :*Institution/Course brochure*

Means $\bar{x} = 72$ and $\bar{y} = 88$

Probability = 0,15

Correlation Coefficient = 0.60

Number of Criteria : 7

Three items above the means are ranked common with an 80% support for information from the Final Panel. This Panel rejected criteria number four below, which is accepted by both the educationist and practitioner panels.

Definite criteria :

- a brochure giving details of the tourism course requirements is available;
- a brochure giving a general course outline is available. (This contrasts with criteria number one above. The author would suggest statement number one be included in accreditation criteria. It is more comprehensive than number two);
- the objectives of the institution are explained in a brochure.

Possible additional criteria :

- a brochure giving full details of student activities is available.

Group E :*Staffing (lecturers at educational institutions)*

Means $\bar{x} = 108$ and $\bar{y} = 125$

Probability = 0,56

Correlation Coefficient = 0.20

Number of Criteria : 11

Two statements are ranked common, but with a very low correlation. It must be noted here that, particularly for private colleges, it would be inappropriate to prescribe academic qualifications for lecturing staff. It should be left to the educational institution to determine the qualifications of its staff. The Final Panel fully supports this grouping of criteria.

Definite criteria :

- the tourism lecturers keep abreast of the latest developments in the industry;
- the tourism staff continually update the contents of the course to meet industry needs.

Possible additional criteria :

- the tourism lecturers have appropriate recent industry experience;
- the tourism lecturers actively promote an atmosphere of motivation and student learning;
- the tourism lecturers are subject to periodic industry experience;

- the tourism lecturers are in possession of academic, educational or tourism qualifications.

Group F :

Staff development (of tourism lecturers)

Means $\bar{x} = 72$ and $\bar{y} = 88$

Probability = 0,09

Correlation Coefficient = 0.70

Number of Criteria : 7

With a high correlation of 0.70, but only one item ranked common, and unanimous support from the Final Panel, staff development must be included in an evaluation process.

Definite criteria :

- the tourism lecturers are encouraged to obtain relevant industry qualifications.

Possibly additional criteria :

- the tourism lecturers are subject to periodic industry experience. (This criteria is the same as in E above);
- the tourism lecturers are seconded periodically to the tourism industry;
- the tourism lecturers are encouraged to obtain academic and/or educational qualifications;
- the tourism lecturers are encouraged to attend travel workshops;
- new tourism lecturers attend an institutional induction course to prepare them for the academic activities of the institution;
- tourism lecturers not in possession of a teaching qualification are encouraged to attend "train the trainer" courses.

Group G :*Support facilities - library*Means $\bar{x} = 54$ and $\bar{y} = 63$

Probability = 0,04

Correlation Coefficient = 0.90

Number of Criteria : 5

This group of items, which is fully supported by the Final Panel, shows the greatest agreement between the two panels.

Definite criteria :

- library facilities are available;
- tourism periodicals are available in the library.

Possible additional criteria :

- reference and short term loan facilities are available;
- supporting facilities (photocopy facilities, reading room, research publications) are available in the library;
- textbooks and periodicals are available in the library for subjects secondary/supportive to the tourism subjects.

Group H :*Support facilities - lecture rooms and technology*Means $\bar{x} = 99$ and $\bar{y} = 121$

Probability = 0,49

Correlation Coefficient = 0.25

Number of Criteria : 10

Two items are common ranked but little further agreement was reached by the two panels. The Final Panel voted 100% for the evaluation of this aspect of an institution.

Definite criteria :

- a practicum/work room is available to teach the practical aspects of a tourism course;
- tourism software packages are available to teach a tourism course.

Possible additional criteria :

- a keyboard course is taught to tourism students;
- audio-visual equipment is available to teach the tourism course;
- students receive experiential experience (in-house training) in the tourism course;
- individual workstations are available to teach students on the tourism course;
- the timetable is constructed to ensure optimum use of quality facilities.

Group I :*Support facilities - Administration*

Means $\bar{x} = 81$ and $\bar{y} = 99$

Probability = 0,91

Correlation Coefficient = 0.05

Number of Criteria : 8

Two statements are ranked common but virtually no agreement was obtained by the two panels on the sequence of the items. Only 70% of the Final Panel thought that the academic support function should be evaluated.

Definite criteria :

- administrative support is available to the academic function;
- student counselling facilities are available on campus.

Possible additional criteria :

- accurate student records are maintained;
- financial facilities are available to students;
- relaxation areas are available to students.

Group J :*Industrial Liaison*

Means $\bar{x} = 81$ and $\bar{y} = 99$

Probability = 0,00

Correlation Coefficient = 0.90

Number of Criteria : 8

Four statements are ranked common and, with a high correlation and 80% support from the Final Panel, this aspect should be evaluated for accreditation.

Definite criteria :

- the educational institution and industry representatives liaise annually on the course;
- records of industry availability for student placement are on hand and up to date;
- records are maintained of industry training;
- the liaison group contains student representation.

Possible additional criteria :

- the liaison group negotiates on the contents of the tourism course.

Group K :*Industry Experiential Training*

Means $\bar{x} = 63$ and $\bar{y} = 78$

Probability = 0,87

Correlation Coefficient = 0.32

Number of Criteria : 8

Although the educator and practitioner panels enjoy only a low agreement on the need to evaluate experiential experience, the Final Panel is unanimous on the importance of this topic. Two items are ranked common.

Definite criteria :

- a work placement (experiential component) is a compulsory module of the tourism

course;

- the work placement is monitored by the educational institution.

Possible additional criteria :

- the work placement forms part of the students' assessment;
- students' records of the work placement are kept;
- logbooks detailing the work experience are required.

Group L :

Student Profile (personality traits/skills)

Means $\bar{x} = 200$ and $\bar{y} = 242$

Probability = 0,00

Correlation Coefficient = 0.62

Number of Criteria : 21

The Final Panel is unanimous on the need to evaluate the student enrolling for a tourism course and the educator and practitioner panel rank common seven factors. This is a difficult topic to evaluate, and probably cannot be accredited when considering the administrative functions of an educational institution, certainly not before an aptitude test for student selection has been designed, nor a profile of the tourism industry employee made available. Nevertheless, the following criteria serve to guide in the selection of students for a tourism course.

Definite criteria :

- the student displays a genuine interest in travel;
- the student would be able to handle clients effectively (clients relations);
- the student can communicate orally (logically and with understanding);
- the student would promote a professional image in the tourism industry;
- the student displays good manners;
- the student displays an adequate subject knowledge to effectively compete on the tourism course (with him/herself);
- the student has a friendly disposition.

Possible additional criteria :

- the student is likely to be punctual;
- the student appears to have organisational ability;
- the student is bilingual;
- the student is mature in his/her approach to the work;
- the student displays leadership abilities.

Group MM :*Body of Knowledge - General : Management Level*

Means $\bar{x} = 108$ and $\bar{y} = 132$

Probability = 0,13

Correlation Coefficient = 0.48

Number of Criteria : 11

Four items are ranked common with only a moderate correlation existing between the two panels. The Final Panel has voted 90% for this group but rejects, as do the other panels, the need for a foreign language.

Definite criteria :

- a working knowledge of client relations is included in the course;
- the student is given a good grounding in oral communication;
- the basics of transport economics are taught;
- students are instructed in the career opportunities in the tourism industry.

Possible additional criteria :

- students are taught the requirements to start a tourism related organisation;
- students are permitted/encouraged to learn a foreign European language;
- a module on the historical perspectives of the RSA is taught;
- a RSA Black language is included in the course.

Group MO :*Body of Knowledge - General : Operational Level*Means \bar{x} = 108 and \bar{y} = 133

Probability = 0,42

Correlation Coefficient = 0.27

Number of Criteria : 11

There is a very low level of agreement between the educator and practitioner panels on the order of importance of the items in this group; only three items are ranked common. The Final Panel agreed by a 70% vote that some information be included in a tourism course, but rejected outright seven of the items listed.

Definite criteria :

- a working knowledge of client relations is included in the course;
- the student is given a good grounding in oral communication;
- students are taught money and banking services.

Possible additional criteria :

- students are instructed in the political activities of the RSA;
- the basics of transport economics are taught;
- students are taught the requirements to start a tourism related organisation;
- students are instructed in the career opportunities in the tourism industry;
- a RSA Black language is included in the course;
- students are permitted/encouraged to learn a foreign Asian language.

Group NM :*Body of Knowledge - Travel Practice : Management Level*Means \bar{x} = 171 and \bar{y} = 205

Probability = 0,18

Correlation Coefficient = 0.33

Number of Criteria : 18

A moderate correlation between the two panels with six items ranked common and a 90% support for this subject by the Final Panel.

Definite criteria :

- national geography is included in the tourism course;
- the Bank Settlement Plan is included in the tourism course;
- the various tourism organisations are taught in the course;
- students are taught the role of the commercial sector as it impacts on the tourism industry;
- international trading and foreign exchange transactions are included in the tourism course;
- the climate, geographical regions, currency, customs, tourism attractions and transport modes are included in the course for all countries taught.

Possible additional criteria :

- SAA Fares and Ticketing courses up to level six are included in the tourism course;
- students are taught to use tariffs and other travel manuals;
- the IATA UFTAA standard course forms part of the tourism course;
- a reservation system (SAAFARI and/or GALILEO) is taught as a module of the tourism course;
- a computer course forms part of the tourism curriculum.

Group NO :

Body of Knowledge - Travel Practice : Operational Level

Means $\bar{x} = 171$ and $\bar{y} = 209$

Probability = 0,03

Correlation Coefficient = 0.52

Number of Criteria : 18

The educator and practitioner panels ranked common only six items and could not agree on the importance of the items included in this group. The Final Panel voted 90% for the inclusion of this group in a tourism course.

Definite criteria :

- a reservations system (SAAFARI and/or GALILEO) is taught as a module of the tourism course;
- a regional geography (of the regions of the RSA) is part of the tourism course;
- SAA Fares and Ticketing courses up to level four are included in the tourism course;
- students are taught to use tariffs and other travel manuals;
- the Bank Settlement Plan is included in the tourism course.

Possible additional criteria :

- students are taught the daily travel operations (travel arrangements, documentation and regulations);
- international trading and foreign exchange transactions are included in the tourism course;
- the IATA UFTAA Advanced course forms part of the tourism course;
- the climate, geographical regions, currency, customs, tourism attractions and transport modes are included in the course for all countries taught.

Group OM :

Body of Knowledge - Management : Management Level

Means $\bar{x} = 144$ and $\bar{y} = 176$

Probability = 0,02

Correlation Coefficient = 0.59

Number of Criteria : 15

The Final Panel voted 90% for the inclusion of this group in a tourism course at management level and the two panels agreed on six items, indicating a high correlation on common ranked items.

Definite criteria :

- the principles of general management are included in a tourism course;
- students are taught knowledge of tourism activities and can they assess these

activities;

- students are taught the knowledge, skills and attitudes to manage commercial tourism enterprise;
- students are taught the basic skills of personnel and leadership management (human resource management);
- students are taught the principles and skills of planning;
- students are taught (computer) programming techniques;
- students are taught to set aims and objectives and to monitor and measure these;
- students are taught the various business enterprises, the advantages and disadvantages, and the uniqueness of each.

Group OO :

Body of Knowledge - Management : Operational Level

Means $\bar{x} = 144$ and $\bar{y} = 176$

Probability = 0,37

Correlation Coefficient = 0.25

Number of Criteria : 15

The correlation of rankings of the educator and practitioner panels is extremely low, even though six items are common ranked. The Final Panel supports with 80% some inclusion of management skills in an operators course, but is very divided on what should be included.

Definite criteria :

- the principles of general management are included in a tourism course;
- students are taught the basic skills of personnel and leadership management (human resource management);
- students are taught the principles and skills of planning;
- students are taught the requirements for the negotiation of a contract of service;
- students are taught knowledge of tourism activities and they can assess these activities;
- students are taught the various business enterprises, the advantages and disadvantages, and the uniqueness of each.

Possible additional criteria :

- students are taught the knowledge, skills and attitudes to manage a commercial tourism enterprise;
- students are taught (computer) programming techniques;
- students are taught to identify tourism resources and to harness these to meet tourists' demands;
- students are taught to set aims and objectives and to monitor and measure these.

Group PM :*Body of Knowledge - Marketing : Management Level*

Means $\bar{x} = 116$ and $\bar{y} = 144$

Probability = 0,05

Correlation Coefficient = 0.57

Number of Criteria : 12

With 100% support from the Final Panel and acceptance of all the items in the group it is surprising that the educator and practitioner panels could only agree a moderate correlation with six ranked common.

Definite criteria :

- the concepts of advertising are taught on the tourism course;
- students are taught the principles of marketing;
- students are taught to apply the principles of marketing to the tourism industry;
- students are taught to conduct marketing feasibility studies;
- the techniques and principles of salesmanship are included in the tourism course;
- students are made aware of the place for marketing in the tourism environment.

Possible additional criteria :

- students are taught to write and promote marketing campaigns.

Group PO :*Body of Knowledge - Marketing : Operational Level*Means $\bar{x} = 111$ and $\bar{y} = 143$

Probability = 0,25

Correlation Coefficient = 0.40

Number of Criteria : 12

The Final Panel recognises the importance of marketing for the tourism industry but the two working panels can only agree a moderate correlation with only two items ranked common.

Definite criteria :

- the concepts of advertising are taught on the tourism course;
- students are made aware of the place for marketing in the tourism environment.

Possible additional criteria :

- students are taught to write and promote marketing campaigns;
- the techniques and principles of salesmanship are included in the tourism course;
- students are taught the principles of marketing;
- students are taught to conduct marketing feasibility studies;
- students are taught the demands of consumer behaviour;
- students are taught the basic skills of public relations;
- students are taught the various marketing tools and how to use them.

Group QM :*Body of Knowledge - Business Administration : Management Level*Means $\bar{x} = 90$ and $\bar{y} = 110$

Probability = 0,21

Correlation Coefficient = 0.47

Number of Criteria : 9

Three items are ranked common by the two working panels but the level of agreement is low. The Final Panel voted 90% in favour of this group, realising the importance of a good business grounding.

Definite criteria :

- the rudiments (principles) of business administration regarding the running of a business are included in the course;
- financial recordkeeping, from source documents to the trial balance, is taught on the course;
- students are taught the factors of production, and the application of these factors, on the course.

Possible additional information :

- information on all forms of commercial tourism organisations is included in the course;
- the broad spectrum of business organisation is taught in the course;
- the different strata of employment, and the functions of each, are taught to the students.

Group QO :

Body of Knowledge - Business Administration : Operational Level

Means $\bar{x} = 90$ and $\bar{y} = 110$

Probability = 0,73

Correlation Coefficient = 0.10

Number of Criteria : 9

Only three items are ranked common in this group and very little support from either the working panels or the Final Panel was received for the inclusion of this information in a tourism course at operational level.

Definite criteria :

- the principles of business administration regarding the running of a business are

included in the course;

- students are taught the different forms of business enterprises;
- students are taught the factors of production, and the application of these factors, in the course.

Possible additional criteria :

- financial recordkeeping, from source documents to the trial balance, is taught on the course;
- the broad spectrum of business organisation is included in the course;
- the different strata of employment, and the functions of each, are taught to the students.

Group RM :

Body of Knowledge - Legal : Management Level

Means $\bar{x} = 117$ and $\bar{y} = 143$

Probability = 0,46

Correlation Coefficient = 0.24

Number of Criteria : 12

All three panels agree on the importance of a good understanding of legal matters; the educator and practitioner panels cannot agree on the order of importance of the items, only four are ranked common. (It is noticeable here that the working panels want certain specific contracts taught without first a study of the general principles of contracts. The author has, therefore, included this item among the definite criteria).

Definite criteria :

- the general principles of contracts is included in the tourism course;
- the rights and obligations of tourism industry personnel are taught in the tourism course;
- legislation affecting the tourism industry is included in the tourism course;
- the contract of insurance is taught in the course;
- the rights and obligations of the tourist are taught in the course.

Possible additional criteria :

- a module on the origin of RSA law is included in the course;
- the contract of negotiable instruments is included in the course;
- the contract of carriage is included in the course.

Group RO :*Body of Knowledge - Legal : Operational Level*

Means $\bar{x} = 117$ and $\bar{y} = 142$

Probability = 0,75

Correlation Coefficient = 0.10

Number of Criteria : 12

Only three items are ranked common by the working panels and the Final Panel rejects outright nine of the 12 subject items. There can, therefore, be little doubt that this subject should be excluded from a tourism course. (The author is nevertheless of the opinion that some basic legal knowledge is required by the student entering the tourism industry).

Definite criteria :

- the general principles of contracts are included in the tourism course;
- the rights and obligations of tourism industry personnel are taught in the tourism course;
- legislation affecting the tourism industry is included in the tourism course;
- the contract of insurance is taught in the course.

Possible additional criteria :

- a module on the origin of RSA law is included in the course;
- the contract of negotiable instruments is included in the course;
- the rights and obligations of the tourist are taught in the course;
- the contract of agency is taught in the course;
- the contract of lease is taught in the course.

Group SM :*Body of Knowledge - Financial : Management Level*Means $\bar{x} = 73$ and $\bar{y} = 88$

Probability = 0,22

Correlation Coefficient = 0.54

Number of Criteria : 7

The Final Panel supports unanimously the inclusion of this subject in tourism courses at management level and the working panels are relatively in agreement as to the importance of the subject topics and have ranked three common.

Definite criteria :

- the principles and techniques of financial management are included in the course; (controlling revenue and expenditure, obtaining funds, financial investment decisions);
- financial recordkeeping (source documents to trial balance) is included in the course;
- students are taught budgeting and costing in the course.

Possible additional criteria :

- risk management (valuations, takeovers, mergers and consolidations) is taught in the course;
- financial reporting from the prime journals and financial statements is included in the course.

Group SO :*Body of Knowledge - Financial : Operational Level*Means $\bar{x} = 73$ and $\bar{y} = 88$

Probability = 0,04

Correlation Coefficient = 0.79

Number of Criteria : 7

The Final Panel is doubtful as to the inclusion of this subject at operational level, but the working panels enjoy a high correlation on the importance of certain items and ranked three common.

Definite criteria :

- financial recordkeeping (source documents to trial balance) is included in the course;
- students are taught budgeting and costing in the course;
- risk management (valuations, takeovers, mergers and consolidations) is taught in the course.

Possible additional criteria :

- students are taught to interpret financial statements;
- students are taught elements of the various RSA taxation structures (PAYE, VAT, business tax).

Group TM :

Body of Knowledge - Tourism Planning : Management Level

Means $\bar{x} = 89$ and $\bar{y} = 110$

Probability = 0,49

Correlation Coefficient = 0.30

Number of Criteria : 9

Only two items are ranked common by working panels, who have almost no agreement on the sequence of importance of the items. The Final Panel recognise the importance of tourism planning.

Definite criteria :

- students are taught to measure tourism quantitatively and qualitatively;
- students are taught eco-tourism and its use in developing the RSA tourism industry.

Possible additional criteria :

- students are taught the historical development of tourism in the RSA;
- students are taught to conduct tourism feasibility forecasts and trends analysis;
- students are taught how to develop tourism resources;
- students are taught planning and assessment techniques of tourist destinations.

Group TO :*Body of Knowledge - Tourism Planning : Operational Level*

Means $\bar{x} = 91$ and $\bar{y} = 110$

Probability = 0,21

Correlation Coefficient = 0,47

Number of Criteria : 9

With only three items ranked common none of the three panels sees this subject as being important in a tourism course at operational level.

Definite criteria :

- students are taught the historical development of tourism in the RSA;
- students are taught how to develop tourism resources;
- students are taught planning and assessment techniques of tourist destinations.

Possible additional criteria :

- students are taught eco-tourism and its use in developing the RSA tourism industry;
- students are taught some techniques in identifying current issues in tourism development and forecasting trends;
- students are taught to measure tourism quantitatively and qualitatively.

Group U :*Student Assessment*

Means $\bar{x} = 99$ and $\bar{y} = 121$

Probability = 0,43

Correlation Coefficient = 0.30

Number of Criteria : 10

The educator and practitioner panel cannot agree on the importance of the items in this group and ranked common only one. The Final Panel voted 90% for the evaluation of this group in a tourism course.

Definite criteria :

- the student's progress and achievement is recorded.

Possible additional criteria :

- the assessment of the student's knowledge is according to the course objectives;
- tests and experiential training are discussed with the students;
- a variety of assessment methods are used to test a students knowledge and ability;
- students are aware of the assessment requirements;
- internal and external examiners/moderators are used in the assessment process.

7.3.2 A model for evaluation and accreditation

In chapter two, the author discussed the interaction of tourism and the economic, social, cultural, political and environmental life of a country, particularly the RSA. There can be little doubt of the interaction that takes place. As South Africa emerges from years of isolation, and the travelling world becomes aware of the tourist potential of the RSA, tourism planners and developers will increasingly have to provide for the interaction of tourism and these five factors. These must be considered in a tourism course.

The 29 groups and 315 statements originally identified and structured by the author are cumbersome and a number of the statements are duplicated within different groups. The educator and practitioner panels ranked common 99 items and independently ranked a further 106 items above their respective mean values. The remaining 110 statements fell below the

mean values of the two panels. There are therefore sufficient criteria that, with a more meaningful structure of the original groups, can be used to evaluate and accredit a tourism course.

It is also evident from the responses of all three panels that a clear distinction should be made on the curriculum (subjects) of a tourism course for the management level and (a separate course at) operational level. The former course demands more instruction and greater depth in administration, management, finance, marketing, tourism planning and travel practice (daily activities in a tourism office), while the latter calls for a strong emphasis on the travel practice, tourist destinations (geography) and various modules of daily administration.

The author is reluctant to specify the number of subjects and the depth of the information to be covered in any tourism course(s). It is also outside the scope of this investigation. It is safe to assume, however, that a management type course will contain more "supporting" subjects, provide more of a theoretical basis, will be offered over a longer period and should emphasise the practical application of the theoretical information.

It is also beyond the scope of this investigation to anticipate the responses of educational institutions to the accreditation questionnaire that they will have to answer. It is incumbent on the institution to provide the documentation to prove to the accreditation panel that they meet the accreditation criteria. Likewise, the accreditation panel is to decide what constitutes a minimum number of "correct" responses so that an institution may "pass" an evaluation and gain accreditation. (In section 7.4 below the author will "test" the criteria on a number of educational institutions, seeking only a yes or no response to the criteria set).

A small group from the educator panel suggested a different ordering of the groups and statements within the groups. Considering the cumbersomeness of the data mentioned above, and in light of Webers (1988:110-117) division of subject material and the suggestions made by the educationists, a more manageable and sensible division of the evaluation and accreditation criteria would be :

- *Institution :*
 - mission statement;
 - brochure;
 - library facilities;
 - room and technology;
 - administration;
 - student assessment.

- *Course :*
 - objectives;
 - industrial liaison;
 - experiential training;
 - examinations.

- *Staff :*
 - qualifications and experience;
 - development.

- *Students :*
 - selection;
 - profile;
 - interviews (response to the course).

- *Subject knowledge :*
 - Management level
 - Management and Administration;
 - Financial and Legal;
 - Marketing;
 - Resource Planning and Promotion;
 - Tourism Operations;

- Operational level
 - Tourism Operations;
 - Tourism Geography;
 - Administration, Legal and Financial.

Using the 99 criteria identified by the educator and practitioner panels, author's liberty with non-ranked items, and other criteria subsequently identified but not included in the original investigation, a model for evaluating and accrediting the minimum requirements of a tourism course could be contained in a questionnaire as discussed in section 7.3.3.

7.3.3 Questionnaire for the evaluation and accreditation of a Tourism course

INSTITUTIONAL CRITERIA

- *Mission Statement :*

Does the educational institution

 - have a mission statement;
 - develop courses to meet the requirements of commerce and industry?

Are all aspects of college and community life addressed in the mission?

Is the mission statement revised periodically in line with changing circumstances?
- *Brochure :*

Are the mission and objectives of the educational institution explained in a brochure?

Is a brochure giving

 - details of the tourism course requirements available;
 - full details of student activities available?

Is information explaining the rules and regulations governing student life available?
- *Library facilities :*

Are

 - library facilities available;
 - tourism books and periodicals available;
 - reference and short term loan facilities available;
 - supporting facilities (photocopy, video-viewing, reading area) available;

- students assisted in using the library?

Is the literature modern and relevant?

- *Rooms and technology :*

- Is
- a practicum room available for the practical aspects of the tourism course;
 - a keyboarding course taught to the tourism students;
 - the timetable constructed to ensure optimum use of quality facilities;
 - audio-visual equipment available?

- Are
- tourism software packages available to enhance the teaching of the course;
 - the facilities sufficient for the effective teaching of the course?

- *Institutional administration :*

- Are
- student counselling facilities available on campus;
 - accurate student records maintained;
 - financial (loan, bursary, payment) facilities available;
 - canteen and relaxation areas available;
 - proper security arrangements in place regarding examinations;
 - the administrative staff qualified and experienced to fulfil their functions;
 - the facilities conducive to effective instruction?

- Is
- administrative support available for the academic function;
 - the staff complement sufficient to perform the functions of the institution?

- *Student assessment :*

- Is the
- student's progress and achievement recorded;
 - assessment of the student's knowledge according to the course objectives?

- Are
- tests and experiential training discussed with students;
 - a variety of assessment methods used to test a student's knowledge and ability;
 - students aware of the assessment requirements;
 - internal and external (a) examiners and (b) moderators used in the assessment process;
 - mechanisms in place for re-assessment should the student so desire;
 - the examinations of an acceptable standard?

TOURISM COURSE CRITERIA

- *Objectives :*

Does the course

- meet the educational needs of the tourism industry;
- prepare tourism industry personnel with a thorough knowledge of national and international tourism and travel?

Is the course

- evaluated annually and upgraded as necessary;
- structured to meet (a) management or (b) operational level needs;
- structured to allow progression to other, higher level, courses;
- evaluated according to acceptable examination criteria;
- covered in examinations and tests;
- evaluated and accredited by any other organisation?

Are course statistics regarding enrolment, dropouts and pass rates available?

- *Industrial liaison :*

Do the educational institutions and industry representatives liaise annually on the course?

Are records of industry

- (workplace) availability for student placement on hand and up to date;
- training maintained?

Does the liaison committee

- contain student representation;
- advise on the content of the tourism course?

- *Experiential training :*

Is

- work placement (experiential component) a compulsory module of the tourism course;
- the work placement monitored by the educational institution;
- the assessment of the experiential training a joint effort of lecturers and employers?

Are

- work placement records available;
- logbooks detailing work experience required;
- guidelines for the experiential training documented;

- the employers consulted about the experiential training?

Does the work placement form part of the student's assessment?

- *Examinations :*

- Are
- the examinations conducted in terms of the (a) course and (b) subject requirements;
 - the examinations consequent with previous examinations;
 - statistics available to compare standards of examination results;
 - model answers available, and are these acceptable and indicative of the required answers;
 - syllabus (subject) guides documented for each subject;
 - the subject syllabuses followed;
 - the requirements for admission to examinations followed;
 - the teaching staff qualified to conduct the examinations?

STAFF

- *Qualifications and experience :*

- Do the tourism lecturers
- have appropriate recent industry experience;
 - keep abreast of the latest developments in the industry;
 - have appropriate qualifications to teach the course?

- *Development :*

- Are the tourism staff
- subject to periodic industry exposure/experience;
 - encouraged to obtain relevant industry qualifications;
 - seconded periodically to the tourism industry;
 - encouraged to obtain academic and/or educational qualifications;
 - required to attend travel workshops, exhibitions, promotions?

Do new tourism staff attend an induction course to prepare them for the academic functions?

STUDENTS

- *Selection :*

- Are prospective students
- counselled on which course is best suited to them;
 - selected to follow the course best suitable for them;
 - informed of the state of the tourism industry;
 - selected on merit alone?

Do prospective students write an aptitude test to gauge their potential for employment in the tourism industry?

- *Profile :*

- Does the student
- display a genuine interest in tourism;
 - speak more than one language;
 - display an adequate subject knowledge to effectively compete on the tourism course;
 - have a friendly disposition;
 - appear to have organisational ability;
 - display leadership abilities?
- Is the student
- likely to be punctual;
 - mature in his/her approach;
 - well mannered?
- Would the student
- handle clients effectively;
 - promote a professional image in the tourism industry?

Can the student communicate orally?

- *Responses :*

- Is student participation used in
- course assessment;
 - lecturer appraisal;
 - institutional assessment;
 - experiential assessment?

BODY OF KNOWLEDGE : MANAGEMENT LEVEL

- *Management and Administration :*

Does this subject include

- a working knowledge of client relations;
- a good grounding in oral communication;
- a foreign language;
- the requirements to start a tourism organisation;
- the knowledge, skills and aptitudes to manage a commercial tourism enterprise;
- the basic skills of personnel management (human resource management);
- the principles and skills of planning;
- information to set aims and objectives and to monitor and measure these;
- the various business enterprises, the advantages and disadvantages, and the uniqueness of each;
- the factors of production and the application of the factors;
- the basics of transport economics;
- information on career opportunities in the tourism industry;
- the principles of general management?

- *Financial and Legal :*

Does this subject include

- the contract of insurance;
- the contract of negotiable instruments;
- the contract of carriage;
- financial recordkeeping, from source documents to the trial balance;
- financial reporting (from prime journals and financial statements);
- risk management (valuations, takeovers, mergers and consolidating);
- legislation affecting the tourism industry;
- the principles and techniques of financial management (controlling revenue and expenses, obtaining funds, financial investment decisions);
- budgeting and costing;

- the general principles of contracting;
- the rights and obligations of tourism industry personnel;
- the rights and obligations of the tourist?

- *Marketing :*

Does this subject include

- the principles of marketing;
- the application of the principles of marketing to the tourism industry;
- marketing feasibility studies;
- modules to write and promote marketing campaigns;
- consumer behaviour;
- the principles and techniques of salesmanship;
- the place of marketing in the tourism environment;
- the basic principles of public relations;
- the concepts of advertising;
- packaging of tourism products?

- *Tourism Operations :*

Does this subject include

- national geography;
- the Bank Settlement Plan;
- information on the various tourism organisations;
- a reservation system (SAAFARI/GALILEO);
- the commercial sector (eg. banking, insurance) and its impact on the tourism industry;
- international trading and foreign exchange transactions;
- the climate, geographical regions, currency, customs, tourism attractions and transport modes for all countries;
- SAA Fares and Ticketing courses up to level 6;
- tariffs and other manuals;
- the IATA UFTAA Standard course;
- a computer course?

- *Tourism Resource Planning and Promotion :*

Does this subject include

- measuring tourism quantitatively and qualitatively;
- eco-tourism and its use in developing the RSA tourism industry;
- tourism feasibility forecasts and trends analysis;
- tourism planning and development;
- information to identify, develop and promote tourism resources;
- information to plan and assess tourist destinations;
- psychological motivations for tourism activities;
- current issues and trends in tourist facility management;
- the social, economic, political, cultural and environmental interaction with tourism;
- wealth creation;
- the historical development of tourism in the RSA;
- the Reconstruction and Development Programme as it affects tourism;
- information for community access to tourism?

BODY OF KNOWLEDGE : OPERATIONAL LEVEL

- *Tourism Operations (Practice, Functions) :*

Does this subject include

- tariffs and other travel manuals;
- daily travel operations (travel arrangements, regulations and documentation);
- computer skills;
- planning an itinerary;
- issuing tickets, booking accommodation, tours, entertainment and reserving car-hire;
- different modes of transport;
- IATA requirements for travel office security;
- the structure and organisations in the RSA tourism industry;
- SAA Fares and Ticketing courses to level 4;
- international trading and foreign exchange transactions;

- a reservation system (SAAFARI/GALILEO);
- the Bank Settlement Plan;
- the IATA UFTAA Advanced course?

- *Tourism Geography :*

Does this subject include

- regional geography (SATOUR regions of the RSA which may comply to the 9 political regions in future)
- for each country taught, international tourism in respect of
 - climate;
 - geographical regions and features;
 - currency;
 - customs;
 - tourism attractions;
 - transport routes and modes;
- the preparation of brochures and information sheets on each country studied?

- *Tourism Administration (Legal, Financial, General) :*

Does this subject include

- the requirements to start a tourism enterprise;
- money and banking services;
- the general principles of management;
- the general principles of contracting;
- the rights and obligations of tourism industry personnel;
- relevant legislation affecting the tourism industry;
- principles and techniques of salesmanship;
- principles of marketing and advertising;
- basic skills of personnel management;
- financial recordkeeping (from source documents to trial balance);
- a working knowledge of client relations;
- a grounding in communications;
- a module to negotiate a contract of employment;
- information to write a marketing campaign?

These minimum criteria - 152 for a management course and 127 for an operational level course - were tested on courses at public and private educational institutions and will be discussed in 7.4 below.

7.4 APPLICATION OF (THE IDENTIFIED) CRITERIA TO TEST (THE MODEL FOR) ACCREDITATION OF EXISTING COURSES

As an experiment to test the validity of the model, and to measure the responses likely to this model, certain educational institutions were invited to participate in an accreditation exercise. The institutions were not asked to prepare any documentation, but merely asked to respond positively (✓) or negatively (x) to the model. The questionnaire that was developed to test the model for tourism course evaluation and subsequent accreditation is given in section 7.3.3 above and the questionnaire and results of the exercise are included in annexure H. Eleven educational institutions were invited to participate: four technikons (two in the Gauteng area and one each in the Western and Eastern Cape); five private colleges (three in the Gauteng and two in the Western Cape); two technical colleges (one in Kwazulu-Natal offering the 1994 Tourism course, and one in the Western Cape offering the old tourism secretarial course). One private college reneged after promising to assist, while the other educational institutions completed the model document timeously.

7.4.1 Technikon course (National Diploma in Travel and Tourism)

All technikons in South Africa offer the same basic core syllabus for the major subjects (Tourism and Tourism Practice and Management) but have a free hand in deciding the other six subjects from a list of 23 alternatives. In addition, a compulsory 6 month experiential period must also be completed before a student may graduate. This experiential period is classified as a compulsory subject for SAPSE purposes and receives (in theory) a subject subsidy from the Department of Education. Thirteen subjects are therefore required to complete the diploma. It is interesting to note that one technikon classes the experiential period - called Travel Applications II - as a theoretical subject setting a written examination at the end of six months. The experiential period is then not formally evaluated in the

workplace, which was the original intention (as this author can vouch for as a member of the team that designed this new diploma programme which replaced the National Diploma in Tourism in 1992).

The four technikons that responded to the model questionnaire all offer the following subjects :

- Tourism I, II and III;
- Travel Practice and Management I, II and III;
- Travel Applications II;
- Marketing I and II;
- Business Communication I;
- Mercantile Law I or Basic Travel Law I.

The remaining two subjects to complete the diploma come from a list including :

- Personnel Management to level III;
- Financial Accounting to level III;
- Business Administration to level III;
- Business Economics to level II;
- Economics to level II;
- End User Computing;
- a foreign language;
- a local African language.

The new technikon diploma was structured to cater for (i) operational level (ii) supervisory/middle management level (iii) tourism planning and development (iv) progression to higher level study including, with a bridging year, higher studies in the fields of Personnel, Marketing and Financial Management (see figure 11 on page 81). (The technikons met during April 1994 to restructure this Tourism course with a view to offering degrees from 1995).

In completing this accreditation model questionnaire, the technikons have an advantage over other educational institutions in that all technikons have had to implement a

quality assurance programme in terms of the SERTEC (Certification Council for Technikon Education) requirements, and all have had at least one SERTEC visit. They are therefore conversant with the SERTEC accreditation requirements which will explain the positive responses to so many of the questions included in the model questionnaire.

It is somewhat disconcerting to note the responses of technikon number 3 to the questions regarding staffing (qualifications, experience and development) and students (selection, profile and responses). This is probably due to a recent internal restructuring of the faculty in which the tourism course is offered, which resulted in the reallocation of the tourism staff. The reason for the variances in the answers in the two Body of Knowledge sections lies in the fact that technikons have a free choice in six of the thirteen subjects required to complete the diploma, and the provision granted them to deviate from the basic core syllabuses to accommodate local requirements (for example Gauteng technikons will emphasise Gold Reef City and the Kruger Park while Cape Town will emphasise the Waterfront and the Wine routes). Where one technikon may require students to study Business Economics, a second may require Financial Accounting and a third a foreign language. SERTEC places much importance on the requirements of local commerce and industry and accepts the findings of the local course liaison committee in accrediting a certain course at a particular technikon.

Based on the responses to the model questionnaire, the technikons would probably qualify for accreditation for a management level course.

7.4.2 Private college courses

Private colleges, by their very nature, are primarily profit-oriented. They are also in the enviable position that they can restructure their tourism course to meet the changing demands of the tourism industry at very short notice. The private colleges offering tourism instruction in South Africa fall into two very distinct groups: the Rapid Results Colleges found in some of the major centres of South Africa teaching according to the requirements of the Institute of Travel Management (ITM)¹ which is their examining body; other colleges that are non-affiliated conducting their own courses and examinations according to the

¹ The November 1994 examination will be conducted by TETASA and based on the COTAC syllabus.

dictates of the lecturers. Recently (January 1994), the Damelin College organisation started their own tourism course in five South African centres. Their course appears to be more detailed than the other private colleges but, as they declined to participate in the model questionnaire, their course cannot form part of this evaluation.

The responses of the four private colleges that took part in the model questionnaire vary widely, particularly in the Body of Knowledge section. However, those colleges acknowledge the fact that they do travel agents' training and therefore concentrate very heavily on the operations side of the travel section of the tourism industry, and then specifically on South and Southern African operations. It is therefore easy to understand the negative responses to a large number of questions. However, it is not acceptable that the section on the Institutional Criteria, and in particular staffing, has drawn such negative responses. The backbone to any course at any educational institution must be the administration of the institution so that the course can function effectively and efficiently. Private college number eight is therefore a notable exception. This college has based its courses, including the tourism course, on the technikon structures and obtained private technical college status at the beginning of 1994. This college is the only private college with an in-house GALILEO training facility². All other colleges, and some technikons and technical colleges, must rely on South African Airways (who own GALILEO South Africa) to do their training.

It is also true that the private college tourism course is very expensive (between R6000 and R7 500 per annum for 1994, technikons R3 500 to R4 500 and technical colleges R2 000 to R3 000) and funds are not always available to employ highly qualified (if at all qualified) staff or to provide suitable teaching facilities and the latest in technology. The GALILEO training course will cost about R25 000 to introduce into a college in 1994. As this is not a static programme annual updates will have to be purchased which makes this a very expensive teaching tool. Educational institutions who purchase this programme will probably resort to industry courses to recoup their investment.

² The Damelin Colleges are presently (August 1994) negotiating to incorporate in-house GALILEO facilities into their course.

It is nevertheless a vexing factor that the private colleges do not offer detailed supporting subjects to present a holistic view to the future employee. This is borne out by the negative responses to section three - Tourism Administration contained in the Body of Knowledge at Operational level, again with the exception of private college number eight. All four private colleges that responded to the model questionnaire include the following in the COTAC part of their course :

Travel Agency Operations and Procedures :

- Orientation and Procedures;
- Accommodation;
- Domestic Surface Transportation;
- South African Geography;
- Central and Southern African Geography;
- Domestic Air Travel;
- Customer Care and Communication.

In addition, some colleges offer book-keeping, computer training, public relations and marketing in courses varying in length up to six months.

7.4.3 Technical colleges

A number of technical colleges throughout South Africa have offered a secretarial course, which includes one tourism subject, over the past couple of years. This course was discarded by the technikons in the mid-1980s when the tourism industry rejected it. Technical colleges that offered this course have experienced the same problem found by the technikons - students cannot find employment in the tourism industry as, apart from a limited knowledge of South African and international geography, the student cannot operate effectively in travel organisations, not to talk of the tourism industry as a whole. The responses of technical college number nine, who offered the old secretarial tourism course, support these statements. A new course (the National Certificate- and High Certificate courses in Tourism, N4, N5, N6 and N7) has been drawn up and introduced from 1994 at six colleges throughout South Africa. Unlike the technikons who follow a core curriculum

and are allowed deviations from this, the college course prescribes exactly what will be taught in each subject of the two courses and even prescribes how examinations will be conducted, indicating, by way of the wording of each syllabus guide, the possible examination questions. This course is based on what is currently offered by technikons (the author was involved in designing both the technikon and college courses) so the tourism related subjects are very similar, particularly in the first year of both courses.

This was done (a) to meet the demands of the tourism industry, which were identified by Spencer and Uken (1992) and highlighted in chapter 3, and (b) to allow for articulation between technikons and technical colleges after the first year of either course. The technical college course is semester based to allow entry and exit at four points. If one looks at the information for technical college number ten, it compares very favourable with the responses of some of the technikons (notably number one), with the exception of the Body of Knowledge, Managerial Level. The aim of the technical college courses is to prepare entrants for the tourism industry at Operations Level. The positive responses to some questions at the Managerial Level indicates subject information being taught to assist the employee in administrative and supervisory duties in the tourism industry.

Although the technical colleges are not subject to a SERTEC type investigation as yet, the externally set and marked external examinations ensure at least a uniform standard of teaching and examining throughout South Africa. Strong administrative support for the academic function is evident from the technical college responses and educational institution criteria (mission statement, brochures, support facilities, staffing and student assessment) also indicate positive responses. This is understandable in view of the workings of state aided, state funded or state controlled educational institutions, particularly where the mission of technical colleges is vocationally based education and training. The technical college courses are the following :

National Certificate N4 and N5 :

Tourism Destinations;

Travel Services;

Travel Office Procedures;

Travel Communication;
Computer Practice.

National Higher Certificate N6 and N7 :

Tourism Destinations;
Travel Services;
Travel Office Procedures;
Hotel Reception;
Travel Practical (a reservations system, probably GALILEO).

A compulsory experiential period of at least three months, forms part of the Higher Certificate course and technical colleges may offer additional subjects, for example, a foreign or African language by way of course enrichment.

Technical colleges offering the new (1994) course would probably qualify for accreditation of their tourism course at Operational Level. The old course would not receive accreditation as it does not meet most of the requirements of the accreditation model.

The model questionnaire merely required respondents to indicate by way of a tick (✓) or cross (x) whether a particular item in the questionnaire was included in the tourism course, either within the institution or course administration or the body of subject knowledge. No detailed responses were required which will be the case during an accreditation visit. The technikons are required to submit very detailed documentation to both the internal Course Board or liaison committee, and the external SERTEC investigations. This model questionnaire discussed above borrows greatly from the SERTEC questionnaire, particularly in regard to the educational institutional criteria, industrial liaison, experiential training, staffing and student selection and examinations.

7.5 SUMMARY

Pratt (1980:417) adds a small deviation to the maxim of course evaluation meeting the course objectives, namely, "*...did the minimum expected number of students achieve the*

minimum stipulated objectives at the minimum level"? Accreditation of the tourism courses on offer in South Africa should meet this aim, which is left to the accrediting body to measure.

In this chapter the position of course/subject evaluation has been emphasised within a circular model of curriculum strategy. While the other aspects of curriculum design - situation analysis, course aims and objectives, selection and ordering of teaching material and implementation, with evaluation at each stage, have not been ignored, the emphasis of the chapter has been on evaluation; with the specific goal of course accreditation.

Based on the findings of the responses of the educator and tourism practitioner panels to the questionnaires discussed in chapter 6, a revised set of questions was formulated in section 7.3.1. Reference was made to the mean scores of the two panels and the probability that the sample responses represented the tourism industry. The extent of a correlation of responses between the two panels was also considered, as was the responses to the questionnaire by the independent Final Panel. In section 7.3.2 a model for tourism course evaluation and possible accreditation was developed allowing for measurement of :

- educational institution criteria;
- tourism course criteria;
- staff criteria;
- student criteria;
- body of knowledge criteria - management level;
- body of knowledge criteria - operations level.

This model was tested in a yes/no situation on ten educational institutions and the results discussed in section 7.4. This model was constructed in consideration of the steps in curriculum design and subject to Pratt's definition of minimum evaluation given above. The model is so constructed that it should effectively measure both the education and training needed to evaluate the experiential requirements of technikon and technical college courses (and some private colleges), and the practical tourist guiding module of the technical college course. No attempt has been made in this study to prescribe to a possible accrediting agency what the minimum levels of acceptable evaluation might be. That must be the domain of the

accrediting agency, but it is hoped that this organisation will liaise with SERTEC, which has had very recent and relevant experience in institutional and course evaluation and accreditation. The fact that at least two levels of instruction have emerged from the study, and that at least two course levels should be considered (a third level could conceivably be tourism research, planning, and development at university or advanced technician levels), implies grades of accreditation, which is again outside the scope of this study. A major problem found in this study was the parameters within which tourism course evaluation is to take place. Pratt (1980:418) suggests a "goal-free" evaluation by an independent evaluator, which again points to a SERTEC-type accreditation panel. The author of this study differs from Welgemoed (1989:258-259) who proposed a task group (which included an educationist) to investigate and monitor the implementation of tourist guide education and training. Rather, the accrediting body should comprise experts in the educational field, particularly curriculum design and evaluation, and the tourism industry, to ensure acceptable results.

In chapter 8, which follows, the study will be summarised and recommendations made for the future of tourism education and training, and the accreditation thereof.

CHAPTER 8

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter reviews the purpose of the study and the procedures adopted, particularly the application of the Delphi Communication technique, to arrive at suggestions for accreditation and the results of the study. Also, certain conclusions are made, and areas identified for further research, formal or informal. The chapter is concluded with recommendations for tourism education and training in South Africa in the 1990s and beyond.

8.1 INTRODUCTION

Education, or more precisely, training, for the travel industry, started with the technical colleges, and Colleges for Advanced Technical Education (the forerunners to technikons), in the late 1960s. It is known from brochures of that time that the Cape Technikon's predecessor offered a part-time travel agents course. A full-time one-year secretarial certificate was also available from the early 1970s.

According to the Department of National Education's Handbook of National Courses of Study (Tertiary) (Commerce and General) of September 1979 the following courses in travel, tourism and hospitality were available :

- a three-year full-time diploma in Tourism;
- a two-year full-time higher certificate in Hotel and Industrial Catering;
- a one-year full-time certificate in Hotel Reception;
- a one-year full-time certificate in Tour Guiding;
- a one-year full-time certificate in Tourism-clerical;
- a one-year full-time national secretarial certificate in Tourism.

Persons wishing to study one of these courses had to be in possession of the National Senior Certificate (or an equivalent qualification), except for the Tour Guide course where persons older than 23 years of age were exempt from that requirement. Apart from the diploma course in Tourism and the higher certificate course in Hotel and Industrial Catering, the other four courses could also have been studied on a part-time basis over two years. It is also known that the Rapid Results Colleges started full-time and part-time courses in travel agency studies during the 1970s although the author was not able to ascertain exactly when (the author enrolled for a correspondence course in travel agency studies in 1972). In the intervening years many private organisations have entered the educational market with the latest being the Damelin College group with a one-year "diploma" in travel agency studies. Technical colleges have introduced a two-year certificate course in tourism to replace the secretarial (tourism) course that was available over an eighteen month period. Both courses commenced in January 1994.

With all the development that has taken place in tourism education and training, it is unfortunate that no communication has taken place between the various bodies offering courses. Each has decided independently on its own requirements. That there is much in common among the various offerings, is due more to the perceived and acknowledged requirements of travel agents and (primarily) airline reservations than to co-operation between the institutions. (There is currently a movement, initiated by the Pietermaritzburg campus of Natal Technikon, to establish a National Tourism Lecturers Association).

The purpose of this study has been to identify common criteria that could be used to evaluate all the available courses and, if found, to satisfy (the majority of) the criteria, enjoy national accreditation by a yet to be formally established accrediting agency for the tourism industry. In this respect, it is pleasing to note that the Travel Education and Training Authority of South Africa (TETASA) has been established with a board of governors and is now ready "...to appoint a training manager and finalise the training programme with key colleges and institutes..." according to TNW (no.1330, 27 April 1994). (The training manager was appointed in August 1994). This body could fulfil the accreditation function.

8.2 SUMMARY

In considering the available education and training courses in South Africa for the tourism industry - the wider term is used to include travel, information and tourism services available to travellers - three hypotheses were formulated namely: that there would be no major agreement on the requirements for course evaluation and accreditation by bodies offering tourism courses; that there would be a considerable divergence of interests and requirements by academics and tourism industry practitioners regarding course evaluation and accreditation; that the education and training that is available is fragmented, unco-ordinated and not of a uniform standard (chapter one). Based on the three round Delphi Communication exercise involving over 40 educationalist and tourism industry personnel, the basic correctness of the three hypotheses was established. These views were further substantiated by another group of ten persons, independent of the first panels, who were asked to agree (or otherwise) on the findings of the first group which formed the Delphi Communication panels. The findings of both panels were then tested on ten educational institutions, state and private. The third hypothesis - that courses are fragmented and unco-ordinated - was established in previous studies (Erasmus 1988; Spencer and Uken 1992) and confirmed in this study by the written replies from various educational institutions (it must be pointed out at this point that the technikons follow a basic core syllabus, technical colleges have their very detailed structure, Rapid Results Colleges teach from their identified syllabus, Damelin Colleges from theirs, while other educational/training institutions - some with only one or two teaching facilities - conduct their chosen structure). Hypotheses one and two were confirmed by the very wide range of rankings of the original statements, with correlations between the educationalist and practitioner panels varying between 0,97 on library requirements and 0,02 on course contents.

The study also considered the definitions of a tourist engaged in tourism activities in the tourist industry and the social, cultural, political, environmental, and on the economic impact on tourism, and the interaction of these on each other. Both the previous and present governments have realised the importance of tourism to South Africa, and in particular, the economic benefits that can be derived from tourism. Consideration was also given to the demand for, and supply of tourism facilities, and the need to address all the above mentioned

factors in tourism education (chapter two). An analysis was made of the existing state of tourism education and training in South Africa (as it was in 1993) and considered in terms of the principles of curriculum design in South Africa and criteria for existing courses (chapter three). By comparison, higher (post-secondary) education, and in particular that for the tourism industry, was considered in England, Scotland and Wales, and the United States of America, Australia, Argentina and Kenya. Important criteria for course evaluation and accreditation of tourism courses, and accrediting agencies, in the seven countries mentioned above, was investigated with a view to borrowing relevant information on which to base structures for South Africa (chapter four).

From the information gained on the overseas tours to England, Wales, Scotland and Holland and Argentina, and the documentation obtained from Australia, the United States and Kenya, evaluation and accreditation criteria were prepared for circulation to certain identified experts, both in education and the tourism industry (chapter five). Recourse was also had to literature available in South Africa and overseas by way of a SABINET library search. Two studies into curriculum design for the hospitality industry were found, and these together with documentation made available by the Business and Technician Education Council (BTEC), and the Council for National Academic Awards (CNAA) (both in the UK), and the Technical and Further Education (TAFE) organisation in Australia, formed the basis for the questionnaires that were used in this study. Initially, the "pilot" questionnaires were tested on a group of international travellers and a group of tourism industry personnel at the Cape Technikon in Cape Town in April 1992, to establish their validity. The panels chosen for the Delphi Communication were compiled from 56 persons who responded to the 82 invitations sent out. Forty-four respondents, 21 academics and 23 tourism industry practitioners, actually took part in the exercise and 40 participated in all three rounds. The rankings of the statements of the two groups were statistically analysed after each round. The author decided that only three rounds were necessary as the vast majority of participants accepted the majority rankings as early as the second round. Another group, referred to as the Final Panel in the study, was invited to indicate whether they supported or rejected the findings by the original panels. The Final Panel's responses ranged from majority to unanimous support for the initial findings (chapter six).

The Delphi Communication findings were developed and restructured into the model, given in annexure H, that may now be used for tourism course evaluation and accreditation in South Africa. Finally, these criteria were tested on ten formal and non-formal educational institutions (chapter seven), to establish the validity of the evaluation model.

8.3 CONCLUSIONS

Because each educational institution (or type of institution) was functioning in isolation and independent of one another (and in May 1994 still are), the need arose for some form of co-ordination of courses in the tourism industry. Numerous recent studies into the educational requirements, including Jordaan (1992), Erasmus (1988) and particularly Welgemoed's (1989) study into the professionalising of the tourist guide, have revealed the need for evaluation and accreditation of courses. The studies also stress the need for a guideline for the development of future courses.

8.3.1 Common education/training course

In support of hypotheses one and two regarding lack of agreement between academic and industry personnel, the findings of the Delphi Communication suggest that one composite course, embracing management and operational functions, would indeed be difficult to offer in South African circumstances, if it were confined to one year of instruction. Whereas sufficient information is available to include in an extended course, the travel agents, jointly and severally, are quick to point to the overtraining of those staff who follow extended courses. Suggestions have been made that the only educational requirements for this sector of the industry are detailed South African and limited international tourism (natural and manmade attractions being geographical, historical, social and cultural), detailed travel agency operations and reservations procedures. For the information sector a very detailed study of South Africa is needed, while tour operators have similar needs to those of travel agents. This, therefore, excludes such knowledge as: tourism research; planning and development; financial, personnel, marketing and general management; not to mention the SA and international legal environment in which a South African tourism industry must function. The author is therefore inclined to support the present structure of tourism education and training namely :

- non-formal short courses of between three and twelve months, and short specific and detailed courses (for example, GALILEO reservations training) offered by private colleges, ASATA and SAA;
- formal two-year and three-year courses offered by technical colleges and technikons. Entry to this sector by universities (some who already offer recreation and other tourism related subjects/courses) should not be discouraged. The former institutions must concentrate on the operational function in the tourism industry and the latter on the various managerial levels and functions. As such, one accreditation questionnaire is not possible.

CONCLUSION I Tourism industry education and training should be at two levels - formal and non-formal - with definite evaluation and accreditation criteria applied to each level, but articulation must be provided for.

Most technikons have an established Bureau of Continuing Education, which offer non-formal courses in a wide range of subjects, including tourism.

This division is further logical when consideration is given to the significant differences in products, functions, services and requirements of the various sectors of the tourism industry. A composite course(s), and therefore common evaluation and accreditation criteria, are further made difficult to identify because no profile of the "tourism industry employee" exists and no definite criteria exist (the Cape Technikon is attempting to develop criteria) for identifying the ideal student to follow a tourism course. This statement is hardly surprising in view of the fragmented industry and conflicting requirements of the different sectors of the tourism industry.

8.3.2 Curriculum of Tourism courses

The Delphi Communication study has clearly revealed two interesting facts. The first, the need for differentiation between management and operational levels in tourism

education and secondly, the contents of the two courses must allow for this difference. Criticism has been levelled by the tourism industry regarding the length of some courses and the contents of the courses, but ASATA in particular, and the industry in general, has been very slow with suggestions. In a study conducted into the education and training needs of the tourism industry (Spencer and Uken, 1992) 516 questionnaires were distributed to travel agents, tour operators, information organisations and other tourism orientated firms by students of the Cape, Pretoria, Witwatersrand, ML Sultan, Natal and Port Elizabeth Technikons. Only 70 responses (13,6%) were returned country-wide, of whom 67% identified the need for a distinction between the educational requirements for managerial and operational staff. This trend was confirmed by the Final Panel in this study which was unanimous in its support for the body of knowledge for the management level, but divided on the operational level requirements and rejected much of the information suggested.

As for the subjects to make up the two courses, there can be little doubt that skills in basic tourism operations must be included, particularly the techniques of travel planning, reservations and the issue of travel documents, as well as a sound basis of Southern African geography and history, in both courses. Thereafter, different subjects can be introduced to emphasise either the managerial or operational requirements.

CONCLUSION IIa Two tourism curriculums should be developed to emphasise the unique requirements of managerial and operational levels in the tourism industry.

At managerial level additional attention must be given to subjects such as: marketing; financial, personnel and legal management; and tourism development. At the operations level a good grounding in communications and customer relations is vital. Where the tourism organisation, in particular information/publicity associations, function within and for the South African market, attention should be given to a local Black language. For the international incoming and outgoing tour operators sectors a foreign European language should be considered. As the South African international incoming sector develops,

languages such as Russian, Chinese and Japanese should also be considered. For the tourist guide, a course including South African geography and history, and at least one European language is essential.

Because of the initial common nature of information to be taught, consolidation and rationalisation of the two courses could be effectively implemented.

CONCLUSION IIb Consideration should be given to a basic curriculum in the first year of study common to all educational institutions.

This basic one year course should include Southern Africa geography and history, travel procedures and documentation, marketing, communications and a computer programme. Thereafter, an advanced operations level and/or managerial and/or tourism planning and development course(s) can be introduced at the discretion of the educational institution.

8.3.3 The educational qualifications of the educator

Educators for the tourism industry fall into two very distinct categories with a small grey area in between. Staff employed in the formal education sector are required to hold academic and/or professional education qualifications that can be evaluated as at least three years tertiary education. Some of these persons also hold industry qualifications which is the ideal situation. The second category is those employed in the non-formal sector who invariably hold only industry related qualifications (Spencer and Uken, 1992:32-33), with a very small minority who also have an academic qualification and fall into the so-called grey area. In this study, participants in the Delphi Communication exercises ranked the qualification requirements very differently (see page 184). The educator panel envisaged tourism educators holding academic, teaching and industry qualifications while the industry practitioners ranked this requirement second last, preferring a tourism industry qualification and experience, which in turn was lowly ranked by the educator panel (the correlation coefficient for the criteria was a very low 0,20).

It is inconceivable (to an educator) that any person could attempt to teach without an understanding of the basic philosophies and principles of teaching and a fundamental knowledge of classroom techniques. It is hoped that the new established TETASA will address this problem.

CONCLUSION III Personnel teaching tourism programmes should ideally hold teaching and industry qualifications.

At present, industry qualifications are limited to the courses offered by SAA and/or GALILEO and the IATA UFTAA standard and advanced courses (these two courses did not enjoy as much support as the author thought they would - see pages 194 and 195). Educating the educator is complicated in South Africa because of the lack of formal study material and the non-existence of a local academic tourism magazine, although numerous but quite expensive international magazines are available. Because future tourists, both local and international, will become more professional and demanding in their approach, so the suppliers of the service must be more professional and knowledgeable in their task. This, in turn, places additional demands on the educators for a professional attitude to their teaching.

8.3.4 Evaluation and accreditation of Tourism courses

Because of the proliferation of courses on offer by various institutions for "qualification" for entry into the tourism industry (36 different educational institutions offer one or more tourism related courses), numerous educationists are able to claim "expertise" in their teaching field and "excellence" in the courses offered. No previous studies have attempted to quantify or qualify the various courses, nor the claims of superiority, nor attempt to rank the courses. This is in any event a difficult task as courses vary in length, in subjects taught and in contents of subjects. Even the subject with the most common name - Tourism - differs widely in content depending on the author of the course.

As a result, there must either be one course available from all tourism educational institutions throughout South Africa (the organisation offering the best accepted course(s) at the most competitive price will be the one in demand), or diversification of courses and content must be permitted and monitored through a system of accreditation. The former proposal, although favoured by TETASA, is not practical in view of the body of subject knowledge needed in courses, the wide range of employment opportunities available in the tourism industry, and the different levels of employment ranging from junior consultants to tourism planners, developers and researchers. One composite course is just not feasible.

CONCLUSION IV Institutions offering tourism education and/or training should register their course(s) with TETASA who should allow the course, if certain accreditation criteria are met during an evaluation of the institution, facilities, staff and course. The model developed in this study is available to TETASA.

For TETASA to prescribe to educational institutions what course they must offer is both impractical and difficult to implement and administer. It is, however, feasible and acceptable to require of educational institutions to include certain subjects or subject contents in the curriculum for a course structured, for example, to meet the requirements of travel agents. The author would suggest that the standards sub-committee of TETASA has a duty to guide the educationalist as to what is required by the tourism industry, but should not prescribe how it will be taught, and certainly not to practice exclusivity in the course nor the examination thereof.

The better system at present does appear to allow educational institutions the freedom of curriculum design for a course following certain guidelines and to accredit such course with TETASA who should evaluate the offering on a regular basis, and who should have the right to terminate the accreditation should the educational institution not meet the minimum standard requirements. This is the system practised by the City and Guilds of London Institute (CGLI), the Business and Technician Education Council (BTEC) (both in Britain)

and the Technical and Further Education (TAFE) organisation in Australia. In this respect, TETASA and ASATA should follow the examples proven and followed in selected overseas countries, unless they can develop a better and nationally acceptable system for South Africa.

8.3.5 Professionalism in the tourism industry

The tourism industry has not taken education and training seriously in the past, even after the now defunct Travel Agents Board (TAB) introduced their COTAC I, II and III courses in the middle 1980s following the publication of the Travel Agents Act (Act No 58 of 1983). With the demise of the TAB, the COTAC examinations were handed to the Institute of Travel Management (ITM). However, this organisation examines only the five Rapid Results Colleges and the Rennies Training Institute - 16% of educational institutions presently offering tourism courses, but TETASA will conduct the November 1994 examinations). All the other private colleges and the technikons set their own examinations based on their own course structure and syllabus. The seven technical colleges work from one standard syllabus and all write one externally set, marked and moderated examination for each of the tourism subjects. Technikons are subject to periodic evaluation by the Certification Council for Technikon Education (SERTEC) which at least ensures that teaching and examining is at an acceptable level. With all these different teaching and examining standards the industry is not seen to function on a professional level.

In a survey conducted by Spencer and Uken (1992:29), "*...57% of respondents said that they were not satisfied with the education and training available to the tourism industry...*", citing a variety of reasons for their dissatisfaction including :

- lack of a practical component in the courses;
- poor general knowledge requirements;
- courses concentrat(ing) on international travel;
- students not taught to deal with clients;
- courses ignore marketing, geography, economics and computer skills;
- courses ignore the basics of the travel industry.

Sheldon (1989:494) consulted fourteen prominent American authors in attempting to define professionalism in the tourism and hospitality industries. Thirteen said that education and training was a vital factor in deciding on a professional status. In a survey quoted above (Spencer and Uken 1992:31), 95% of respondents urged that education and training be co-ordinated by one central authority. Twenty-five percent of these respondents voted for ASATA to be the co-ordinating body. ASATA has now established TETASA and this body must ensure that the education and training is perceived by tourists and the tourism industry as leading towards professionalism in the industry.

CONCLUSION V ASATA, through TETASA, must ensure a high standard of education and training in and for the tourism industry to ensure professionalism among staff and a professional approach to clients.

In Spencer and Uken's survey (1992:34), based on Sheldon's enquiry, the following responses were given regarding education and training :

- at management level - 67% indicated more than 3 years education was needed;
- at supervisory level - 70% indicated at least 3 years was needed;
- at consultants level - 42% indicated at least 1 year was needed;
- at clerical level - 43% indicated at least 1 year was needed.

At present, the tourism industry can only be regarded at best as marginally professional. The author accepts that, apart from a solid education, at least a code of ethics is also required to ensure a professional status.

8.3.6 Articulation between educational institutions

South Africa, and the small underdeveloped tourism industry in particular cannot afford to allow so many unco-ordinated and questionable courses as are at present being offered. TETASA should give guidance as to the minimum requirements for tourism education and training and encourage co-operation between the educational institutions.

TETASA has no jurisdiction over educational institutions who do not affiliate, particularly the state structures of technikons and technical colleges. TETASA would be wise to bring as many, if not all, of the educational institutions into its ambit and encourage, rather than dictate, co-operation between the teaching organisations, certainly as far as a basic one-year course is concerned.

CONCLUSION VI Co-operation between formal and non-formal educational institutions must happen, to allow for movement of students between different courses and levels of courses.

The education document of the ANC encourages (a) "*...national qualifications and certification structure for all levels of the education and training* (author's emphasis) *system with multiple entry and exit points...*" (1994:70). Provision is to be made for students to "acquire credits" through formal, non-formal and life experiences. These credits can be accumulated towards a "*national qualification*". The Education Department of the ANC is advocating a modular structure to course design, especially relating to Adult Basic Education (ABE) and further and higher education, allowing students and workers to improve their skills and move to the workplace rapidly. Mokaba (1994:18) states that the ANC sees tourism as vital to the economy and emphasises "*...that tourism is recognised as the creator of opportunities and a mechanism for job creation as well as a people-based bridgebuilder for nation building...*". He notes that "*the fortune of the new South Africa depends largely on its investment in people and training*". To this end the ANC intends to establish "*(T)he Southern African Tourism and Training Institute (SATTI) which will offer tourism-related diplomas and degrees*" in Johannesburg (1994:19), based on the Utalii College in Kenya, which will cater for "200 - 1 000 students" when functioning. It is interesting to note that the ANC wishes to promote education and training for the tourism industry through the National Tourism Forum (NTF) and the Hospitality Industry Training Board (HITB) and not TETASA or another tourism industry body.

8.4 RECOMMENDATIONS

The following recommendations, based on the findings of the investigation, are made:

8.4.1 Evaluation and accreditation of Tourism courses

The primary task of this study was to identify criteria that could be used to evaluate an educational institution, its administrative function, its teaching staff and the body of knowledge (the course) offered. None of the participants who formed any of the panels involved in the Delphi Communication exercise questioned the need for tourism course(s) evaluation and accreditation. The previous study by Spencer and Uken (1992) found that tourism industry practitioners were unanimous in their condemnation of the fragmentation of tourism courses and called for control of the education function (the majority of participants in that survey saw a body formed by ASATA and technikon lecturers as being the ideal controlling authority).

The evaluation and accreditation function should follow the role of : (i) planning and facilitating tourism education (ii) supervising the teaching of the courses and (iii) promotion of tourism education in South Africa. The table below summarises the function and the participating organisations.

TABLE 41 Evaluation and Accreditation Function

BODY	FUNCTION	RESPONSIBILITY
National Register	Maintains records Administers the function	TETASA
Accrediting Body	Monitors standards Evaluates courses Accredits courses, institutions, lecturers	Standards Accreditation Committees
Regional Liaison Committees	Formulates education/training needs	Technical Committee Specialised Subject Committee
Accredited Educational Institutions	Develops courses Teaches courses (Pay levies)	Universities Technikons Colleges

The model developed allows for evaluation and subsequent accreditation of the following functions in connection with a tourism course :

- Educational Institution criteria :
 - mission statement;
 - institution and course brochure;
 - institution and course administration;
 - teaching facilities - lecture rooms;
 - technological aids;
 - library services;
 - student assessment - selection;
- Tourism course :
 - objectives;
 - industrial liaison;
 - practical exposure;
 - course and student assessment:
- Staff :
 - qualifications and experience;
 - development:
- Students :
 - selection;
 - profile;
 - course assessment:
- Subject knowledge :
 - management level
 - management and administration;
 - financial and legal;
 - marketing;
 - resource planning and promotion;
 - tourism operations;
- Operational level
 - tourism operations;
 - tourism geography;
 - administration, legal and financial.

The above list provides for the important minimum criteria for evaluation and accreditation but does not preclude other criteria that may be identified by TETASA or the educational institution. No course evaluation is presently being undertaken in South Africa by an independent body outside of the SERTEC evaluation of technikon courses. With a new South Africa and impending educational dispensation, the time is correct to implement a tourism course evaluation and accreditation system. No distinction is made between education and training, nor the institutions involved in these tasks. The nature of the course, and the educational institution involved, will determine the nature of the evaluation and accreditation action to be taken.

8.4.2 Education and training

South Africa, as a developing country with a large third-world component, cannot afford the proliferation and fragmentation of courses. There are three levels of employment available in the tourism industry: planning; management; operations. At the lower level (operations) further divisions between skilled, semi-skilled and unskilled employment is available, while at the management level definite avenues exist between general management, personnel, financial, marketing, legal and administrative management. Specific courses must be developed to meet the specific requirements of the tourism industry, in co-operation with the industry (whether it is represented by ASATA or TETASA) and offered by universities (research, planning and development), technikons (managerial functions) and technical and private colleges (operations level).

If this country is to fulfil its obligation to international tourism and meet SATOUR's claim of "A world in one country" urgent attention must be given to education and training on a planned and co-ordinated basis. The system must also make allowance for :

- co-operative education in the industry to give the prospective employee a sound grounding in the requirements of everyday travel and tourism;
- retraining for employers of the tourism industry to keep in line with the dynamic technological changes taking place, and the advent of new destinations as more countries open to South African tourists, and foreign tourist numbers increase;
- modular teaching to allow for quick and effective retraining and specialisation.

8.4.3 Common initial education

All educational institutions engaged in tourism education should offer a basic initial course open to all selected students in line with the (new) government's policy of open education. This initial course should contain elements identified by the tourism industry and monitored or accredited by an acceptable organisation. Education, particularly further and higher education in the new dispensation, will be for the account and responsibility of the individual, and educational institutions should no longer claim exclusivity to their courses, nor refuse to acknowledge subjects passed at other institutions. Fragmented education cannot be allowed to exist in the (new) tourism industry. It must be co-ordinated and specific to a job according to the eight sub-sectors and 49 operational groups identified by Erasmus (see page 2 of this study). An in depth study of this occupational division will reveal the impossibility of a single course to satisfy all educational requirements. Therefore, an initial common course, or at least recognition of course individuality by educational institutions, is urged, with advanced education and specialisation at the discretion of the particular institution.

While tourism is the fourth largest earner of foreign exchange (following mining, agriculture and manufacture) and employs one in 25 South Africans (against a world one in 15 norm) it demands an exciting and relevant educational system aimed at a professional workforce. It stands to reason that in designing a new course(s) relevant to the tourism industry and which is common in its initial stage, urgent attention will be given to the teaching material, approach, and to the lecturers, so as to ensure industry acceptance and professionalism.

8.4.4 Monitoring bodies

The Travel Education and Training Authority of South Africa (TETASA) now exists and this body should take the responsibility, through the Association of South African Travel Agents (ASATA), for the standard of education and training in South Africa. (While ASATA is primarily an organisation for travel agents, it is representative of the whole tourism industry in South Africa through its associate membership available to any sector of

the industry, including airline, information/publicity associations, tourist guides, tour operators, transport organisations, foreign embassies and educational institutions. The organisation is therefore ideally placed to monitor education and training). TETASA should not (i) design courses (ii) offer courses (iii) prescribe courses (iv) prescribe requirements for educators/trainers (v) set student selection criteria (vi) dictate to the educational institutions (vii) examine; but should evaluate each course offered and, if found acceptable according to set criteria (the model designed in this study is available to TETASA or any other evaluating body), accredit the institution to offer the course. This accreditation must be published so that the tourism industry, parents and students know where quality education and training is available.

The composition of TETASA must be representative of commerce, the tourism industry, educationalist and the applicable state department. As such, some, or all, of the following should feature on the controlling board:

- Satour;
- representatives of the various travel related associations, such as travel agents, tourist guides, publicity agents and tour operators;
- scheduled coach companies;
- formal and non-formal educational bodies;
- associations representing commerce and industry;
- the Department of Tourism;
- representatives of direct ownership of tourism facilities;
- an administrative officer.

The function of this body must be to evaluate courses only according to set criteria, allowing for the differences in job descriptions, and accredit those found acceptable. It is the job of the administrative officer to carry out this function.

A second body of teaching personnel - an association of tourism lecturers - should be established. This movement should be involved with:

- maintenance of teaching standards among its members;
- monitoring of the teaching programmes to ensure relevance;

- organising seminars and conferences for the dissemination of information, particularly the body of knowledge;
- undertake tourism publications;
- assist colleagues with the planning and submission of courses for evaluation and accreditation;
- discipline educational institutions bringing the teaching function into disrepute (TETASA will cancel any accreditation);
- standardisation of a practical component - industry based work - in courses;
- liaison with the tourism industry and TETASA on relevant matters;
- action towards articulation between educational institutions;
- assist in forming industry liaison groups for each educational institution (in an area like Cape Town one liaison group could service the needs of the five educational bodies offering tourism education and training).

8.4.5 Tourism publications

There are no academic publications for the tourism industry in South Africa at present. Recourse is available to numerous international publications, some of which publish articles on South Africa and by South African authors. Research is being done in various aspects of tourism education, but no single avenue is available for publication of this information. Sources of teaching material, especially in the travel geography field, are very varied. Yet no publications are available for the specific teaching purpose requiring lecturers to establish their own source of information. A South African publication, similar to the defunct Southern African Tourism Review, is needed to enhance the status of tourism education and educators and provide a vehicle for publishing South African tourism articles. Such a publication must not be construed as opposition to the research units of various universities and technikons, but as a common means of disseminating the knowledge that is obtained from these units and other sources of information.

Complementary to a tourism publication is the need for a tourism education data bank. Various tourism data banks exist, for example, Travelinfo which supplies travel and reservation information to travel agents and tour operators. Much tourism information exists

in the form of brochures informing tourists of available tourism facilities. This information needs to be categorised in a form suitable for educational purposes.

8.5 AREAS REQUIRING FURTHER INVESTIGATION

Arising from this research, some aspects not germane to this study may be pursued in order to gain further information that is pertinent to tourism studies. The following are considered by the author to warrant additional attention :

- the question of different courses depending on whether South Africa decides to engage in selected high value tourism or to encourage mass tourism;
- the development of an accreditation system for tourism education may lead to differentiated accreditation or grades of accreditation depending on the courses on offer;
- an investigation by ASATA into an ongoing study into the educational and training needs of the industry as the tourism industry is dynamic and changes as technology changes;
- an aptitude test, or battery of tests, should be developed for the selection of students for admission to educational institutions with a view to admittance into the tourism industry;
- some bridging course(s) to prepare disadvantaged students, or students with no secondary school education in geography and history, for entry into mainline tourism courses;
- the possibility of introducing a tourism course into the secondary school curriculum in order to encourage more pupils to consider the tourism industry as a viable future career, either on the operations or entrepreneurial level
- the composition of the accrediting body should provide for both educationists and tourism industry persons. It is very important that this body be acceptable to the whole tourism industry if its judgements and decisions are to be honoured by the industry;
- the establishment of a data base of tourism attractions suitable for educational

purposes;

- the compilation of a profile of the tourism industry employee.

The aim of this research was to identify criteria from local and international sources that could be applied to evaluate present (and future) courses for tourism education and training and accredit those courses and educational institutions meeting the criteria. Self-evaluation and accreditation by an independent body will go a long way to repairing the negative impression that exists in the tourism industry of the standard of education and training. A voluntary system of accreditation is by far preferable to some compulsory system which is prescriptive.

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ABBREVIATIONS USED IN CHAPTER FOUR

AAU	-	Academic Audit Unit (UK)
ABTA	-	Association of British Travel Agents (UK)
ACDP	-	Advanced Course Development Programme (Scotland)
ACTA	-	Australian Council on Tertiary Awards
AFTA	-	Australian Federation of Travel Agents
ATTRP	-	Australian Travel Training Review Panel
BTEC	-	Business and Technician Education Council (UK)
CDP	-	Committee of Directors of Polytechnics (UK)
CGLI	-	City and Guides of London Institute (UK)
CNAA	-	Council for National Academic Awards (UK)
COPA	-	Council on Post-Secondary Accreditation (USA)
CVCP	-	Committee of Vice-Chancellors and Principals (of British Universities)
GCE	-	General Certificate of Education (UK)
GCSE	-	General Certificate in Secondary Education (UK)
HE	-	Higher Education
HEQC	-	Higher Education Quality Council (UK)
HNC	-	Higher National Certificate (UK)
HND	-	Higher National Diploma (UK)
IATA	-	International Air Transport Association
NCVQ	-	National Council for Vocational Qualifications (UK)
NTB	-	National Training Board (of ABTA)
NVQ	-	National Vocation Qualification (UK)
QAC	-	Quality Assurance Control (UK)

- RET - Record of Education and Training (Scotland)
- SCOTVEC - Scottish Vocational Education Council (UK)
- SERTEC - Certification Council for Technikon Education (RSA)
- (G)SVQ - (General) Scottish Vocational Qualifications
- TAFE - Technical and Further Education (Australia)
- TETASA - Travel Education and Training Authority of South Africa (RSA)
- TITC - Tourism Industry Training Committee (Australia)
- UFTAA - Universal Federation of Travel Agents' Associations

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ANNEXURES

- A Invitation to participate in this study
- B Initial (June 1992) questionnaire to establish the education and training requirements of the tourism industry
- C Delphi Communication: Round 1
- D Delphi Communication: Round 2 - Education Group
- E Delphi Communication: Round 2 - Tourism Industry Group
- F Delphi Communication: Round 3 - Education Group
- G Delphi Communication: Round 3 - Tourism Industry Group
- H MODEL QUESTIONNAIRE FOR THE EVALUATION AND ACCREDITATION OF A TOURISM COURSE
- I Mission for tourism education and training in Calgary, Canada



Ref./Verw.

ANNEXURE A

ZONNEBLOEM

27 January 1993

Dear Sir/Madam

TOURISM EDUCATION

During the period February to April 1993 a research project to establish criteria for evaluation and accreditation of tourism courses in the RSA will be undertaken. Would you be prepared to assist in this project? All that will be expected of you is to complete a short questionnaire on possible criteria to be included in the accreditation process, once a month during the three month period, and to return it to the researcher, John Spencer, in the franked envelope that will be provided.

There are many tourism courses on offer by various educational institutions in this country. They vary from a few hours to three years. Up to now no guidelines have been prepared to indicate what is required by the travel industry in a particular course. Consequently, much criticism has been levelled at the educational institutions about their courses at ASATA and the Travel Agents Board for not attempting to assist in this matter. TETASA (Travel Education and Training Authority of South Africa) was formed in November 1991 and has been instrumental in rewriting COTAC I, but difficulties with levies have caused a slow down at present.

If you are able to assist please complete the attached form and return it by 12 February 1993 in the envelope provided.

Thank you for your anticipated support.

Yours sincerely

Dr E-A Uken
Director : Research Development





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Ref./Verw. JPS/dhr

28 January 1993

Dear

Education (and training) is perceived by the tourism industry to be fragmented and uncoordinated. TETASA was established in November 1991 to bring some semblance of normality and organization to the many courses available in South Africa, which range from university and technikon management courses to travel agents training at colleges, SAA courses and many half-day and one day courses for specific items.

I am attempting to establish criteria which could be employed to accredit the various courses presently available, or give guidelines for developing future courses.

Accreditation means simply that minimum standards are established which every educational institution which offers a tourism course must meet, in terms of the institution, the teaching staff and the course.

To establish the criteria I will use the Delphi Technique. This means that a number of experts, educational and tourism industry staff, are asked to respond to certain information, in this case possible criteria for accrediting tourism courses. The experts work independently of each other. Once all the replies are correlated the responses are arranged in the order of the majority vote and you are then asked to reconsider your response in light of the majority decision. You may change your mind or stay with your decision. Either way you are asked to motivate why you support a particular answer.

These second round responses are analyzed and the results sent to the experts for a final chance to reconsider their answers when compared to the majority decision. It should not be necessary to run more than 3 rounds unless we find drastic differences of opinion. Each round should not take you more than about an hour to complete.

The projected dates for the study are:

Round 1 : posted out on 26 February 1993
replies to be returned before 19 March 1993

Round 2 : posted out on 26 March 1993
replies to be returned before 16 April 1993

Round 3 : posted out on 26 April 1993
replies to be returned before 19 May 1993

I will supply you with a franked and addressed envelope. The only cost you will have is your valuable time. This is an important study and I do hope you will be able to assist me and perhaps learn something from the exercise. There may also be a little fun involved.

Thank you for your time and interest. Please complete the enclosed form and return it to me immediately.

Yours sincerely

JOHN SPENCER

ACCREDITATION RESEARCH

NAME

COMPANY

ADDRESS

.....

.....

.....

TEL. NO. (W)

..... (H)

FAX NO.

I AM ABLE TO HELP WITH THE ACCREDITATION SURVEY

YES / NO

SIGNED

DATE

ANNEXURE B

THE TRAVEL EDUCATION AND TRAINING AUTHORITY OF SOUTH AFRICA

WHAT DOES THE SERVICE SECTOR OF THE TRAVEL INDUSTRY REQUIRE IN TERMS OF EDUCATION AND TRAINING?

Education and training* for the travel industry is fragmented and unco-ordinated and courses vary in length between 3 months and 3 years.

The aim of this questionnaire is to establish the needs of the travel industry for education and training in order to improve the service offered to the travelling public and to upgrade the status of the travel industry with the travelling public.

The objectives of the survey can be summarized as follows:

1. To establish the manpower requirements of the travel industry in terms of:
 - 1.1 the numbers to be employed
 - 1.2 the hierarchy of appointments
 - 1.3 the skills, abilities or functions required of employees.
2. To establish the educational and training needs of the travel industry based on the manpower requirements.
3. To investigate the external impact on the functioning of an organization with particular reference to:
 - 3.1 economic factors
 - 3.2 political factors
 - 3.3 social factors
 - 3.4 environmental factors
 - 3.5 innovations in technology

4. To prepare criteria for the establishment of a model against which present and future travel and tourism courses can be evaluated.

Based on the model that is to be formulated, The Standards Committee will evaluate courses of educational institutions and, if found acceptable, these courses will be accredited by TETASA.

The investigation is limited to travel agents, tour operators, and tour guides. Passenger reception (transport hire, airlines, shipping) and publicity associations will also be interviewed to obtain a balanced view of the needs of the service sector.

You are asked to place an "X" in the appropriate box throughout the questionnaire.

The questionnaire has been prepared in English only to cut costs to a minimum.

-
- * By education is understood the stimulation of intellectual (and moral) thought and reasoning processes through theoretical stimuli.

Training is perceived to be a system of instruction and practice which brings a person to a desired state of efficiency.

A MANPOWER REQUIREMENTS

1. IN WHICH SUBSECTOR OF THE SERVICE SECTOR OF THE TRAVEL INDUSTRY DOES YOUR FIRM FUNCTION?

Travel Agency	<input type="checkbox"/>	1.1
Tour Operator - inbound tours	<input type="checkbox"/>	1.2
- outgoing tours	<input type="checkbox"/>	1.3
Tourist Guide	<input type="checkbox"/>	1.4
Publicity/Information Association	<input type="checkbox"/>	1.5
Passenger Reception - Car	<input type="checkbox"/>	1.6
Shipping	<input type="checkbox"/>	1.7
Rail	<input type="checkbox"/>	1.8
Coach - Charter	<input type="checkbox"/>	1.9
- Scheduled	<input type="checkbox"/>	1.10
Airline	<input type="checkbox"/>	1.11

2. What is the main task of your organisation?

Advising Clients / Providing information	<input type="checkbox"/>	2.1
Promoting Tourist Products / Destinations	<input type="checkbox"/>	2.2
Selling Tourist Products / Destinations	<input type="checkbox"/>	2.3
Other, please specify	<input type="checkbox"/>	2.4

.....

3. What is the number of permanent staff employed in your organization?

0 - 5	<input type="checkbox"/>	3.1
6 - 10	<input type="checkbox"/>	3.2
11 - 20	<input type="checkbox"/>	3.3
20+	<input type="checkbox"/>	3.4

8. Are you satisfied with the present recruitment structures in the travel/tourism services sector?

YES	NO
-----	----

Please motivate your answer

.....

.....

9. On a scale of 1 to 5, where 1 is of no importance and 5 very important, how would you rate the following personality characteristic requirements of prospective employees?

	1	2	3	4	5
Nature (personality) - integrity / honesty					
- temperament					
- maturity					
- creativity					
- leadership					
- friendliness					
- tact					
- humour					
- manners					
- punctuality					
Health					
Knowledge of work environment					
Knowledge of subject field (eg geography)					
Communication skills - verbal					
- written					
Human/Client relations					
Organizational ability					
Interest in travel/tourism					

	1	2	3	4	5
Professionalism		—			
Language ability - bilingualism					
- vocabulary					
- Black language					
- European language					
Age					
Number skills					
Other (please specify)					

B EDUCATION AND TRAINING NEEDS

Experience is very important in any work situation. We are only concerned in this questionnaire with the education (opvoeding) and training (opleiding) needs of the tourism industry.

10. Are you satisfied with the education and training that is available to the travel industry as you understand it?

Yes No

Please give your two main reasons for your response

.....

.....

.....

.....

11. In your opinion, is education and training

Structured and co-ordinated	
Well planned	
Haphazard and unplanned	
Relevant to the industry	
Irrelevant to the industry	

12. Should education and training be co-ordinated throughout the country?

Yes

No

Please motivate your answer briefly

.....

.....

.....

13. Who should control/administer/co-ordinate education and training?

.....

.....

.....

.....

14. Have you any immediate suggestions you wish to make regarding education and training?

.....

.....

.....

.....

15. The South African Tourism Board has a Policy Document, section 4 being the maintenance of standards. The Document calls for the investigation into the training needs and maintenance of standards of training.

What are your reactions to this requirement?

.....

.....

.....

.....

16 What should be the minimum EDUCATIONAL qualification(s) needed for employment in the tourism industry? Please write a number(s) in the relevant block.

- | | | | |
|-------|---|--------------|----------------------|
| 16.1 | Std 8 | Management | <input type="text"/> |
| 16.2 | Std 10 | Supervisor | <input type="text"/> |
| 16.3 | COTAC I | Consultant | <input type="text"/> |
| 16.4 | COTAC II | Clerical | <input type="text"/> |
| 16.5 | COTAC III | Semi-skilled | <input type="text"/> |
| 16.6 | 3yr Technikon diploma | | |
| 16.7 | 3yr University degree | | |
| 16.8 | SAA Fares 1, 2 | | |
| 16.9 | SAA Fares 3, 4 | | |
| 16.10 | SAA Fares 5, 6 | | |
| 16.11 | SAAFARI | | |
| 16.12 | IATA UFTAA Standard | | |
| 16.13 | IATA UFTAA Advanced | | |
| 16.14 | 1yr Technical College | | |
| 16.15 | 6mth Private College | | |
| 16.16 | Only practical exp | | |
| 16.17 | Advanced university or technikon training | | |

eg.

16.2	16.8
16.13	

17 What should be the minimum length of applicable/relevant training required for

- | | | | |
|--------------|----------------------|------|-------------------|
| Management | <input type="text"/> | 17.1 | 3 months |
| Supervisor | <input type="text"/> | 17.2 | 6 months |
| Consultant | <input type="text"/> | 17.3 | 1 year |
| Clerical | <input type="text"/> | 17.4 | 2 years |
| Semi-skilled | <input type="text"/> | 17.5 | 3 years |
| | <input type="text"/> | 17.6 | more than 3 years |

18. Do your staff undergo in-service training in the form of

Seminars - in-house	<input type="checkbox"/>	18.1
- outside	<input type="checkbox"/>	18.2
Courses	<input type="checkbox"/>	18.3
Specific in-house training	<input type="checkbox"/>	18.4
Special lectures - in-house	<input type="checkbox"/>	18.5
Outside lectures	<input type="checkbox"/>	18.6
Audio-visual presentations	<input type="checkbox"/>	18.7
Work shops	<input type="checkbox"/>	18.8
Educationals	<input type="checkbox"/>	18.9
Other (Please specify)	<input type="checkbox"/>	18.10

.....
.....
.....
.....

19. If you answered positively to any item under number 18 please explain briefly what you do, or hope to achieve.

.....
.....
.....
.....

20. Do you consider that new staff are?

Adequately trained	<input type="checkbox"/>	20.1
Partially trained	<input type="checkbox"/>	20.2
Inadequately trained	<input type="checkbox"/>	20.3
Totally untrained	<input type="checkbox"/>	20.4

21. Please motivate briefly your response to question 20

.....

.....

.....

.....

22. Please rate on a 1-5 scale the importance of the following fields in the travel industry, where 1 is of no importance and therefore no EDUCATION is needed and 5 is very important and therefore EDUCATION is needed. Place an X in the appropriate block.

NB. Experience is essential. That fact is accepted in this questionnaire.

	NO EDUCATION		EDUCATION		
	1	2	3	4	5
Salesmanship					
Marketing					
Daily agency operations					
Skills - Computer literate (keyboarding)					
- Fares and Ticketing					
- SAAFARI					
Management - Financial					
- Personal					
Customer/Client relations					
Financial - bookkeeping					
- BSP					
General knowledge					
World politics/news					

	1	2	3	4	5
Communication - oral					
- written					
Language - African					
- European					
- Asian					
Law - Commercial					
- Travel Regulations					
- Insurance (holiday)					
Geography - Regional					
- National					
- International					
Business Economics/Administration					
Transport Economics					
Resource Management and Planning					
Tourism Research and Development					
Race relations					

23. To what extent should staff be consulted on their educational or training requirements?

Senior staff

Intermediate staff

Junior staff

24. Is it important for employees to have knowledge of the employment and career opportunities in the travel/tourism industry?

Yes No

25. Please motivate your answer to number 24 briefly.

.....

.....

.....

.....

26. Who, in your opinion, should be responsible for education and training.

Parent/Student

Travel industry

State (Industry Board)

Place of employment

27. Do you foresee travel education as being

(a) a course specifically prepared for the travel services sector,

OR

(b) a general management course with specific travel options?

28. Would you rather employ a worker who

has no travel qualification

has any travel qualification

has a qualification of an accredited course?

has only travel experience

Please explain your answer

.....

.....

C EXTERNAL IMPACT

29. Specify what effect you feel the following factors have on the travel industry? Give examples

29.1 Political

.....

.....

.....

29.2 Social

.....

.....

.....

29.3 Economic

.....

.....

.....

29.4 Environmental

.....

.....

.....

29.5 Technological

.....

.....

.....

30. What are your views on the immediate (up to 5 years) future of the travel industry?

.....
.....
.....
.....

31. What are the most important innovations taking place at present which impact on your type of organization?

Internationally

.....
.....

Nationally

.....
.....

Regionally

.....
.....

How can your firm benefit from these innovations?

.....
.....
.....
.....

D GENERAL

32. The technicians have a compulsory work experience (practical component) built into their 3-year diploma course. In your opinion how should this practical component be fitted into their course?
 Answer only once in each section

A	Spread over all three years?	<input type="checkbox"/>	32.1
	In the second and third years only	<input type="checkbox"/>	32.2
	In the third year only?	<input type="checkbox"/>	32.3
	In the second year only?	<input type="checkbox"/>	32.4
	Other period? Specify	<input type="checkbox"/>	32.5
B	One day per week	<input type="checkbox"/>	32.6
	One afternoon per week	<input type="checkbox"/>	32.7
	Two days per week	<input type="checkbox"/>	32.8
	More than two days per weeks	<input type="checkbox"/>	32.9
	Other period? Specify	<input type="checkbox"/>	32.10
C	Spread over the whole year	<input type="checkbox"/>	32.11
	Two three-month periods	<input type="checkbox"/>	32.12
	One six month period	<input type="checkbox"/>	32.13
	Other period? Specify	<input type="checkbox"/>	32.14

33. Are you personally prepared to continue with the questionnaire exercise to establish the education and training requirements of the travel and tourism industry?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

If you answered yes, please indicate your full name, designation,
business organization and business address

.....
.....
.....
.....
.....
.....
.....

THANK YOU FOR GIVING OF YOUR VALUABLE TIME
TO COMPLETE THIS QUESTIONNAIRE

ANNEXURE C

DELPHI COMMUNICATION : ROUND 1

TO DELPHI PARTICIPANTS:

Thank you for agreeing to assist in this project to try and establish criteria (standards) for accreditation of tourism courses in South Africa.

Accreditation of an educational institution and/or course is practised in many western countries and, in South Africa, accreditation of formal education is largely the subject of government agencies. The aims of accreditation are to draw comparisons between educational offerings, determine standards of minimum acceptance for offerings and to obtain recognition for an institution and/or educational programme. Accreditation can be extended to the educational institution as a whole or to specific courses (programmes, offerings). It can be prescriptive and lay down specific criteria which must be met, or it can be advisory and offer help in maintaining minimum standards thereby allowing individuality of the educational organization.

With groupings A to L and U all the statements are positive and could be considered for inclusion as criteria when evaluating aspects of the educational institution and/or course. Please indicate your order of preference for these statements.

In groupings M to T a number of subjects are listed for possible inclusion in a tourism course. Each subject grouping lists a number of possible topics for inclusion in the subject syllabus. You are asked to place these topics in order of importance for teaching on a tourism course. You are also asked to distinguish between the importance of the topics at two levels:

- (i) operational - consultants in travel agencies, tour operators, tourist guides, information/publicity associations, car-hire companies, bus and rail reservation agents, front office reception.
- (ii) managerial - supervisors, middle-and top order management, resort management, tourism planners and developers.

Please add any topic(s) you consider necessary to any grouping and rank it (them) with the other items already listed.

Thank you most sincerely for your contribution.

Please rank the following standard items according to your choice of importance; No 1 being most important, No 2 the next most important, and so on.

Provision is made at the bottom of each page for you to fill in your choice for items A - L and U.

Indicate your choice for items M - T alongside each item, distinguishing between your choices for management and consultative (operational) levels.

PLEASE RETURN YOUR QUESTIONNAIRE IN THE ENVELOPE PROVIDED BEFORE FRIDAY 19 MARCH 1993.

Thank you most sincerely for your valuable assistance.

A MISSION STATEMENT OF THE EDUCATIONAL INSTITUTION

1. To select and admit students on merit only
2. To develop in students the ability to apply theory to practical situations
3. To provide a comprehensive education to prepare the "whole" student
4. To contribute to the educational and/or training needs of the community
5. To encourage staff to improve their educational qualifications
6. To develop courses to meet the requirements of commerce and industry (the tourism industry for this study)
7. To provide assistance to academic staff for course design and development
8. To promote liaison between the institution and commerce and industry (the tourism industry for this study)
9. To provide administrative and technical support for the academic function
10. To comply with the Government's White Paper on Tourism Development and promote eco-tourism
11. To co-operate with other (local) educational institutions to permit specialisation of subject matter
12. To institute quality assurance to improve the functioning of the institution and to account for its actions
13. _____
14. _____

eg.	A1 <u> 9 </u>	A2 <u> 3 </u>	A3 <u> 14 </u>	etc
	A1 _____	A5 _____	A9 _____	A13 _____
	A2 _____	A6 _____	A10 _____	A14 _____
	A3 _____	A7 _____	A11 _____	
	A4 _____	A8 _____	A12 _____	

B OBJECTIVES OF A TOURISM COURSE

1. To offer an all encompassing, detailed course
2. To offer a general management course with a number of tourism options
3. To offer a detailed travel operations course
4. To provide practical classroom training in the travel operations modules
5. To remain up to date with technological changes as they occur and enhance the course accordingly
6. To evaluate the course annually and upgrade as changes warrant
7. To liaise continually with the industry so as to ensure expert input in the course (and therefore industry acceptance)
8. To construct the course in such a way that progressive education at higher levels is possible
9. To encourage and develop with students new teaching and evaluation methods to achieve optimum efficiency
10. To allow for a compulsory experiential period of at least one month per each semester of a course
11. To enrich the course by using workshops, guest lecturers, field studies, excursions and tours
12. To build up a library of course and subject files, containing relevant tourism literature
13. To teach a programme that meets the majority of needs of the tourism industry (a single course cannot fulfil the needs of the whole industry)
14. To prepare tourism industry staff with a thorough knowledge of national and international tourism and travel
15. _____
16. _____

B1 _____	B5 _____	B9 _____	B13 _____
B2 _____	B6 _____	B10 _____	B14 _____
B3 _____	B7 _____	B11 _____	B15 _____
B4 _____	B8 _____	B12 _____	B16 _____

C OBJECTIVES FOR STUDENT SELECTION

1. To allow student admission on merit only
2. To conduct personal interviews with each prospective student following a set procedure
3. To select students for operations level, and management level education separately
4. To inform students of the course requirements, without assessing their potential for the industry
5. To counsel students on the best course available to them, considering their aptitudes
6. To select students in consideration of the experiential training (apprenticeship)
7. To select students according to the industry needs irrespective of academic merit
8. To require prospective students to write an aptitude test to gauge their potential for the tourism industry
9. _____
10. _____

C1 _____

C2 _____

C3 _____

C4 _____

C5 _____

C6 _____

C7 _____

C8 _____

C9 _____

C10 _____

D **INSTITUTION / COURSE BROCHURE**

1. A detailed brochure explaining all aspects of student activity is necessary
2. A brochure detailing the course requirements is necessary
3. A general outline of the course is necessary
4. The brochure should explain the objectives of the educational institution
5. The brochure should give details of the teaching staff
6. The brochure should give details of social, cultural and sport activities available
7. The brochure should explain the rules and regulations governing student life at the educational institution

8. _____

9. _____

D1 _____

D2 _____

D3 _____

D4 _____

D5 _____

D6 _____

D7 _____

D8 _____

D9 _____

E STAFFING (LECTURERS AT EDUCATIONAL INSTITUTIONS)

1. Tourism staff should hold travel/tourism qualifications
2. Tourism staff should hold academic qualifications
3. Tourism staff should hold academic and tourism qualifications
4. Tourism staff should hold teaching qualifications
5. Tourism staff should hold academic, teaching and tourism industry qualifications
6. Tourism staff should have appropriate industry experience (within the last two years)
7. Tourism staff must be subject to periodic workplace experience
8. Tourism staff must keep abreast of the latest developments in their field of study
9. Tourism staff should continually assess the effectiveness of their teaching using a variety of evaluation techniques
10. Tourism staff should continually upgrade and adapt the contents of the course to meet the industry requirements
11. Tourism staff should actively promote an atmosphere to encourage and motivate student learning activity
12. _____
13. _____

E1 _____	E6 _____	E11 _____
E2 _____	E7 _____	E12 _____
E3 _____	E8 _____	E13 _____
E4 _____	E9 _____	
E5 _____	E10 _____	

F STAFF DEVELOPMENT (TOURISM LECTURERS)

1. An appropriate tourism update should be undertaken annually
2. An appropriate tourism secondment to the industry should be undertaken (ideally every two to three years)
3. All staff should be given the opportunity to acquire additional industry qualifications
4. All staff should be given the opportunity to acquire additional academic/teaching qualifications
5. All staff should be encouraged to attend educational workshops/forums
6. New staff must attend an induction course as determined by the educational institution
7. Staff not in possession of teaching qualifications should attend a "Training for the Trainer" course at one of the formal educational institutions
8. _____
9. _____

F1 _____

F8 _____

F2 _____

F9 _____

F3 _____

F4 _____

F5 _____

F6 _____

F7 _____

G SUPPORT FACILITIES - LIBRARY

1. A well stocked library is necessary
2. Tourism periodicals are necessary
3. Library books for supporting subjects (secondary to the tourism majors) are necessary
4. Other supporting services are available (reading room, research publications, copy facilities)
5. Reference and short-loan facilities are available

6. _____

7. _____

G1 _____

G2 _____

G3 _____

G4 _____

G5 _____

G6 _____

G7 _____

H SUPPORT FACILITIES - ROOM/TECHNOLOGY

1. Darkening facilities are necessary
2. Audio-visual equipment is necessary
3. Timetabling should ensure most appropriate rooms available
4. Relevant tourism software packages are necessary
5. A tourism context is given to any keyboarding facility
6. Ample hands-on practice is available
7. Each student has his/her own work station
8. Annual inventory planning and resource replacement is necessary
9. The quality and location of lecture rooms/workshops is necessary for effective teaching
10. A practicum/tourism work room is necessary
11. _____
12. _____

H1 _____

H9 _____

H2 _____

H10 _____

H3 _____

H11 _____

H4 _____

H12 _____

H5 _____

H6 _____

H7 _____

H8 _____

I SUPPORT FACILITIES - ADMINISTRATION

1. Administrative support for teaching/assessing is necessary
2. Academic staff should be responsible for administrative support
3. Student counselling on academic and personal matters should be available
4. Accurate student records should to be kept
5. Financing facilities should be made available to students
6. Text books and stationery requirements should be available on campus
7. Canteen facilities should be provided
8. Relaxation areas should be available to students
9. _____
10. _____

- | | |
|----------|-----------|
| I1 _____ | I7 _____ |
| I2 _____ | I8 _____ |
| I3 _____ | I9 _____ |
| I4 _____ | I10 _____ |
| I5 _____ | |
| I6 _____ | |

J INDUSTRIAL LIAISON

1. Annual educational institution and industry liaison on the course is necessary
2. Records of industrial availability are necessary
3. Records of industrial experience/training are needed
4. Liaison group should negotiate course material
5. Liaison group should have input on:
 - (a) staffing
 - (b) guest lecturers
 - (c) student assessment
 - (d) student employment
 - (e) physical resources
 - (f) special events
 - (g)
6. Liaison group should rotate annually
7. Liaison group should include student representation
8. Liaison group should place students for experiential training
9. _____
10. _____

J1 _____

J7 _____

J2 _____

J8 _____

J3 _____

J9 _____

J4 _____

J10 _____

- J5
- (a) yes/no
 - (b) yes/no
 - (c) yes/no
 - (d) yes/no
 - (e) yes/no
 - (f) yes/no
 - (g)

J6 _____

K INDUSTRY EXPERIENTIAL TRAINING

1. Work placement should be part of the course
2. Work placement should be approximately the same length in each period of study, (eg. one month each semester irrespective of the educational level attained by the student)
3. Industrial logbooks detailing work requirement are necessary
4. Work placement should be done by the:
 - (a) college
 - (b) student him/herself
 - (c) industry
5. Work placement to be monitored by the educational institution
6. Work placement period to form part of the student's assessment
7. Students to maintain work record reflecting tasks/functions/activities
8. Students should be compensated during industry training:
yes /no
9. _____
10. _____

- | | |
|--|------------------|
| K1 _____ | K7 _____ |
| K2 _____ | K8 <u>YES/NO</u> |
| K3 _____ | K9 _____ |
| K4 (A) <u>YES/NO</u>
(B) <u>YES/NO</u>
(C) <u>YES/NO</u> | K10 _____ |
| K5 _____ | |
| K6 _____ | |

L STUDENT PROFILE (PERSONALITY TRAITS/SKILLS OF THE IDEAL TOURISM INDUSTRY EMPLOYEE)

1. Interest in travel
2. Honesty/integrity
3. Friendliness
4. Ability to handle clients
5. Oral communication ability
6. Tact
7. Good manners
8. Professionalism
9. Punctuality
10. Subject knowledge
11. Written communication ability
12. Maturity
13. Health
14. Temperament
15. Humour
16. Creativity
17. Leadership
18. Bilingualism
19. Organizational ability
20. Proficient in African language
21. Proficient in foreign (European) language

22. _____

23. _____

L1 _____ L6 _____ L11 _____ L16 _____ L21 _____

L2 _____ L7 _____ L12 _____ L17 _____ L22 _____

L3 _____ L8 _____ L13 _____ L18 _____ L23 _____

L4 _____ L9 _____ L14 _____ L19 _____

L5 _____ L10 _____ L15 _____ L20 _____

FOR GROUPS M - T INDICATE YOUR PREFERENCE FOR THE IMPORTANCE OF EACH ITEM ON THE RIGHT OF THE ITEM, DISTINGUISHING BETWEEN MANAGEMENT (M) AND OPERATIONAL (O) LEVELS EG M1.....7/1

M	BODY OF KNOWLEDGE - GENERAL	M	O
1.	Knowledge of client relations		
2.	Ability to communicate orally		
3.	A working knowledge of political activities in the RSA		
4.	The ability to speak a European language		
5.	The ability to speak a black (RSA) language		
6.	The ability to speak an Asian language		
7.	A working knowledge of transport economics		
8.	A knowledge of the historical perspectives of the RSA		
9.	Knowledge of the career opportunities of the tourism industry		
10.	Knowledge of the start-up procedures for a tourism operation		
11.	Knowledge of money and banking services		
12.	_____		
13.	_____		

N	BODY OF KNOWLEDGE - TRAVEL PRACTICE AND OPERATIONS	M	O
1	Knowledge of regional geography		
2.	Holder of SAAFARI qualification		
3.	Holder of SAA Fares and Ticketing 1.2		
4.	Holder of SAA Fares and Ticketing 3.4		
5.	Holder of SAA Fares and Ticketing 5.6		
6.	Holder of IATA UFTAA Standard		
7.	Holder of IATA UFTAA Advanced		
8.	Knowledge of national geography		
9.	Knowledge of international geography		
10.	Knowledge of travel regulations		
11.	Computer skills		
12.	Knowledge of daily travel operations (eg. travel arrangements and documentation)		
13.	Knowledge of Bank Settlement Plan operations		
14.	Knowledge of the structure and organizations in the RSA tourism industry		
15.	Understanding the role of the commercial sector in the whole tourism industry		
16.	Knowledge of climate, geography, currency, customs, tourist attractions and transport features of all (international) countries		
17.	Knowledge of international trade and foreign exchange transactions		
18.	In depth knowledge of the use of tariff and other manuals		
19.	_____		
20.	_____		

P BODY OF KNOWLEDGE - MARKETING

M | O

- | | | | |
|-----|--|-------|-------|
| 1. | Knowledge of techniques of salesmanship | _____ | _____ |
| 2. | Knowledge of principles of marketing | _____ | _____ |
| 3. | Application of marketing principles to the tourism industry | _____ | _____ |
| 4. | Knowledge of the concepts of advertising | _____ | _____ |
| 5. | Understanding of marketing, sales and promotion concepts | _____ | _____ |
| 6. | Knowledge of, and ability to, employ multimedia presentations | _____ | _____ |
| 7. | Ability to write and promote marketing campaigns | _____ | _____ |
| 8. | Knowledge and ability to conduct market feasibility studies | _____ | _____ |
| 9. | Knowledge of and place for marketing in the business (tourism) environment | _____ | _____ |
| 10. | Knowledge of consumer behaviour | _____ | _____ |
| 11. | Knowledge of marketing tools | _____ | _____ |
| 12. | Basic knowledge of public relations | _____ | _____ |
| 13. | _____ | _____ | _____ |
| 14. | _____ | _____ | _____ |

Q BODY OF KNOWLEDGE - BUSINESS ADMINISTRATION

M | O

- | | | | |
|-----|--|-------|-------|
| 1. | Knowledge of bookkeeping from books of first entry, posting to the ledger, to trial balance preparation | _____ | _____ |
| 2. | Knowledge of principles of business administration (economics) regarding the running of an organization | _____ | _____ |
| 3. | Knowledge of the different forms of business enterprise (company, partnership, close corporation, sole trader) | _____ | _____ |
| 4. | Knowledge of the principles of the capitalistic form of business organization | _____ | _____ |
| 5. | Knowledge and application of the factors of production | _____ | _____ |
| 6. | Knowledge of the broad spectrum of business organizations (primary, secondary, tertiary, wholesale, retail, manufacturer) | _____ | _____ |
| 7. | Knowledge of, and distinction between, entrepreneurship, consultant, director or manager of an enterprise | _____ | _____ |
| 8. | Knowledge of specific commercial tourism organizations such as agencies, information bureaus, sport clubs, theme parks, entertainment facilities, tourism resorts, cultural and recreational organizations and travel services | _____ | _____ |
| 9. | Knowledge of basic skills to operate a business. | _____ | _____ |
| 10. | _____ | _____ | _____ |
| 11. | _____ | _____ | _____ |

R BODY OF KNOWLEDGE - LEGAL

M | O

- | | | | |
|-----|---|-------|-------|
| 1. | Knowledge of the origin of SA law and the SA legal system | _____ | _____ |
| 2. | Knowledge of the general Principles of Contracts | _____ | _____ |
| 3. | Knowledge of the contract of Purchase and Sale | _____ | _____ |
| 4. | Knowledge of the contract of Agency | _____ | _____ |
| 5. | Knowledge of the contract of Insurance | _____ | _____ |
| 6. | Knowledge of the contract of Negotiable Instruments | _____ | _____ |
| 7. | Knowledge of legislation affecting the tourism industry in SA | _____ | _____ |
| 8. | Knowledge of the contract of Carriage | _____ | _____ |
| 9. | Knowledge of the contract of Lease | _____ | _____ |
| 10. | Knowledge of Service Contracts | _____ | _____ |
| 11. | Knowledge of tourist's/traveller's rights and obligations | _____ | _____ |
| 12. | Knowledge of the rights and obligations of agents, operators, guides, consultants and employee's in the travel industry | _____ | _____ |
| 13. | _____ | _____ | _____ |
| 14. | _____ | _____ | _____ |

S BODY OF KNOWLEDGE - FINANCIAL

M O

1. Knowledge of financial record-keeping
2. Knowledge and application of budget and cost controls
3. Knowledge of and ability to apply techniques of financial management (controlling revenue and expenses, obtaining capital, financial investment decisions)
4. Knowledge and application of risk management, valuation of organizations, take-overs, merges, consolidations
5. Knowledge of financial reporting to balance sheet stage
6. Knowledge of and use of interpreting financial statements
7. Knowledge of tax structures (eg. PAYE, VAT, personal, business)
8. _____
9. _____

T BODY OF KNOWLEDGE -
 TOURISM PLANNING AND DEVELOPMENT

M | O

- | | | | |
|-----|---|--|--|
| 1. | Knowledge of eco-tourism and its use in developing the SA economy. | | |
| 2. | History and development of tourism, particularly of the RSA | | |
| 3. | Knowledge and ability to plan for tourism development in the RSA | | |
| 4. | Knowledge of development of tourism resources | | |
| 5. | Knowledge of tourism future trends | | |
| 6. | Knowledge of planning and assessment techniques for tourist destinations | | |
| 7. | Knowledge of, and ability to prepare feasibility forecasts | | |
| 8. | Knowledge of, and interpretation of current issues (economic, political, socio-cultural, environmental) relating to tourism development | | |
| 9. | Knowledge of, and ability to, measure tourism qualitative and quantitative | | |
| 10. | _____ | | |
| 11. | _____ | | |

U BODY OF KNOWLEDGE -STUDENT ASSESSMENT

1. Assessment of subject knowledge is in line with course objectives
2. Systematic progress and achievement are recorded
3. Assessment records for a student are maintained
4. Internal examiners/moderators verify examination papers and results
5. External examiners/moderators verify examination papers and results
6. Tests should be discussed with the student body
7. Examinations are conducted in accordance with the criteria of the examining body/educational institution
8. A wide variety of activities are available to assess students ability and to demonstrate competencies
9. Students are aware of the assessment regulations
10. Candidates experiential training should be discussed with him/her
11. _____
12. _____

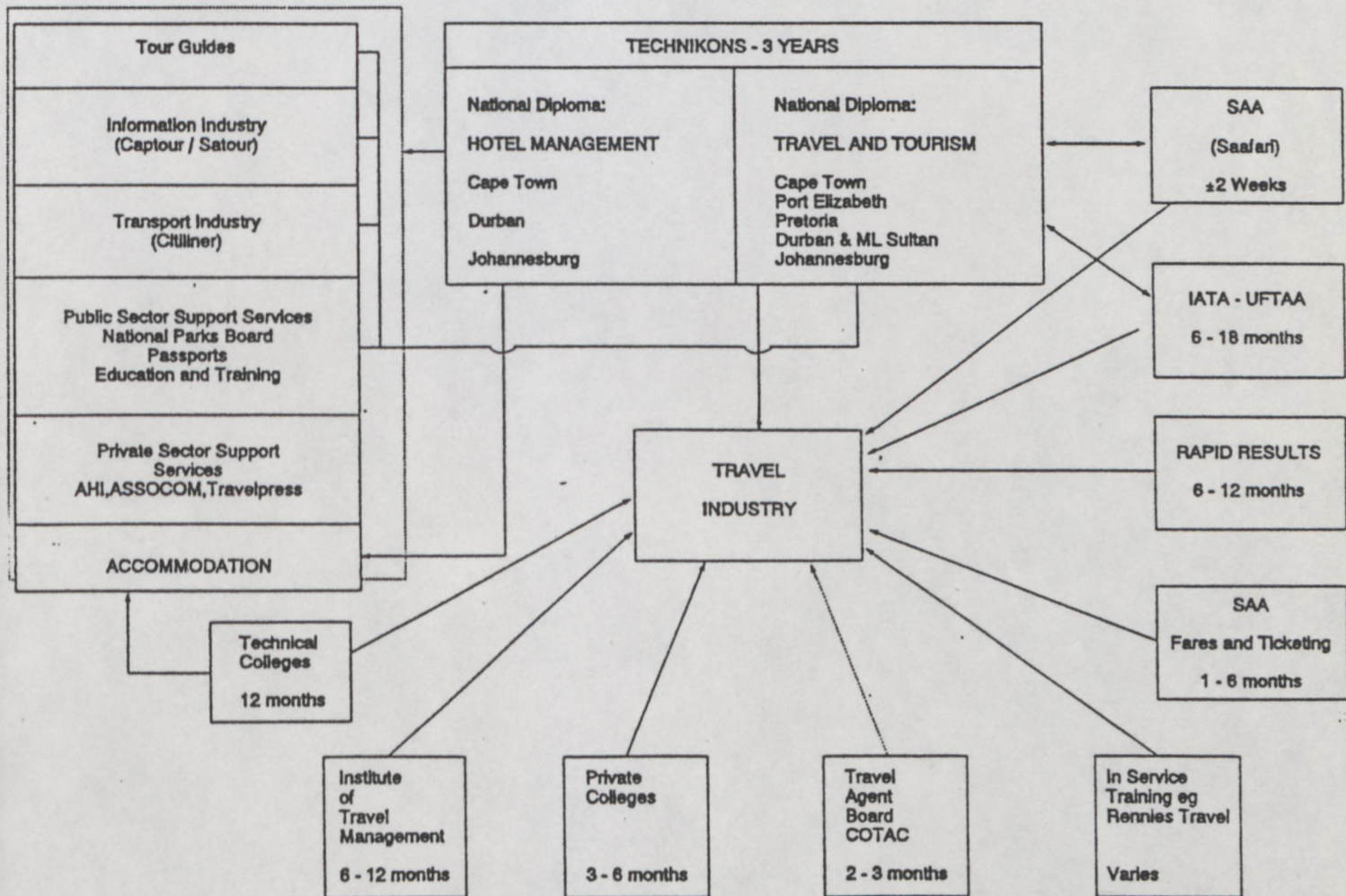
U1	_____	U7	_____
U2	_____	U8	_____
U3	_____	U9	_____
U4	_____	U10	_____
U5	_____	U11	_____
U6	_____	U12	_____

ANNEXURE D

DELPHI COMMUNICATION

TO ESTABLISH CRITERIA FOR THE EVALUATION AND ACCREDITATION OF
TOURISM COURSES AT FORMAL AND NON FORMAL EDUCATIONAL
INSTITUTIONS IN SOUTH AFRICA

TRAINING FOR THE TOURISM INDUSTRY



CAPE TECHNIKON TOURISM RESEARCH UNIT
TOURISM EDUCATION AND TRAINING AUTHORITY OF SOUTH AFRICA
ASSOCIATION OF SOUTH AFRICAN TRAVEL AGENTS

A MISSION STATEMENT OF THE EDUCATIONAL INSTITUTION

1. *To develop courses to meet the requirements of commerce and industry (the tourism industry for this study)*
2. *To provide a comprehensive education to prepare the "whole" student*
3. *To develop in students the ability to apply theory to practical situations*
4. *To contribute to the educational and/or training needs of the community*
5. *To encourage staff to improve their educational qualifications*
6. *To select and admit students on merit only*
7. *To promote liaison between the institution and commerce and industry (the tourism industry for this study)*
8. *To provide assistance to academic staff for course design and development*
9. *To provide administrative and technical support for the academic function*
10. *To institute quality assurance to improve the functioning of the institution and to account for its actions*
11. *To comply with the Government's White Paper on Tourism Development and promote eco-tourism*
12. *To co-operate with other (local) educational institutions to permit specialisation of subject matter*

B OBJECTIVES OF A TOURISM COURSE

1. *To teach a programme that meets the majority of needs of the tourism industry (a single course cannot fulfil the needs of the whole industry)*
2. *To prepare tourism industry staff with a thorough knowledge of national and international tourism and travel*
3. *To build up a library of course and subject files, containing relevant tourism literature*
4. *To evaluate the course annually and upgrade as changes warrant*
5. *To construct the course in such a way that progressive education at higher levels is possible*
6. *To offer a general management course with a number of tourism options*
7. *To enrich the course by using workshops, guest lecturers, field studies, excursions and tours*
8. *To remain up to date with technological changes as they occur and enhance the course accordingly*
9. *To provide practical classroom training in the travel operations modules*
10. *To offer an all encompassing, detailed course*
11. *To encourage and develop with students new teaching and evaluation methods to achieve optimum efficiency*
12. *To offer a detailed travel operations course*
13. *To allow for a compulsory experiential period of at least one month per each semester of a course*
14. *To liaise continually with the industry so as to ensure expert input in the course (and therefore industry acceptance)*

C **OBJECTIVES FOR STUDENT SELECTION**

1. *To select students for operations level, and management level education separately*
2. *To conduct personal interviews with each prospective student following a set procedure*
3. *To counsel students on the best course available to them, considering their aptitudes*
4. *To require prospective students to write an aptitude test to gauge their potential for the tourism industry*
5. *To allow student admission on merit only*
6. *To select students according to the industry needs irrespective of academic merit*
7. *To select students in consideration of the experiential training (apprenticeship)*
8. *To inform students of the course requirements, without assessing their potential for the industry*

D **INSTITUTION / COURSE BROCHURE**

1. *A brochure detailing the course requirements is necessary*
2. *A general outline of the course is necessary*
3. *The brochure should explain the objectives of the educational institution*
4. *A detailed brochure explaining all aspects of student activity is necessary*
5. *The brochure should explain the rules and regulations governing student life at the educational institution*
6. *The brochure should give details of social, cultural and sport activities available*
7. *The brochure should give details of the teaching staff*

E STAFFING (LECTURERS AT EDUCATIONAL INSTITUTIONS)

1. *Tourism staff should hold academic, teaching and tourism industry qualifications*
2. *Tourism staff should actively promote an atmosphere to encourage and motivate student learning activity*
3. *Tourism staff should continually upgrade and adapt the contents of the course to meet the industry requirements*
4. *Tourism staff should have appropriate industry experience (within the last two years)*
5. *Tourism staff should hold travel/tourism qualifications*
6. *Tourism staff should hold academic qualifications*
7. *Tourism staff must be subject to periodic workplace experience*
8. *Tourism staff should hold academic and tourism qualifications*
9. *Tourism staff should hold teaching qualifications*
10. *Tourism staff should continually assess the effectiveness of their teaching using a variety of evaluation techniques*
11. *Tourism staff must keep abreast of the latest developments in their field of study*

F STAFF DEVELOPMENT (TOURISM LECTURERS)

1. *All staff should be given the opportunity to acquire additional academic/teaching qualifications*
2. *All staff should be given the opportunity to acquire additional industry qualifications*
3. *An appropriate tourism secondment to the industry should be undertaken (ideally every two to three years)*
4. *An appropriate tourism update should be undertaken annually*
5. *New staff must attend an induction course as determined by the educational institution*
6. *All staff should be encouraged to attend educational workshops/forums*
7. *Staff not in possession of teaching qualifications should attend a "Training for the Trainer" course at one of the formal educational institutions*

G SUPPORT FACILITIES - LIBRARY

1. *A well stocked library is necessary*
2. *Tourism periodicals are necessary*
3. *Reference and short-loan facilities are available*
4. *Other supporting services are available (reading room, research publications, copy facilities)*
5. *Library books for supporting subjects (secondary to the tourism majors) are necessary*

H SUPPORT FACILITIES - ROOM/TECHNOLOGY

1. *Audio-visual equipment is necessary*
2. *Relevant tourism software packages are necessary*
3. *A tourism context is given to any keyboarding facility*
4. *Ample hands-on practice is available*
5. *Timetabling should ensure most appropriate rooms available*
6. *Darkening facilities are necessary*
7. *A practicum/tourism work room is necessary*
8. *Each student has his/her own work station*
9. *The quality and location of lecture rooms/workshops is necessary for effective teaching*
10. *Annual inventory planning and resource replacement is necessary*

I **SUPPORT FACILITIES - ADMINISTRATION**

1. *Administrative support for teaching/assessing is necessary*

2. *Accurate student records should to be kept*

3. *Student counselling on academic and personal matters should be available*

4. *Financing facilities should be made available to students*

5. *Canteen facilities should be provided*

6. *Relaxation areas should be available to students*

7. *Text books and stationery requirements should be available on campus*

8. *Academic staff should be responsible for administrative support*

J **INDUSTRIAL LIAISON**

1. *Annual educational institution and industry liaison on the course is necessary*

2. *Records of industrial availability are necessary*

3. *Records of industrial experience/training are needed*

4. *Liaison group should include student representation*

5. *Liaison group should negotiate course material*

6. *Liaison group should rotate annually*

7. *Liaison group should place students for experiential training*

8. *Liaison group should have input on:*
 - (a) *staffing*
 - (b) *guest lecturers*
 - (c) *student assessment*
 - (d) *student employment*
 - (e) *physical resources*
 - (f) *special events*

K INDUSTRY EXPERIENTIAL TRAINING

1. *Work placement should be part of the course*

2. *Industrial logbooks detailing work requirement are necessary*

3. *Work placement to be monitored by the educational institution*

4. *Work placement should be approximately the same length in each period of study, (eg. one month each semester irrespective of the educational level attained by the student)*

5. *Work placement period to form part of the student's assessment*

6. *Students to maintain work record reflecting tasks/functions/activities*

7. *Students should be compensated during industry training:
yes /no*

8. *Work placement should be done by the:*
 - (a) *college*
 - (b) *student him/herself*
 - (c) *industry*

L **STUDENT PROFILE**

(PERSONALITY TRAITS/SKILLS OF THE IDEAL TOURISM INDUSTRY EMPLOYEE)

1. *Interest in travel*
2. *Subject knowledge*
3. *Oral communication ability*
4. *Friendliness*
5. *Ability to handle clients*
6. *Good manners*
7. *Punctuality*
8. *Tact*
9. *Written communication ability*
10. *Honesty/integrity*
11. *Organizational ability*
12. *Humour*
13. *Temperament*
14. *Maturity*
15. *Leadership*
16. *Health*
17. *Creativity*
18. *Proficient in foreign (European) language*
19. *Proficient in African language*
20. *Bilingualism*
21. *Professionalism*

M BODY OF KNOWLEDGE - GENERAL

Management Level

1. *Knowledge of client relations*
2. *Ability to communicate orally*
3. *Knowledge of the career opportunities of the tourism industry*
4. *Knowledge of the start-up procedures for a tourism operation*
5. *Knowledge of money and banking services*
6. *A working knowledge of political activities in the RSA*
7. *The ability to speak a European language*
8. *The ability to speak a black (RSA) language*
9. *The ability to speak an Asian language*
10. *A knowledge of the historical perspectives of the RSA*
11. *A working knowledge of transport economics*

M BODY OF KNOWLEDGE - GENERAL

Operational Level

1. *Knowledge of client relations*
2. *Ability to communicate orally*
3. *A working knowledge of transport economics*
4. *A working knowledge of political activities in the RSA*
5. *Knowledge of the start-up procedures for a tourism operation*
6. *Knowledge of money and banking services*
7. *The ability to speak an Asian language*
8. *The ability to speak a European language*
9. *The ability to speak a black (RSA) language*
10. *A knowledge of the historical perspectives of the RSA*
11. *Knowledge of the career opportunities of the tourism industry*

N BODY OF KNOWLEDGE - TRAVEL PRACTICE AND OPERATIONS

Management Level

1. *Knowledge of the structure and organizations in the RSA tourism industry*
2. *Knowledge of Bank Settlement Plan operations*
3. *Knowledge of international trade and foreign exchange transactions*
4. *Understanding the role of the commercial sector in the whole tourism industry*
5. *Knowledge of climate, geography, currency, customs, tourist attractions and transport features of all (international) countries*
6. *Holder of IATA UFTAA Standard*
7. *Holder of IATA UFTAA Advanced*
8. *Computer skills*
9. *Holder of SAA Fares and Ticketing 1.2*
10. *Knowledge of travel regulations*
11. *Holder of SAA Fares and Ticketing 3.4*
12. *Holder of SAA Fares and Ticketing 5.6*
13. *Holder of SAAFARI qualification*
14. *Knowledge of regional geography*
15. *Knowledge of national geography*
16. *In depth knowledge of the use of tariff and other manuals*
17. *Knowledge of daily travel operations (eg. travel arrangements and documentation)*
18. *Knowledge of international geography*

N BODY OF KNOWLEDGE - TRAVEL PRACTICE AND OPERATIONS

Operational Level

1. *Holder of SAAFARI qualification*
2. *Knowledge of regional geography*
3. *Holder of SAA Fares and Ticketing 3.4*
4. *Holder of SAA Fares and Ticketing 1.2*
5. *Knowledge of Bank Settlement Plan operations*
6. *Holder of SAA Fares and Ticketing 5.6*
7. *Knowledge of international geography*
8. *Knowledge of national geography*
9. *Holder of IATA UFTAA Standard*
10. *Holder of IATA UFTAA Advanced*
11. *Knowledge of travel regulations*
12. *Knowledge of daily travel operations (eg. travel arrangements and documentation)*
13. *Computer skills*
14. *Knowledge of the structure and organizations in the RSA tourism industry*
15. *Understanding the role of the commercial sector in the whole tourism industry*
16. *Knowledge of international trade and foreign exchange transactions*
17. *In depth knowledge of the use of tariff and other manuals*
18. *Knowledge of climate, geography, currency, customs, tourist attractions and transport features of all (international) countries*

O BODY OF KNOWLEDGE - MANAGEMENT

Management Level

1. *Knowledge of the principles of general management*
2. *Knowledge of, insights into, and attitudes for the management of a commercial enterprise*
3. *Knowledge of aims and objectives setting, and ability to measure achievement of these.*
4. *Knowledge of the varieties of enterprise in the tourism industry, general requirements for ventures, and unique problems*
5. *Knowledge of personnel management and motivation*
6. *Knowledge of (and ability to assess) tourism activities (is it necessary for a manager/consultant to know about the tourism industry?)*
7. *Knowledge of, and ability for, negotiation of contracts of service*
8. *Knowledge and ability to assess employee performance*
9. *Ability to apply principles of planning and leadership in the tourism industry*
10. *Knowledge of current labour law and practices*
11. *Understanding and ability to harness tourism resources to meet tourist demand*
12. *Ability to apply tourism programming techniques*
13. *Ability to negotiate contracts of hire, letting and sale of tourism resources*
14. *Understanding of the basic skills of business, personnel and leadership competencies in the tourism industry*
15. *Knowledge of resource management and maintenance*

O BODY OF KNOWLEDGE - MANAGEMENT

Operational Level

1. *Knowledge of the principles of general management*
2. *Knowledge of (and ability to assess) tourism activities (is it necessary for a manager/consultant to know about the tourism industry?)*
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12. *Knowledge and ability to assess employee performance*
13. *Knowledge of current labour law and practices*
14. *Ability to apply tourism programming techniques*
15. *Understanding and ability to harness tourism resources to meet tourist demand*

P BODY OF KNOWLEDGE - MARKETING

Management Level

1. *Knowledge of principles of marketing*
2. *Application of marketing principles to the tourism industry*
3. *Ability to write and promote marketing campaigns*
4. *Knowledge of consumer behaviour*
5. *Knowledge of techniques of salesmanship*
6. *Knowledge of marketing tools*
7. *Knowledge and ability to conduct market feasibility studies*
8. *Knowledge of and place for marketing in the business (tourism) environment*
9. *Understanding of marketing, sales and promotion concepts*
10. *Knowledge of the concepts of advertising*
11. *Basic knowledge of public relations*
12. *Knowledge of, and ability to, employ multimedia presentations*

P BODY OF KNOWLEDGE - MARKETING

Operational Level

1. *Knowledge of techniques of salesmanship*
2. *Knowledge and ability to conduct market feasibility studies*
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10. *Understanding of marketing, sales and promotion concepts*
11. *Knowledge of, and ability to, employ multimedia presentations*
12. *Knowledge of consumer behaviour*

Q BODY OF KNOWLEDGE - BUSINESS ADMINISTRATION

Management Level

1. *Knowledge of principles of business administration (economics) regarding the running of an organization*
2. *Knowledge of bookkeeping from books of first entry, posting to the ledger, to trial balance preparation*
3. *Knowledge and application of the factors of production*
4. *Knowledge of the broad spectrum of business organizations (primary, secondary, tertiary, wholesale, retail, manufacturer)*
5. *Knowledge of, and distinction between, entrepreneurship, consultant, director or manager of an enterprise*
6. *Knowledge of the principles of the capitalistic form of business organization*
7. *Knowledge of specific commercial tourism organizations such as agencies, information bureaus, sport clubs, theme parks, entertainment facilities, tourism resorts, cultural and recreational organizations and travel services*
8. *Knowledge of the different forms of business enterprise (company, partnership, close corporation, sole trader)*
9. *Knowledge of basic skills to operate a business.*

R BODY OF KNOWLEDGE - LEGAL

Management Level

1. *Knowledge of the rights and obligations of agents, operators, guides, consultants and employee's in the travel industry*
2. *Knowledge of legislation affecting the tourism industry in SA*
3. *Knowledge of the general Principles of Contracts*
4. *Knowledge of the origin of SA law and the SA legal system*
5. *Knowledge of the contract of Insurance*
6. *Knowledge of tourist's/traveller's rights and obligations*
7. *Knowledge of the contract of Negotiable Instruments*
8. *Knowledge of the contract of Lease*
9. *Knowledge of Service Contracts*
10. *Knowledge of the contract of Carriage*
11. *Knowledge of the contract of Purchase and Sale*
12. *Knowledge of the contract of Agency*

R BODY OF KNOWLEDGE - LEGAL

Operational Level

1. *Knowledge of the rights and obligations of agents, operators, guides, consultants and employee's in the travel industry*
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10. *Knowledge of the contract of Negotiable Instruments*
11. *Knowledge of the contract of Agency*
12. *Knowledge of the contract of Lease*

S BODY OF KNOWLEDGE - FINANCIAL

Management Level

1. *Knowledge of and ability to apply techniques of financial management (controlling revenue and expenses, obtaining capital, financial investment decisions)*
2. *Knowledge of financial record-keeping*
3. *Knowledge and application of budget and cost controls*
4. *Knowledge of tax structures (eg. PAYE, VAT. personal, business)*
5. *Knowledge and application of risk management, valuation of organizations, take-overs, merges, consolidations*
6. *Knowledge of financial reporting to balance sheet stage*
7. *Knowledge of and use of interpreting financial statements*

S BODY OF KNOWLEDGE - FINANCIAL

Operational Level

1. *Knowledge of financial record-keeping*
2. *Knowledge and application of budget and cost controls*
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6. *Knowledge and application of risk management, valuation of organizations, take-overs, merges, consolidations*
7. *Knowledge of financial reporting to balance sheet stage*

T **BODY OF KNOWLEDGE -**
TOURISM PLANNING AND DEVELOPMENT

Management Level

1. *History and development of tourism, particularly of the RSA*
2. *Knowledge of, and ability to, measure tourism qualitative and quantitative*
3. *Knowledge of eco-tourism and its use in developing the SA economy.*
4. *Knowledge of, and ability to prepare feasibility forecasts*
5. *Knowledge of, and interpretation of current issues (economic, political, socio-cultural, environmental) relating to tourism development*
6. *Knowledge and ability to plan for tourism development in the RSA*
7. *Knowledge of development of tourism resources*
8. *Knowledge of planning and assessment techniques for tourist destinations*
9. *Knowledge of tourism future trends*

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TOURISM PLANNING AND DEVELOPMENT

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8. *Knowledge of, and ability to, measure tourism qualitative and quantitative*
9. *Knowledge of, and ability to prepare feasibility forecasts*

U BODY OF KNOWLEDGE -STUDENT ASSESSMENT

1. *Assessment of subject knowledge is in line with course objectives*
2. *Systematic progress and achievement are recorded*
3. *A wide variety of activities are available to assess students ability and to demonstrate competencies*
4. *Examinations are conducted in accordance with the criteria of the examining body/educational institution*
5. *Assessment records for a student are maintained*
6. *Students are aware of the assessment regulations*
7. *Internal examiners/moderators verify examination papers and results*
8. *Candidates experiential training should be discussed with him/her*
9. *Tests should be discussed with the student body*
10. *External examiners/moderators verify examination papers and results*

ANNEXURE E

A MISSION STATEMENT OF THE EDUCATIONAL INSTITUTION

1. *To develop courses to meet the requirements of commerce and industry (the tourism industry for this study)*
2. *To contribute to the educational and/or training needs of the community*
3. *To select and admit students on merit only*
4. *To develop in students the ability to apply theory to practical situations*
5. *To co-operate with other (local) educational institutions to permit specialisation of subject matter*
6. *To provide a comprehensive education to prepare the "whole" student*
7. *To encourage staff to improve their educational qualifications*
8. *To provide assistance to academic staff for course design and development*
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10. *To provide administrative and technical support for the academic function*
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1. *To teach a programme that meets the majority of needs of the tourism industry (a single course cannot fulfil the needs of the whole industry)*
2. *To prepare tourism industry staff with a thorough knowledge of national and international tourism and travel*
3. *To evaluate the course annually and upgrade as changes warrant*
4. *To offer a general management course with a number of tourism options*
5. *To provide practical classroom training in the travel operations modules*
6. *To remain up to date with technological changes as they occur and enhance the course accordingly*
7. *To offer a detailed travel operations course*
8. *To enrich the course by using workshops, guest lecturers, field studies, excursions and tours*
9. *To allow for a compulsory experiential period of at least one month per each semester of a course*
10. *To build up a library of course and subject files, containing relevant tourism literature*
11. *To liaise continually with the industry so as to ensure expert input in the course (and therefore industry acceptance)*
12. *To encourage and develop with students new teaching and evaluation methods to achieve optimum efficiency*
13. *To offer an all encompassing, detailed course*
14. *To construct the course in such a way that progressive education at higher levels is possible*

C **OBJECTIVES FOR STUDENT SELECTION**

1. *To require prospective students to write an aptitude test to gauge their potential for the tourism industry*
2. *To conduct personal interviews with each prospective student following a set procedure*
3. *To counsel students on the best course available to them, considering their aptitudes*
4. *To select students in consideration of the experiential training (apprenticeship)*
5. *To select students for operations level, and management level education separately*
6. *To inform students of the course requirements, without assessing their potential for the industry*
7. *To select students according to the industry needs irrespective of academic merit*
8. *To allow student admission on merit only*

D INSTITUTION / COURSE BROCHURE

1. *A detailed brochure explaining all aspects of student activity is necessary*
2. *A brochure detailing the course requirements is necessary*
3. *The brochure should explain the objectives of the educational institution*
4. *A general outline of the course is necessary*
5. *The brochure should give details of the teaching staff*
6. *The brochure should give details of social, cultural and sport activities available*
7. *The brochure should explain the rules and regulations governing student life at the educational institution*

E **STAFFING (LECTURERS AT EDUCATIONAL INSTITUTIONS)**

1. *Tourism staff must be subject to periodic workplace experience*
2. *Tourism staff should continually upgrade and adapt the contents of the course to meet the industry requirements*
3. *Tourism staff must keep abreast of the latest developments in their field of study*
4. *Tourism staff should actively promote an atmosphere to encourage and motivate student learning activity*
5. *Tourism staff should hold travel/tourism qualifications*
6. *Tourism staff should continually assess the effectiveness of their teaching using a variety of evaluation techniques*
7. *Tourism staff should hold academic and tourism qualifications*
8. *Tourism staff should hold teaching qualifications*
9. *Tourism staff should have appropriate industry experience (within the last two years)*
10. *Tourism staff should hold academic qualifications*
11. *Tourism staff should hold academic, teaching and tourism industry qualifications*

F **STAFF DEVELOPMENT (TOURISM LECTURERS)**

1. *An appropriate tourism update should be undertaken annually*

2. *New staff must attend an induction course as determined by the educational institution*

3. *All staff should be given the opportunity to acquire additional industry qualifications*

4. *All staff should be given the opportunity to acquire additional academic/teaching qualifications*

5. *An appropriate tourism secondment to the industry should be undertaken (ideally every two to three years)*

6. *All staff should be encouraged to attend educational workshops/forums*

7. *Staff not in possession of teaching qualifications should attend a "Training for the Trainer" course at one of the formal educational institutions*

G **SUPPORT FACILITIES - LIBRARY**

1. *A well stocked library is necessary*

2. *Tourism periodicals are necessary*

3. *Other supporting services are available (reading room, research publications, copy facilities)*

4. *Reference and short-loan facilities are available*

5. *Library books for supporting subjects (secondary to the tourism majors) are necessary*

H SUPPORT FACILITIES - ROOM/TECHNOLOGY

1. *A practicum/tourism work room is necessary*
2. *Relevant tourism software packages are necessary*
3. *Each student has his/her own work station*
4. *A tourism context is given to any keyboarding facility*
5. *Timetabling should ensure most appropriate rooms available*
6. *Audio-visual equipment is necessary*
7. *Darkening facilities are necessary*
8. *Annual inventory planning and resource replacement is necessary*
9. *Ample hands-on practice is available*
10. *The quality and location of lecture rooms/workshops is necessary for effective teaching*

I **SUPPORT FACILITIES - ADMINISTRATION**

1. *Student counselling on academic and personal matters should be available*

2. *Relaxation areas should be available to students*

3. *Administrative support for teaching/assessing is necessary*

4. *Academic staff should be responsible for administrative support*

5. *Text books and stationery requirements should be available on campus*

6. *Financing facilities should be made available to students*

7. *Canteen facilities should be provided*

8. *Accurate student records should to be kept*

J INDUSTRIAL LIAISON

1. *Annual educational institution and industry liaison on the course is necessary*

2. *Liaison group should include student representation*

3. *Records of industrial experience/training are needed*

4. *Records of industrial availability are necessary*

5. *Liaison group should negotiate course material*

6. *Liaison group should place students for experiential training*

7. *Liaison group should rotate annually*

8. *Liaison group should have input on:*
 - (a) *staffing*
 - (b) *guest lecturers*
 - (c) *student assessment*
 - (d) *student employment*
 - (e) *physical resources*
 - (f) *special events*

K INDUSTRY EXPERIENTIAL TRAINING

1. *Work placement should be part of the course*

2. *Students to maintain work record reflecting tasks/functions/activities*

3. *Work placement period to form part of the student's assessment*

4. *Work placement to be monitored by the educational institution*

5. *Work placement should be approximately the same length in each period of study, (eg. one month each semester irrespective of the educational level attained by the student)*

6. *Industrial logbooks detailing work requirement are necessary*

7. *Students should be compensated during industry training:
yes /no*

8. *Work placement should be done by the:*
 - (a) *college*
 - (b) *student him/herself*
 - (c) *industry*

L STUDENT PROFILE

(PERSONALITY TRAITS/SKILLS OF THE IDEAL TOURISM INDUSTRY EMPLOYEE)

1. *Interest in travel*
2. *Oral communication ability*
3. *Professionalism*
4. *Honesty/integrity*
5. *Subject knowledge*
6. *Punctuality*
7. *Temperament*
8. *Written communication ability*
9. *Tact*
10. *Ability to handle clients*
11. *Maturity*
12. *Health*
13. *Humour*
14. *Organizational ability*
15. *Creativity*
16. *Bilingualism*
17. *Proficient in foreign (European) language*
18. *Friendliness*
19. *Proficient in African language*
20. *Good manners*
21. *Leadership*

M BODY OF KNOWLEDGE - GENERAL

Management Level

1. *Knowledge of client relations*
2. *Ability to communicate orally*
3. *The ability to speak a black (RSA) language*
4. *Knowledge of the career opportunities of the tourism industry*
5. *Knowledge of the start-up procedures for a tourism operation*
6. *Knowledge of money and banking services*
7. *A working knowledge of transport economics*
8. *The ability to speak an Asian language*
9. *The ability to speak a European language*
10. *A working knowledge of political activities in the RSA*
11. *A knowledge of the historical perspectives of the RSA*

M **BODY OF KNOWLEDGE - GENERAL**

Operational Level

1. *Knowledge of client relations*

2. *Ability to communicate orally*

3. *The ability to speak an Asian language*

4. *Knowledge of the career opportunities of the tourism industry*

5. *The ability to speak a black (RSA) language*

6. *Knowledge of money and banking services*

7. *The ability to speak a European language*

8. *A working knowledge of transport economics*

9. *A working knowledge of political activities in the RSA*

10. *Knowledge of the start-up procedures for a tourism operation*

11. *A knowledge of the historical perspectives of the RSA*

N BODY OF KNOWLEDGE - TRAVEL PRACTICE AND OPERATIONS

Management Level

1. *Knowledge of national geography*
2. *Knowledge of Bank Settlement Plan operations*
3. *Knowledge of the structure and organizations in the RSA tourism industry*
4. *Understanding the role of the commercial sector in the whole tourism industry*
5. *Knowledge of climate, geography, currency, customs, tourist attractions and transport features of all (international) countries*
6. *Holder of SAAFARI qualification*
7. *Holder of SAA Fares and Ticketing 1.2*
8. *Computer skills*
9. *Holder of IATA UFTAA Standard*
10. *Holder of IATA UFTAA Advanced*
11. *Holder of SAA Fares and Ticketing 5.6*
12. *Knowledge of international geography*
13. *Holder of SAA Fares and Ticketing 3.4*
14. *Knowledge of regional geography*
15. *Knowledge of travel regulations*
16. *In depth knowledge of the use of tariff and other manuals*
17. *Knowledge of daily travel operations (eg. travel arrangements and documentation)*
18. *Knowledge of international trade and foreign exchange transactions*

N

BODY OF KNOWLEDGE - TRAVEL PRACTICE AND OPERATIONS

Operational Level

1. *Knowledge of regional geography*
2. *Knowledge of national geography*
3. *Holder of SAAFARI qualification*
4. *Holder of SAA Fares and Ticketing 1.2*
5. *Holder of SAA Fares and Ticketing 3.4*
6. *Knowledge of international geography*
7. *In depth knowledge of the use of tariff and other manuals*
8. *Holder of IATA UFTAA Advanced*
9. *Knowledge of daily travel operations (eg. travel arrangements and documentation)*
10. *Holder of SAA Fares and Ticketing 5.6*
11. *Knowledge of Bank Settlement Plan operations*
12. *Holder of IATA UFTAA Standard*
13. *Knowledge of climate, geography, currency, customs, tourist attractions and transport features of all (international) countries*
14. *Knowledge of international trade and foreign exchange transactions*
15. *Understanding the role of the commercial sector in the whole tourism industry*
16. *Knowledge of the structure and organizations in the RSA tourism industry*
17. *Computer skills*
18. *Knowledge of travel regulations*

O BODY OF KNOWLEDGE - MANAGEMENT

Management Level

1. *Knowledge of the principles of general management*
2. *Knowledge of (and ability to assess) tourism activities (is it necessary for a manager/consultant to know about the tourism industry?)*
3. *Ability to apply principles of planning and leadership in the tourism industry*
4. *Understanding of the basic skills of business, personnel and leadership competencies in the tourism industry*
5. *Knowledge of resource management and maintenance*
6. *Knowledge of personnel management and motivation*
7. *Knowledge of current labour law and practices*
8. *Knowledge and ability to assess employee performance*
9. *Ability to apply tourism programming techniques*
10. *Knowledge of, insights into, and attitudes for the management of a commercial enterprise*
11. *Ability to negotiate contracts of hire, letting and sale of tourism resources*
12. *Knowledge of the varieties of enterprise in the tourism industry, general requirements for ventures, and unique problems*
13. *Knowledge of aims and objectives setting, and ability to measure achievement of these.*
14. *Understanding and ability to harness tourism resources to meet tourist demand*
15. *Knowledge of, and ability for, negotiation of contracts of service*

O BODY OF KNOWLEDGE - MANAGEMENT

Operational Level

1. *Understanding of the basic skills of business, personnel and leadership competencies in the tourism industry*
2. *Ability to apply principles of planning and leadership in the tourism industry*
3. *Ability to apply tourism programming techniques*
4. *Knowledge of the varieties of enterprise in the tourism industry, general requirements for ventures, and unique problems*
5. *Knowledge of (and ability to assess) tourism activities (is it necessary for a manager/consultant to know about the tourism industry?)*
6. *Knowledge of, insights into, and attitudes for the management of a commercial enterprise*
7. *Knowledge of the principles of general management*
8. *Knowledge of personnel management and motivation*
9. *Understanding and ability to harness tourism resources to meet tourist demand*
10. *Knowledge of current labour law and practices*
11. *Ability to negotiate contracts of hire, letting and sale of tourism resources*
12. *Knowledge of resource management and maintenance*
13. *Knowledge and ability to assess employee performance*
14. *Knowledge of, and ability for, negotiation of contracts of service*
15. *Knowledge of aims and objectives setting, and ability to measure achievement of these.*

P BODY OF KNOWLEDGE - MARKETING

Management Level

1. *Application of marketing principles to the tourism industry*
2. *Knowledge of techniques of salesmanship*
3. *Knowledge of principles of marketing*
4. *Knowledge of and place for marketing in the business (tourism) environment*
5. *Understanding of marketing, sales and promotion concepts*
6. *Knowledge of, and ability to, employ multimedia presentations*
7. *Knowledge of marketing tools*
8. *Basic knowledge of public relations*
9. *Knowledge of the concepts of advertising*
10. *Ability to write and promote marketing campaigns*
11. *Knowledge of consumer behaviour*
12. *Knowledge and ability to conduct market feasibility studies*

P BODY OF KNOWLEDGE - MARKETING

Operational Level

1. *Knowledge of techniques of salesmanship*
2. *Knowledge of principles of marketing*
3. *Knowledge of, and ability to, employ multimedia presentations*
4. *Knowledge of the concepts of advertising*
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8. *Basic knowledge of public relations*
9. *Knowledge of and place for marketing in the business (tourism) environment*
10. *Application of marketing principles to the tourism industry*
11. *Ability to write and promote marketing campaigns*
12. *Knowledge and ability to conduct market feasibility studies*

Q BODY OF KNOWLEDGE - BUSINESS ADMINISTRATION

Management Level

1. *Knowledge and application of the factors of production*
2. *Knowledge of bookkeeping from books of first entry, posting to the ledger, to trial balance preparation*
3. *Knowledge of principles of business administration (economics) regarding the running of an organization*
4. *Knowledge of, and distinction between, entrepreneurship, consultant, director or manager of an enterprise*
5. *Knowledge of specific commercial tourism organizations such as agencies, information bureaus, sport clubs, theme parks, entertainment facilities, tourism resorts, cultural and recreational organizations and travel services*
6. *Knowledge of the broad spectrum of business organizations (primary, secondary, tertiary, wholesale, retail, manufacturer)*
7. *Knowledge of the different forms of business enterprise (company, partnership, close corporation, sole trader)*
8. *Knowledge of the principles of the capitalistic form of business organization*
9. *Knowledge of basic skills to operate a business.*

Q BODY OF KNOWLEDGE - BUSINESS ADMINISTRATION

Operational Level

1. *Knowledge of the different forms of business enterprise (company, partnership, close corporation, sole trader)*
2. *Knowledge of principles of business administration (economics) regarding the running of an organization*
3. *Knowledge of, and distinction between, entrepreneurship, consultant, director or manager of an enterprise*
4. *Knowledge of the broad spectrum of business organizations (primary, secondary, tertiary, wholesale, retail, manufacturer)*
5. *Knowledge of specific commercial tourism organizations such as agencies, information bureaus, sport clubs, theme parks, entertainment facilities, tourism resorts, cultural and recreational organizations and travel services*
6. *Knowledge of basic skills to operate a business.*
7. *Knowledge and application of the factors of production*
8. *Knowledge of the principles of the capitalistic form of business organization*
9. *Knowledge of bookkeeping from books of first entry, posting to the ledger, to trial balance preparation*

R BODY OF KNOWLEDGE - LEGAL

Management Level

1. *Knowledge of the rights and obligations of agents, operators, guides, consultants and employee's in the travel industry*
2. *Knowledge of legislation affecting the tourism industry in SA*
3. *Knowledge of the contract of Carriage*
4. *Knowledge of the contract of Insurance*
5. *Knowledge of the contract of Negotiable Instruments*
6. *Knowledge of the contract of Lease*
7. *Knowledge of tourist's/traveller's rights and obligations*
8. *Knowledge of the contract of Purchase and Sale*
9. *Knowledge of Service Contracts*
10. *Knowledge of the contract of Agency*
11. *Knowledge of the general Principles of Contracts*
12. *Knowledge of the origin of SA law and the SA legal system*

R BODY OF KNOWLEDGE - LEGAL

Operational Level

1. *Knowledge of the rights and obligations of agents, operators, guides, consultants and employee's in the travel industry*
2. *Knowledge of legislation affecting the tourism industry in SA*
3. *Knowledge of the contract of Lease*
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5. *Knowledge of the contract of Agency*
6. *Knowledge of tourist's/traveller's rights and obligations*
7. *Knowledge of the contract of Purchase and Sale*
8. *Knowledge of the contract of Negotiable Instruments*
9. *Knowledge of the contract of Carriage*
10. *Knowledge of the general Principles of Contracts*
11. *Knowledge of the origin of SA law and the SA legal system*
12. *Knowledge of Service Contracts*

S BODY OF KNOWLEDGE - FINANCIAL

Management Level

1. *Knowledge and application of budget and cost controls*
2. *Knowledge of financial record-keeping*
3. *Knowledge of and ability to apply techniques of financial management (controlling revenue and expenses, obtaining capital, financial investment decisions)*
4. *Knowledge of tax structures (eg. PAYE, VAT. personal, business)*
5. *Knowledge and application of risk management, valuation of organizations, take-overs, merges, consolidations*
6. *Knowledge of and use of interpreting financial statements*
7. *Knowledge of financial reporting to balance sheet stage*

S BODY OF KNOWLEDGE - FINANCIAL

Operational Level

1. *Knowledge of financial record-keeping*
2. *Knowledge and application of budget and cost controls*
3. *Knowledge and application of risk management, valuation of organizations, take-overs, merges, consolidations*
4. *Knowledge of tax structures (eg. PAYE, VAT. personal, business)*
5. *Knowledge of and ability to apply techniques of financial management (controlling revenue and expenses, obtaining capital, financial investment decisions)*
6. *Knowledge of and use of interpreting financial statements*
7. *Knowledge of financial reporting to balance sheet stage*

T **BODY OF KNOWLEDGE -**
TOURISM PLANNING AND DEVELOPMENT

Management Level

1. *Knowledge of development of tourism resources*
2. *Knowledge of, and ability to, measure tourism qualitative and quantitative*
3. *Knowledge of eco-tourism and its use in developing the SA economy.*
4. *Knowledge of tourism future trends*
5. *Knowledge of planning and assessment techniques for tourist destinations*
6. *Knowledge of, and interpretation of current issues (economic, political, socio-cultural, environmental) relating to tourism development*
7. *Knowledge of, and ability to prepare feasibility forecasts*
8. *Knowledge and ability to plan for tourism development in the RSA*
9. *History and development of tourism, particularly of the RSA*

T BODY OF KNOWLEDGE -
TOURISM PLANNING AND DEVELOPMENT

Operational Level

1. *Knowledge of eco-tourism and its use in developing the SA economy.*
2. *History and development of tourism, particularly of the RSA*
3. *Knowledge of planning and assessment techniques for tourist destinations*
4. *Knowledge of development of tourism resources*
5. *Knowledge of tourism future trends*
6. *Knowledge of, and ability to prepare feasibility forecasts*
7. *Knowledge of, and ability to, measure tourism qualitative and quantitative*
8. *Knowledge and ability to plan for tourism development in the RSA*
9. *Knowledge of, and interpretation of current issues (economic, political, socio-cultural, environmental) relating to tourism development*

U BODY OF KNOWLEDGE -STUDENT ASSESSMENT

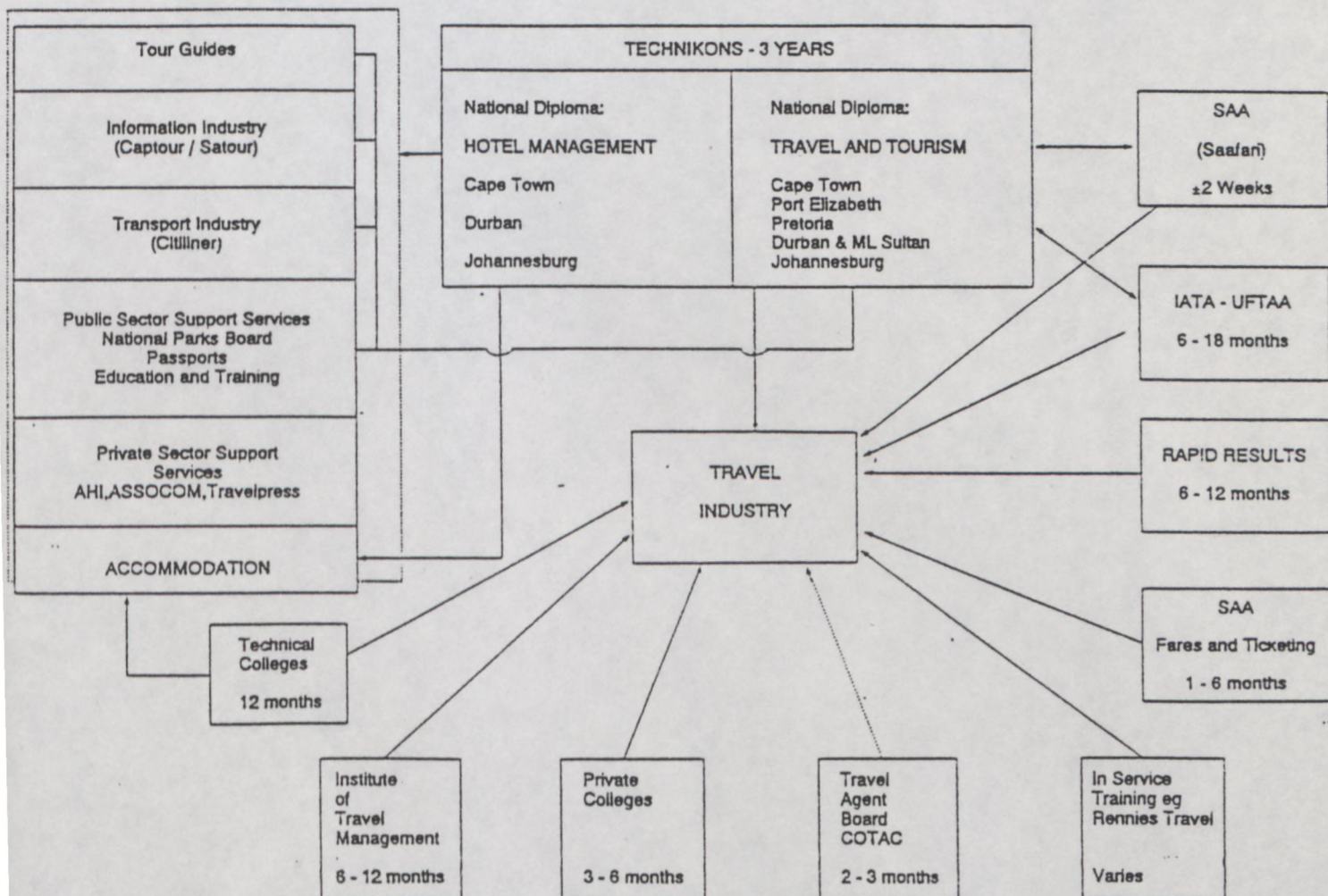
1. *Systematic progress and achievement are recorded*
2. *Assessment records for a student are maintained*
3. *Internal examiners/moderators verify examination papers and results*
4. *External examiners/moderators verify examination papers and results*
5. *Candidates experiential training should be discussed with him/her*
6. *Students are aware of the assessment regulations*
7. *Tests should be discussed with the student body*
8. *A wide variety of activities are available to assess students ability and to demonstrate competencies*
9. *Examinations are conducted in accordance with the criteria of the examining body/educational institution*
10. *Assessment of subject knowledge is in line with course objectives*

ANNEXURE F

DELPHI COMMUNICATION

TO ESTABLISH CRITERIA FOR THE EVALUATION AND ACCREDITATION OF TOURISM COURSES AT FORMAL AND NON FORMAL EDUCATIONAL INSTITUTIONS IN SOUTH AFRICA

TRAINING FOR THE TOURISM INDUSTRY



CAPE TECHNIKON TOURISM RESEARCH UNIT
TOURISM EDUCATION AND TRAINING AUTHORITY OF SOUTH AFRICA
ASSOCIATION OF SOUTH AFRICAN TRAVEL AGENTS

59 Saffraan Street
Loevenstein
BELLVILLE
7530

25 June 1993

Greetings and salutations

Thank you for your prompt replies to round two of my Delphi research. Attached is round three which, unless there are drastic minority votes for a sequence other than the majority order, should be the last round.

If you are satisfied with the majority decision and wish to change your sequence to coincide with the majority, cross out the green numbers appearing on the left side of each page which represent your voting on a particular subsection. *You are now saying that the sequence decided by the majority is acceptable to you.*

Should you not agree with the sequence of items decided by majority vote, please cross out the green numbering and renumber as you wish the sequence to be. *You are saying that the majority decision is not acceptable to you and must be restructured.* PLEASE MOTIVATE YOUR REASON(S) FOR DIFFERING FROM THE MAJORITY DECISION.

There are now 44 participants to this exercise out of 56 who said they would help. Participants are divided into two groups - educationalists (21) and tourism industry personnel (23). Both groups are drawn from the whole country and represent technikons, technical colleges, private colleges, SAA, travel agents, tour operators, tour guides, publicity/information associations, state and semi-state organizations, a tourism resort, a tourism publication and coach companies.

The two groups have widely differing ideas on the importance of the sequence of the items in some subsections. This was to be expected but does confirm the premise that it will be difficult to plan an educational course acceptable to be majority of participants in the tourism industry.

The sequence of items in this circulation has been decided by a re-evaluation of round one voting and round two responses. You will notice in many instances that items voted equally important have been grouped together which gives a more meaningful structure and will possibly make the sequence of items more acceptable to participants.

Thank you for your valuable participation up to now. I sincerely trust that you will remain on the panel until the completion of the exercise, at which time I will send you the final sequence of items for your group with an indication of how the other group (industry or education) voted for their sequence.

Please complete the attached questionnaire and return it to me in the stamped addressed envelope before 16 July 1993.

Thank you for your valuable time.

JOHN

A MISSION STATEMENT OF THE EDUCATIONAL INSTITUTION

1. *To develop courses to meet the requirements of commerce and industry (the tourism industry for this study)*
2. *To provide a comprehensive education to prepare the "whole" student*
3. *To develop in students the ability to apply theory to practical situations*
4. *To contribute to the educational and/or training needs of the community*
5. *To encourage staff to improve their educational qualifications*

To institute quality assurance to improve the functioning of the institution and to account for its actions

To comply with the Government's White Paper on Tourism Development and promote eco-tourism

To co-operate with other (local) educational institutions to permit specialisation of subject matter

6. *To select and admit students on merit only*
7. *To promote liaison between the institution and commerce and industry (the tourism industry for this study)*
8. *To provide assistance to academic staff for course design and development*
9. *To provide administrative and technical support for the academic function*

B OBJECTIVES OF A TOURISM COURSE

1. *To teach a programme that meets the majority of needs of the tourism industry (a single course cannot fulfil the needs of the whole industry)*
2. *To prepare tourism industry staff with a thorough knowledge of national and international tourism and travel*
3. *To build up a library of course and subject files, containing relevant tourism literature*
4. *To evaluate the course annually and upgrade as changes warrant*
5. *To construct the course in such a way that progressive education at higher levels is possible*
6. *To offer a general management course with a number of tourism options*

To remain up to date with technological changes as they occur and enhance the course accordingly

To allow for a compulsory experiential period of at least one month per each semester of a course

To liaise continually with the industry so as to ensure expert input in the course (and therefore industry acceptance)

7. *To enrich the course by using workshops, guest lecturers, field studies, excursions and tours*
8. *To provide practical classroom training in the travel operations modules*

To offer an all encompassing, detailed course

To encourage and develop with students new teaching and evaluation methods to achieve optimum efficiency

To offer a detailed travel operations course

C OBJECTIVES FOR STUDENT SELECTION

1. *To select students for operations level, and management level education separately*

To require prospective students to write an aptitude test to gauge their potential for the tourism industry

To allow student admission on merit only

2. *To conduct personal interviews with each prospective student following a set procedure*
3. *To counsel students on the best course available to them, considering their aptitudes*
4. *To select students according to the industry needs irrespective of academic merit*
5. *To select students in consideration of the experiential training (apprenticeship)*

To inform students of the course requirements, without assessing their potential for the industry

D INSTITUTION / COURSE BROCHURE

1. *A brochure detailing the course requirements is necessary*
2. *A general outline of the course is necessary*
3. *The brochure should explain the objectives of the educational institution*
4. *A detailed brochure explaining all aspects of student activity is necessary*
5. *The brochure should explain the rules and regulations governing student life at the educational institution*
6. *The brochure should give details of social, cultural and sport activities available*
7. *The brochure should give details of the teaching staff*

E STAFFING (LECTURERS AT EDUCATIONAL INSTITUTIONS)

1. *Tourism staff should hold academic, teaching and tourism industry qualifications*
2. *Tourism staff should actively promote an atmosphere to encourage and motivate student learning activity*
3. *Tourism staff should continually upgrade and adapt the contents of the course to meet the industry requirements*

Tourism staff should hold academic qualifications

Tourism staff must keep abreast of the latest developments in their field of study

4. *Tourism staff should have appropriate industry experience (within the last two years)*
5. *Tourism staff should hold travel/tourism qualifications*
6. *Tourism staff must be subject to periodic workplace experience*
7. *Tourism staff should continually assess the effectiveness of their teaching using a variety of evaluation techniques*
8. *Tourism staff should hold academic and tourism qualifications*
9. *Tourism staff should hold teaching qualifications*

F STAFF DEVELOPMENT (TOURISM LECTURERS)

1. *All staff should be given the opportunity to acquire additional academic/teaching qualifications*

Staff not in possession of teaching qualifications should attend a "Training for the Trainer" course at one of the formal educational institutions

2. *All staff should be given the opportunity to acquire additional industry qualifications*
3. *An appropriate tourism secondment to the industry should be undertaken (ideally every two to three years)*

An appropriate tourism update should be undertaken annually

4. *New staff must attend an induction course as determined by the educational institution*
5. *All staff should be encouraged to attend educational workshops/forums*

G SUPPORT FACILITIES - LIBRARY

1. *A well stocked library is necessary*
2. *Tourism periodicals are necessary*
3. *Reference and short-loan facilities are available*
4. *Other supporting services are available (reading room, research publications, copy facilities)*
5. *Library books for supporting subjects (secondary to the tourism majors) are necessary*

H SUPPORT FACILITIES - ROOM/TECHNOLOGY

1. *Audio-visual equipment is necessary*
2. *Relevant tourism software packages are necessary*

Ample hands-on practice is available

Timetabling should ensure most appropriate rooms available

A practicum/tourism work room is necessary

3. *A tourism context is given to any keyboarding facility*
4. *The quality and location of lecture rooms/workshops is necessary for effective teaching*
5. *Annual inventory planning and resource replacement is necessary*
6. *Darkening facilities are necessary*
7. *Each student has his/her own work station*

I SUPPORT FACILITIES - ADMINISTRATION

1. *Administrative support for teaching/assessing is necessary*
2. *Accurate student records should to be kept*
3. *Student counselling on academic and personal matters should be available*
4. *Financing facilities should be made available to students*
5. *Text books and stationery requirements should be available on campus*
6. *Relaxation areas should be available to students*
7. *Canteen facilities should be provided*

Academic staff should be responsible for administrative support

J INDUSTRIAL LIAISON

1. *Annual educational institution and industry liaison on the course is necessary*
2. *Records of industrial availability are necessary*
3. *Records of industrial experience/training are needed*
4. *Liaison group should include student representation*

Liaison group should negotiate course material

5. *Liaison group should rotate annually*
6. *Liaison group should place students for experiential training*
7. *Liaison group should have input on:*
 - (a) *staffing*
 - (b) *guest lecturers*
 - (c) *student assessment*
 - (d) *student employment*
 - (e) *physical resources*
 - (f) *special events*

K INDUSTRY EXPERIENTIAL TRAINING

1. *Work placement should be part of the course*
2. *Industrial logbooks detailing work requirement are necessary*

Work placement to be monitored by the educational institution

Work placement should be approximately the same length in each period of study, (eg. one month each semester irrespective of the educational level attained by the student)

3. *Work placement period to form part of the student's assessment*
4. *Students to maintain work record reflecting tasks/functions/activities*
5. *Students should be compensated during industry training:
yes/no*
6. *Work placement should be done by the:*
 - (a) *college*
 - (b) *student him/herself*
 - (c) *industry*

L STUDENT PROFILE

(PERSONALITY TRAITS/SKILLS OF THE IDEAL TOURISM INDUSTRY EMPLOYEE)

1. *Interest in travel*
2. *Subject knowledge*
 - Ability to handle clients*
 - Good manners*
 - Professionalism*
3. *Oral communication ability*
4. *Friendliness*
5. *Honesty/integrity*
6. *Organizational ability*
 - Temperament*
 - Bilingualism*
7. *Punctuality*
8. *Humour*
9. *Tact*
10. *Written communication ability*
11. *Creativity*
12. *Maturity*
 - Health*
13. *Proficient in foreign (European) language*
14. *Proficient in African language*
15. *Leadership*

M BODY OF KNOWLEDGE - GENERAL

Management Level

1. *Knowledge of client relations*
2. *Ability to communicate orally*
3. *Knowledge of the career opportunities of the tourism industry*

The ability to speak a European language

4. *Knowledge of the start-up procedures for a tourism operation*

A working knowledge of transport economics

5. *Knowledge of money and banking services*
6. *A working knowledge of political activities in the RSA*
7. *The ability to speak an Asian language*
8. *The ability to speak a black (RSA) language*
9. *A knowledge of the historical perspectives of the RSA*

M BODY OF KNOWLEDGE - GENERAL

Operational Level

1. *Knowledge of client relations*

Ability to communicate orally

2. *A working knowledge of transport economics*

3. *A working knowledge of political activities in the RSA*

4. *Knowledge of the start-up procedures for a tourism operation*

5. *Knowledge of money and banking services*

6. *The ability to speak an Asian language*

The ability to speak a European language

7. *The ability to speak a black (RSA) language*

A knowledge of the historical perspectives of the RSA

8. *Knowledge of the career opportunities of the tourism industry*

N BODY OF KNOWLEDGE - TRAVEL PRACTICE AND OPERATIONS

Management Level

1. *Knowledge of the structure and organizations in the RSA tourism industry*
2. *Knowledge of Bank Settlement Plan operations*
Understanding the role of the commercial sector in the whole tourism industry
Knowledge of national geography
3. *Knowledge of international trade and foreign exchange transactions*
Knowledge of climate, geography, currency, customs, tourist attractions and transport features of all (international) countries
Holder of IATA UFTAA Standard
Holder of SAA Fares and Ticketing 1.2
In depth knowledge of the use of tariff and other manuals
4. *Holder of SAA Fares and Ticketing 5.6*
5. *Knowledge of daily travel operations (eg. travel arrangements and documentation)*
6. *Knowledge of travel regulations*
Holder of SAA Fares and Ticketing 3.4
Holder of SAAFARI qualification
7. *Holder of IATA UFTAA Advanced*
8. *Computer skills*
9. *Knowledge of international geography*
10. *Knowledge of regional geography*

N BODY OF KNOWLEDGE - TRAVEL PRACTICE AND OPERATIONS

Operational Level

1. *Holder of SAAFARI qualification*
Knowledge of daily travel operations (eg. travel arrangements and documentation)
2. *Knowledge of regional geography*
3. *Holder of SAA Fares and Ticketing 3.4*
Holder of IATA UFTAA Advanced
4. *Holder of SAA Fares and Ticketing 1.2*
Holder of SAA Fares and Ticketing 5.6
5. *Knowledge of Bank Settlement Plan operations*
Knowledge of international trade and foreign exchange transactions
In depth knowledge of the use of tariff and other manuals
6. *Understanding the role of the commercial sector in the whole tourism industry*
7. *Holder of IATA UFTAA Standard*
8. *Knowledge of national geography*
9. *Knowledge of international geography*
Knowledge of travel regulations
10. *Computer skills*
Knowledge of climate, geography, currency, customs, tourist attractions and transport features of all (international) countries
11. *Knowledge of the structure and organizations in the RSA tourism industry*

O BODY OF KNOWLEDGE - MANAGEMENT

Management Level

1. *Knowledge of the principles of general management*
2. *Knowledge of, insights into, and attitudes for the management of a commercial enterprise*
3. *Knowledge of aims and objectives setting, and ability to measure achievement of these.*
Knowledge of (and ability to assess) tourism activities (is it necessary for a manager/consultant to know about the tourism industry?)
Ability to apply principles of planning and leadership in the tourism industry
Ability to apply tourism programming techniques
4. *Knowledge of the varieties of enterprise in the tourism industry, general requirements for ventures, and unique problems*
5. *Knowledge of personnel management and motivation*
6. *Understanding of the basic skills of business, personnel and leadership competencies in the tourism industry*
7. *Knowledge of, and ability for, negotiation of contracts of service*
Understanding and ability to harness tourism resources to meet tourist demand
Knowledge of resource management and maintenance
8. *Knowledge and ability to assess employee performance*
9. *Ability to negotiate contracts of hire, letting and sale of tourism resources*
10. *Knowledge of current labour law and practices*

O BODY OF KNOWLEDGE - MANAGEMENT

Operational Level

1. *Knowledge of the principles of general management*
2. *Knowledge of (and ability to assess) tourism activities (is it necessary for a manager/consultant to know about the tourism industry?)*

Knowledge of, insights into, and attitudes for the management of a commercial enterprise

Knowledge of, and ability for, negotiation of contracts of service
3. *Understanding of the basic skills of business, personnel and leadership competencies in the tourism industry*

Ability to apply principles of planning and leadership in the tourism industry
4. *Knowledge of the varieties of enterprise in the tourism industry, general requirements for ventures, and unique problems*
5. *Ability to negotiate contracts of hire, letting and sale of tourism resources*
6. *Knowledge of current labour law and practices*
7. *Knowledge and ability to assess employee performance*

Understanding and ability to harness tourism resources to meet tourist demand
8. *Knowledge of resource management and maintenance*
9. *Knowledge of aims and objectives setting, and ability to measure achievement of these.*
10. *Knowledge of personnel management and motivation*
11. *Ability to apply tourism programming techniques*

P BODY OF KNOWLEDGE - MARKETING

Management Level

1. *Knowledge of principles of marketing*

Knowledge of the concepts of advertising

2. *Application of marketing principles to the tourism industry*

3. *Ability to write and promote marketing campaigns*

Knowledge of techniques of salesmanship

Knowledge and ability to conduct market feasibility studies

Knowledge of and place for marketing in the business (tourism) environment

4. *Knowledge of consumer behaviour*

5. *Understanding of marketing, sales and promotion concepts*

6. *Knowledge of marketing tools*

7. *Basic knowledge of public relations*

Knowledge of, and ability to, employ multimedia presentations

P BODY OF KNOWLEDGE - MARKETING

Operational Level

1. *Knowledge of techniques of salesmanship*
2. *Knowledge and ability to conduct market feasibility studies*
3. *Knowledge of principles of marketing*
4. *Knowledge of the concepts of advertising*

Knowledge of and place for marketing in the business (tourism) environment

Knowledge of consumer behaviour

5. *Ability to write and promote marketing campaigns*
6. *Application of marketing principles to the tourism industry*
7. *Basic knowledge of public relations*
8. *Knowledge of marketing tools*
9. *Understanding of marketing, sales and promotion concepts*
10. *Knowledge of, and ability to, employ multimedia presentations*

Q BODY OF KNOWLEDGE - BUSINESS ADMINISTRATION

Management Level

1. *Knowledge of principles of business administration (economics) regarding the running of an organization*
2. *Knowledge of bookkeeping from books of first entry, posting to the ledger, to trial balance preparation*
3. *Knowledge and application of the factors of production*

Knowledge of basic skills to operate a business.

4. *Knowledge of the broad spectrum of business organizations (primary, secondary, tertiary, wholesale, retail, manufacturer)*

Knowledge of specific commercial tourism organizations such as agencies, information bureaus, sport clubs, theme parks, entertainment facilities, tourism resorts, cultural and recreational organizations and travel services

5. *Knowledge of, and distinction between, entrepreneurship, consultant, director or manager of an enterprise*
6. *Knowledge of the principles of the capitalistic form of business organization*

Knowledge of the different forms of business enterprise (company, partnership, close corporation, sole trader)

Q BODY OF KNOWLEDGE - BUSINESS ADMINISTRATION

Operational Level

1. *Knowledge of bookkeeping from books of first entry, posting to the ledger, to trial balance preparation*

Knowledge of principles of business administration (economics) regarding the running of an organization

2. *Knowledge and application of the factors of production*

Knowledge of the different forms of business enterprise (company, partnership, close corporation, sole trader)

Knowledge of basic skills to operate a business.

3. *Knowledge of the broad spectrum of business organizations (primary, secondary, tertiary, wholesale, retail, manufacturer)*

4. *Knowledge of specific commercial tourism organizations such as agencies, information bureaus, sport clubs, theme parks, entertainment facilities, tourism resorts, cultural and recreational organizations and travel services*

5. *Knowledge of the principles of the capitalistic form of business organization*

6. *Knowledge of, and distinction between, entrepreneurship, consultant, director or manager of an enterprise*

R BODY OF KNOWLEDGE - LEGAL

Management Level

1. *Knowledge of the rights and obligations of agents, operators, guides, consultants and employee's in the travel industry*
2. *Knowledge of legislation affecting the tourism industry in SA*
3. *Knowledge of the general Principles of Contracts*
4. *Knowledge of the origin of SA law and the SA legal system*
5. *Knowledge of the contract of Insurance*
6. *Knowledge of tourist's/traveller's rights and obligations*
7. *Knowledge of the contract of Negotiable Instruments*
- Knowledge of the contract of Agency*
8. *Knowledge of the contract of Lease*
9. *Knowledge of the contract of Carriage*
10. *Knowledge of Service Contracts*
11. *Knowledge of the contract of Purchase and Sale*

R BODY OF KNOWLEDGE - LEGAL

Operational Level

1. *Knowledge of the rights and obligations of agents, operators, guides, consultants and employee's in the travel industry*

2. *Knowledge of the general Principles of Contracts*

Knowledge of the contract of Negotiable Instruments

3. *Knowledge of legislation affecting the tourism industry in SA*

Knowledge of the contract of Insurance

4. *Knowledge of the origin of SA law and the SA legal system*

5. *Knowledge of the contract of Carriage*

6. *Knowledge of the contract of Purchase and Sale*

7. *Knowledge of Service Contracts*

8. *Knowledge of the contract of Lease*

9. *Knowledge of tourist's/traveller's rights and obligations*

10. *Knowledge of the contract of Agency*

S BODY OF KNOWLEDGE - FINANCIAL

Management Level

1. *Knowledge of and ability to apply techniques of financial management (controlling revenue and expenses, obtaining capital, financial investment decisions)*

2. *Knowledge of financial record-keeping*

Knowledge and application of risk management, valuation of organizations, take-overs, merges, consolidations

3. *Knowledge and application of budget and cost controls*

4. *Knowledge of tax structures (eg. PAYE, VAT. personal, business)*

5. *Knowledge of financial reporting to balance sheet stage*

6. *Knowledge of and use of interpreting financial statements*

S BODY OF KNOWLEDGE - FINANCIAL

Operational Level

1. *Knowledge of financial record-keeping*

2. *Knowledge and application of budget and cost controls*

3. *Knowledge of and use of interpreting financial statements*

Knowledge and application of risk management, valuation of organizations, take-overs, merges, consolidations

4. *Knowledge of tax structures (eg. PAYE, VAT. personal, business)*

5. *Knowledge of and ability to apply techniques of financial management (controlling revenue and expenses, obtaining capital, financial investment decisions)*

6. *Knowledge of financial reporting to balance sheet stage*

T BODY OF KNOWLEDGE -
TOURISM PLANNING AND DEVELOPMENT

Management Level

1. *History and development of tourism, particularly of the RSA*
2. *Knowledge of, and ability to, measure tourism qualitative and quantitative*
3. *Knowledge of eco-tourism and its use in developing the SA economy.*
4. *Knowledge of, and ability to prepare feasibility forecasts*
5. *Knowledge of, and interpretation of current issues (economic, political, socio-cultural, environmental) relating to tourism development*
6. *Knowledge and ability to plan for tourism development in the RSA*

Knowledge of tourism future trends

7. *Knowledge of development of tourism resources*
8. *Knowledge of planning and assessment techniques for tourist destinations*

T BODY OF KNOWLEDGE -
TOURISM PLANNING AND DEVELOPMENT

Operational Level

1. *History and development of tourism, particularly of the RSA*
2. *Knowledge of development of tourism resources*
3. *Knowledge of tourism future trends*

Knowledge of planning and assessment techniques for tourist destinations

4. *Knowledge of eco-tourism and its use in developing the SA economy.*
5. *Knowledge and ability to plan for tourism development in the RSA*
6. *Knowledge of, and interpretation of current issues (economic, political, socio-cultural, environmental) relating to tourism development*

Knowledge of, and ability to prepare feasibility forecasts

7. *Knowledge of, and ability to, measure tourism qualitative and quantitative*

U BODY OF KNOWLEDGE -STUDENT ASSESSMENT

1. *Assessment of subject knowledge is in line with course objectives*
2. *Systematic progress and achievement are recorded*

Students are aware of the assessment regulations

Tests should be discussed with the student body

3. *A wide variety of activities are available to assess students ability and to demonstrate competencies*
4. *Examinations are conducted in accordance with the criteria of the examining body/educational institution*

External examiners/moderators verify examination papers and results

5. *Assessment records for a student are maintained*
6. *Candidates experiential training should be discussed with him/her*
7. *Internal examiners/moderators verify examination papers and results*

ANNEXURE G

A MISSION STATEMENT OF THE EDUCATIONAL INSTITUTION

1. *To develop courses to meet the requirements of commerce and industry (the tourism industry for this study)*
2. *To contribute to the educational and/or training needs of the community*
3. *To select and admit students on merit only*
4. *To develop in students the ability to apply theory to practical situations*

To comply with the Government's White Paper on Tourism Development and promote eco-tourism

5. *To co-operate with other (local) educational institutions to permit specialisation of subject matter*

To promote liaison between the institution and commerce and industry (the tourism industry for this study)

6. *To provide a comprehensive education to prepare the "whole" student*
7. *To encourage staff to improve their educational qualifications*
8. *To provide administrative and technical support for the academic function*
9. *To provide assistance to academic staff for course design and development*
10. *To institute quality assurance to improve the functioning of the institution and to account for its actions*

B OBJECTIVES OF A TOURISM COURSE

1. *To teach a programme that meets the majority of needs of the tourism industry (a single course cannot fulfil the needs of the whole industry)*
2. *To prepare tourism industry staff with a thorough knowledge of national and international tourism and travel*
3. *To evaluate the course annually and upgrade as changes warrant*
4. *To offer a general management course with a number of tourism options*
5. *To provide practical classroom training in the travel operations modules*
To offer a detailed travel operations course
6. *To remain up to date with technological changes as they occur and enhance the course accordingly*
To encourage and develop with students new teaching and evaluation methods to achieve optimum efficiency
To construct the course in such a way that progressive education at higher levels is possible
7. *To build up a library of course and subject files, containing relevant tourism literature*
To liaise continually with the industry so as to ensure expert input in the course (and therefore industry acceptance)
To offer an all encompassing, detailed course
8. *To enrich the course by using workshops, guest lecturers, field studies, excursions and tours*
9. *To allow for a compulsory experiential period of at least one month per each semester of a course*

C OBJECTIVES FOR STUDENT SELECTION

1. *To require prospective students to write an aptitude test to gauge their potential for the tourism industry*
2. *To counsel students on the best course available to them, considering their aptitudes*
3. *To select students in consideration of the experiential training (apprenticeship)*
4. *To select students for operations level, and management level education separately*
5. *To inform students of the course requirements, without assessing their potential for the industry*
6. *To select students according to the industry needs irrespective of academic merit*
7. *To allow student admission on merit only*
8. *To conduct personal interviews with each prospective student following a set procedure*

D INSTITUTION / COURSE BROCHURE

1. *A detailed brochure explaining all aspects of student activity is necessary*
2. *A brochure detailing the course requirements is necessary*
3. *The brochure should explain the objectives of the educational institution*
4. *A general outline of the course is necessary*
5. *The brochure should give details of the teaching staff*
6. *The brochure should give details of social, cultural and sport activities available*
7. *The brochure should explain the rules and regulations governing student life at the educational institution*

E STAFFING (LECTURERS AT EDUCATIONAL INSTITUTIONS)

1. *Tourism staff must be subject to periodic workplace experience*

Tourism staff should hold travel/tourism qualifications

Tourism staff should have appropriate industry experience (within the last two years)

2. *Tourism staff should continually upgrade and adapt the contents of the course to meet the industry requirements*
3. *Tourism staff must keep abreast of the latest developments in their field of study*
4. *Tourism staff should actively promote an atmosphere to encourage and motivate student learning activity*
5. *Tourism staff should continually assess the effectiveness of their teaching using a variety of evaluation techniques*

Tourism staff should hold academic, teaching and tourism industry qualifications

6. *Tourism staff should hold academic and tourism qualifications*

Tourism staff should hold teaching qualifications

Tourism staff should hold academic qualifications

F STAFF DEVELOPMENT (TOURISM LECTURERS)

1. *An appropriate tourism update should be undertaken annually*
2. *New staff must attend an induction course as determined by the educational institution*
3. *All staff should be given the opportunity to acquire additional industry qualifications*

An appropriate tourism secondment to the industry should be undertaken (ideally every two to three years)

All staff should be encouraged to attend educational workshops/forums

4. *All staff should be given the opportunity to acquire additional academic/teaching qualifications*

Staff not in possession of teaching qualifications should attend a "Training for the Trainer" course at one of the formal educational institutions

G SUPPORT FACILITIES - LIBRARY

1. *A well stocked library is necessary*
2. *Tourism periodicals are necessary*
3. *Other supporting services are available (reading room, research publications, copy facilities)*

Reference and short-loan facilities are available

4. *Library books for supporting subjects (secondary to the tourism majors) are necessary*

H SUPPORT FACILITIES - ROOM/TECHNOLOGY

1. *A practicum/tourism work room is necessary*
2. *Relevant tourism software packages are necessary*
3. *Each student has his/her own work station*

The quality and location of lecture rooms/workshops is necessary for effective teaching

4. *A tourism context is given to any keyboarding facility*
5. *Timetabling should ensure most appropriate rooms available*

Ample hands-on practice is available

6. *Audio-visual equipment is necessary*
7. *Darkening facilities are necessary*
8. *Annual inventory planning and resource replacement is necessary*

I SUPPORT FACILITIES - ADMINISTRATION

1. *Student counselling on academic and personal matters should be available*
2. *Relaxation areas should be available to students*
3. *Administrative support for teaching/assessing is necessary*
4. *Academic staff should be responsible for administrative support*
5. *Canteen facilities should be provided*
6. *Financing facilities should be made available to students*
7. *Text books and stationery requirements should be available on campus*
8. *Accurate student records should to be kept*

J INDUSTRIAL LIAISON

1. *Annual educational institution and industry liaison on the course is necessary*
2. *Liaison group should include student representation*
3. *Records of industrial experience/training are needed*
4. *Records of industrial availability are necessary*
5. *Liaison group should negotiate course material*
6. *Liaison group should rotate annually*
7. *Liaison group should place students for experiential training*
8. *Liaison group should have input on:*
 - (a) *staffing*
 - (b) *guest lecturers*
 - (c) *student assessment*
 - (d) *student employment*
 - (e) *physical resources*
 - (f) *special events*

K INDUSTRY EXPERIENTIAL TRAINING

1. *Work placement should be part of the course*

2. *Students to maintain work record reflecting tasks/functions/activities*

3. *Work placement period to form part of the student's assessment*

4. *Work placement to be monitored by the educational institution*

5. *Work placement should be approximately the same length in each period of study, (eg. one month each semester irrespective of the educational level attained by the student)*

6. *Industrial logbooks detailing work requirement are necessary*

7. *Students should be compensated during industry training:
yes /no*

8. *Work placement should be done by the:*
 - (a) *college*
 - (b) *student him/herself*
 - (c) *industry*

L STUDENT PROFILE

(PERSONALITY TRAITS/SKILLS OF THE IDEAL TOURISM INDUSTRY EMPLOYEE)

1. *Interest in travel*
2. *Oral communication ability*
Ability to handle clients
3. *Professionalism*
Friendliness
4. *Maturity*
Creativity
Good manners
Leadership
5. *Subject knowledge*
6. *Punctuality*
7. *Temperament*
8. *Honesty/integrity*
Written communication ability
9. *Tact*
Health
10. *Humour*
Bilingualism
11. *Organizational ability*
12. *Proficient in African language*
13. *Proficient in foreign (European) language*

M BODY OF KNOWLEDGE - GENERAL

Management Level

1. *Knowledge of client relations*

2. *Ability to communicate orally*

3. *The ability to speak a black (RSA) language*

A working knowledge of transport economics

4. *Knowledge of the career opportunities of the tourism industry*

A knowledge of the historical perspectives of the RSA

5. *Knowledge of the start-up procedures for a tourism operation*

6. *Knowledge of money and banking services*

7. *The ability to speak an Asian language*

The ability to speak a European language

8. *A working knowledge of political activities in the RSA*

M BODY OF KNOWLEDGE - GENERAL

Operational Level

1. *Knowledge of client relations*
2. *Ability to communicate orally*
3. *The ability to speak an Asian language*
4. *Knowledge of the career opportunities of the tourism industry*
5. *The ability to speak a black (RSA) language*
6. *Knowledge of money and banking services*
7. *The ability to speak a European language*
8. *A working knowledge of transport economics*
9. *A working knowledge of political activities in the RSA*
10. *Knowledge of the start-up procedures for a tourism operation*
11. *A knowledge of the historical perspectives of the RSA*

N BODY OF KNOWLEDGE - TRAVEL PRACTICE AND OPERATIONS

Management Level

1. *Knowledge of national geography*
2. *Knowledge of Bank Settlement Plan operations*
Understanding the role of the commercial sector in the whole tourism industry
Computer skills
Knowledge of international trade and foreign exchange transactions
Knowledge of international geography
3. *Knowledge of the structure and organizations in the RSA tourism industry*
Knowledge of climate, geography, currency, customs, tourist attractions and transport features of all (international) countries
4. *Holder of SAAFARI qualification*
Holder of SAA Fares and Ticketing 5.6
5. *Knowledge of daily travel operations (eg. travel arrangements and documentation)*
6. *Knowledge of regional geography*
7. *Holder of SAA Fares and Ticketing 1.2*
In depth knowledge of the use of tariff and other manuals
8. *Holder of SAA Fares and Ticketing 3.4*
Knowledge of travel regulations
9. *Holder of IATA UFTAA Standard*
10. *Holder of IATA UFTAA Advanced*

N BODY OF KNOWLEDGE - TRAVEL PRACTICE AND OPERATIONS

Operational Level

1. *Knowledge of regional geography*
Holder of SAAFARI qualification
2. *Knowledge of national geography*
Knowledge of Bank Settlement Plan operations
3. *Knowledge of travel regulations*
4. *Holder of SAA Fares and Ticketing 1.2*
5. *Holder of SAA Fares and Ticketing 3.4*
6. *Knowledge of international geography*
7. *In depth knowledge of the use of tariff and other manuals*
8. *Holder of IATA UFTAA Advanced*
9. *Knowledge of daily travel operations (eg. travel arrangements and documentation)*
10. *Holder of SAA Fares and Ticketing 5.6*
Computer skills
11. *Holder of IATA UFTAA Standard*
Understanding the role of the commercial sector in the whole tourism industry
Knowledge of the structure and organizations in the RSA tourism industry
12. *Knowledge of climate, geography, currency, customs, tourist attractions and transport features of all (international) countries*
13. *Knowledge of international trade and foreign exchange transactions*

O BODY OF KNOWLEDGE - MANAGEMENT

Management Level

1. *Knowledge of the principles of general management*
2. *Knowledge of (and ability to assess) tourism activities (is it necessary for a manager/consultant to know about the tourism industry?)*
3. *Ability to apply tourism programming techniques*
4. *Understanding of the basic skills of business, personnel and leadership competencies in the tourism industry*
5. *Ability to apply principles of planning and leadership in the tourism industry*
Knowledge of resource management and maintenance
6. *Knowledge of personnel management and motivation*
Knowledge of, insights into, and attitudes for the management of a commercial enterprise
Knowledge of aims and objectives setting, and ability to measure achievement of these.
7. *Knowledge of current labour law and practices*
Knowledge of, and ability for, negotiation of contracts of service
8. *Knowledge and ability to assess employee performance*
9. *Ability to negotiate contracts of hire, letting and sale of tourism resources*
Knowledge of the varieties of enterprise in the tourism industry, general requirements for ventures, and unique problems
Understanding and ability to harness tourism resources to meet tourist demand

O BODY OF KNOWLEDGE - MANAGEMENT

Operational Level

1. *Understanding of the basic skills of business, personnel and leadership competencies in the tourism industry*
2. *Ability to apply principles of planning and leadership in the tourism industry*
Knowledge of, and ability for, negotiation of contracts of service
Knowledge of aims and objectives setting, and ability to measure achievement of these.
3. *Ability to apply tourism programming techniques*
Knowledge of the principles of general management
4. *Knowledge of the varieties of enterprise in the tourism industry, general requirements for ventures, and unique problems*
Knowledge of (and ability to assess) tourism activities (is it necessary for a manager/consultant to know about the tourism industry?)
5. *Understanding and ability to harness tourism resources to meet tourist demand*
6. *Knowledge of, insights into, and attitudes for the management of a commercial enterprise*
7. *Knowledge of personnel management and motivation*
8. *Knowledge of resource management and maintenance*
9. *Knowledge of current labour law and practices*
10. *Ability to negotiate contracts of hire, letting and sale of tourism resources*
11. *Knowledge and ability to assess employee performance*

P BODY OF KNOWLEDGE - MARKETING

Management Level

1. *Application of marketing principles to the tourism industry*

Knowledge of the concepts of advertising

Knowledge and ability to conduct market feasibility studies

2. *Knowledge of techniques of salesmanship*

3. *Knowledge of principles of marketing*

4. *Knowledge of and place for marketing in the business (tourism) environment*

5. *Understanding of marketing, sales and promotion concepts*

6. *Knowledge of, and ability to, employ multimedia presentations*

7. *Knowledge of marketing tools*

8. *Basic knowledge of public relations*

9. *Ability to write and promote marketing campaigns*

10. *Knowledge of consumer behaviour*

P BODY OF KNOWLEDGE - MARKETING

Operational Level

1. *Basic knowledge of public relations*
2. *Ability to write and promote marketing campaigns*
3. *Knowledge of marketing tools*

Knowledge of and place for marketing in the business (tourism) environment
4. *Understanding of marketing, sales and promotion concepts*
5. *Knowledge of the concepts of advertising*
6. *Knowledge and ability to conduct market feasibility studies*
7. *Application of marketing principles to the tourism industry*
8. *Knowledge of, and ability to, employ multimedia presentations*
9. *Knowledge of principles of marketing*
10. *Knowledge of consumer behaviour*
11. *Knowledge of techniques of salesmanship*

Q BODY OF KNOWLEDGE - BUSINESS ADMINISTRATION

Management Level

1. *Knowledge and application of the factors of production*
2. *Knowledge of bookkeeping from books of first entry, posting to the ledger, to trial balance preparation*
3. *Knowledge of principles of business administration (economics) regarding the running of an organization*
4. *Knowledge of, and distinction between, entrepreneurship, consultant, director or manager of an enterprise*
5. *Knowledge of specific commercial tourism organizations such as agencies, information bureaus, sport clubs, theme parks, entertainment facilities, tourism resorts, cultural and recreational organizations and travel services*
6. *Knowledge of the broad spectrum of business organizations (primary, secondary, tertiary, wholesale, retail, manufacturer)*
7. *Knowledge of the different forms of business enterprise (company, partnership, close corporation, sole trader)*
8. *Knowledge of the principles of the capitalistic form of business organization*
9. *Knowledge of basic skills to operate a business.*

Q BODY OF KNOWLEDGE - BUSINESS ADMINISTRATION

Operational Level

1. *Knowledge of the different forms of business enterprise (company, partnership, close corporation, sole trader)*
2. *Knowledge of principles of business administration (economics) regarding the running of an organization*
3. *Knowledge of, and distinction between, entrepreneurship, consultant, director or manager of an enterprise*

Knowledge and application of the factors of production

Knowledge of the principles of the capitalistic form of business organization

4. *Knowledge of the broad spectrum of business organizations (primary, secondary, tertiary, wholesale, retail, manufacturer)*
5. *Knowledge of specific commercial tourism organizations such as agencies, information bureaus, sport clubs, theme parks, entertainment facilities, tourism resorts, cultural and recreational organizations and travel services*
6. *Knowledge of basic skills to operate a business.*

Knowledge of bookkeeping from books of first entry, posting to the ledger, to trial balance preparation

R BODY OF KNOWLEDGE - LEGAL

Management Level

1. *Knowledge of the rights and obligations of agents, operators, guides, consultants and employee's in the travel industry*
2. *Knowledge of legislation affecting the tourism industry in SA*
3. *Knowledge of the contract of Carriage*
4. *Knowledge of the contract of Insurance*
5. *Knowledge of the contract of Negotiable Instruments*
6. *Knowledge of tourist's/traveller's rights and obligations*
7. *Knowledge of the contract of Purchase and Sale*
8. *Knowledge of Service Contracts*
9. *Knowledge of the contract of Lease*
- Knowledge of the contract of Agency*
10. *Knowledge of the general Principles of Contracts*
11. *Knowledge of the origin of SA law and the SA legal system*

R BODY OF KNOWLEDGE - LEGAL

Operational Level

1. *Knowledge of the rights and obligations of agents, operators, guides, consultants and employee's in the travel industry*

2. *Knowledge of legislation affecting the tourism industry in SA*

3. *Knowledge of the contract of Lease*

Knowledge of tourist's/traveller's rights and obligations

4. *Knowledge of the contract of Insurance*

5. *Knowledge of the contract of Agency*

6. *Knowledge of Service Contracts*

7. *Knowledge of the contract of Purchase and Sale*

8. *Knowledge of the contract of Negotiable Instruments*

Knowledge of the contract of Carriage

9. *Knowledge of the general Principles of Contracts*

10. *Knowledge of the origin of SA law and the SA legal system*

S BODY OF KNOWLEDGE - FINANCIAL

Management Level

1. *Knowledge and application of budget and cost controls*

Knowledge of financial record-keeping

Knowledge of and ability to apply techniques of financial management (controlling revenue and expenses, obtaining capital, financial investment decisions)

2. *Knowledge of financial reporting to balance sheet stage*

3. *Knowledge of tax structures (eg. PAYE, VAT. personal, business)*

Knowledge and application of risk management, valuation of organizations, take-overs, merges, consolidations

4. *Knowledge of and use of interpreting financial statements*

S BODY OF KNOWLEDGE - FINANCIAL

Operational Level

1. *Knowledge of financial record-keeping*
2. *Knowledge and application of budget and cost controls*
3. *Knowledge and application of risk management, valuation of organizations, take-overs, merges, consolidations*
4. *Knowledge of tax structures (eg. PAYE, VAT. personal, business)*
5. *Knowledge of and ability to apply techniques of financial management (controlling revenue and expenses, obtaining capital, financial investment decisions)*
6. *Knowledge of and use of interpreting financial statements*
7. *Knowledge of financial reporting to balance sheet stage*

T BODY OF KNOWLEDGE -
TOURISM PLANNING AND DEVELOPMENT

Operational Level

1. *Knowledge of eco-tourism and its use in developing the SA economy.*

2. *History and development of tourism, particularly of the RSA*

Knowledge of planning and assessment techniques for tourist destinations

Knowledge of development of tourism resources

Knowledge of, and ability to, measure tourism qualitative and quantitative

Knowledge of, and interpretation of current issues (economic, political, socio-cultural, environmental) relating to tourism development

3. *Knowledge and ability to plan for tourism development in the RSA*

4. *Knowledge of tourism future trends*

5. *Knowledge of, and ability to prepare feasibility forecasts*

T BODY OF KNOWLEDGE -
TOURISM PLANNING AND DEVELOPMENT

Management Level

1. *Knowledge of development of tourism resources*
2. *Knowledge of, and ability to, measure tourism qualitative and quantitative*
3. *Knowledge of eco-tourism and its use in developing the SA economy.*
4. *Knowledge of tourism future trends*
5. *Knowledge of planning and assessment techniques for tourist destinations*
6. *Knowledge of, and interpretation of current issues (economic, political, socio-cultural, environmental) relating to tourism development*
7. *Knowledge of, and ability to prepare feasibility forecasts*
8. *Knowledge and ability to plan for tourism development in the RSA*
9. *History and development of tourism, particularly of the RSA*

U BODY OF KNOWLEDGE -STUDENT ASSESSMENT

1. *Systematic progress and achievement are recorded*
2. *Assessment records for a student are maintained*
3. *Internal examiners/moderators verify examination papers and results*
4. *External examiners/moderators verify examination papers and results*
5. *Candidates experiential training should be discussed with him/her*
6. *Students are aware of the assessment regulations*
7. *A wide variety of activities are available to assess students ability and to demonstrate competencies*

Assessment of subject knowledge is in line with course objectives

8. *Tests should be discussed with the student body*
9. *Examinations are conducted in accordance with the criteria of the examining body/educational institution*

**QUESTIONNAIRE FOR THE EVALUATION AND
ACCREDITATION OF A TOURISM COURSE**

NAME OF EDUCATIONAL INSTITUTION

MANAGEMENT COURSE

CONSULTANTS COURSE

ANNEXURE H

A EDUCATIONAL INSTITUTION CRITERIA

1. MISSION STATEMENT	YES	NO
1.1 Does the institution have a mission statement?		
1.2 Does the institution develop courses to meet the requirements of commerce and industry?		
1.3 Are all aspects of college and community life addressed in the mission?		
1.4 Is the mission statement revised periodically in line with changing circumstances?		
2. BROCHURE	YES	NO
2.1 Are the mission and objectives of the institution explained in a brochure?		
2.2 Is a brochure giving details of the tourism course requirements available?		
2.3 Is a brochure giving full details of student activities available?		
2.4 Is information explaining the rules and regulations governing student life available?		
3. LIBRARY FACILITIES	YES	NO
3.1 Are library facilities available?		
3.2 Are tourism books and periodicals available?		
3.3 Are reference and short term loan facilities available?		
3.4 Are supporting facilities (photocopy, videoviewing, reading area) available?		
3.5 Is the literature modern and relevant?		
3.6 Are students assisted in using the library?		

4 ROOMS AND TECHNOLOGY	YES	NO
4.1 Is a practicum room available for the practical aspects of the tourism course?		
4.2 Is a keyboarding course taught to the tourism students?		
4.3 Are tourism software packages available to enhance the teaching of the course?		
4.4 Is audio-visual equipment available?		
4.5 Are the facilities sufficient for the effective teaching of the course?		
4.6 Is the timetable constructed to ensure optimum use of quality facilities?		
5. INSTITUTIONAL ADMINISTRATION	YES	NO
5.1 Is administration support available for the academic function?		
5.2 Are student counselling facilities available on campus?		
5.3 Are accurate student records maintained?		
5.4 Are financial (loan, bursary, payment) facilities available?		
5.5 Are canteen and relaxation areas available?		
5.6 Are proper security arrangements in place regarding examinations?		
5.7 Are the administrative staff qualified and experienced to fulfill their functions?		
5.8 Is the staff complement sufficient to perform the functions of the institution?		
5.9 Are the facilities conducive to effective instruction?		
6. STUDENT ASSESSMENT	YES	NO
6.1 Is the student's progress and achievement recorded?		
6.2 Is the assessment of the student's knowledge according to the course objectives?		
6.3 Are tests and experiential training discussed with students?		
6.4 Are a variety of assessment methods used to test a students knowledge and ability?		
6.5 Are students aware of the assessment requirements?		
6.6 Are (a) internal and external examiners and (b) moderators used in the assessment process?		
6.7 Are mechanisms in place for re-assessment should the student so desire?		
6.8 Are the examinations of an acceptable standard?		

B TOURISM COURSE CRITERIA

1 OBJECTIVES	YES	NO
1.1 Does the course meet the educational needs of the tourism industry?		
1.2 Does the course prepare tourism industry personnel with a thorough knowledge of national and international tourism and travel?		
1.3 Is the course evaluated annually and upgraded as necessary?		
1.4 Is the course structured to meet (a) management or (b) operational level needs?		
1.5 Is the course structured to allow progression to other, higher level courses?		
1.6 Is the course evaluated according to acceptable examination criteria?		
1.7 Is the course covered in examinations and tests?		
1.8 Are course statistics regarding enrolments, dropouts and passrates available?		
1.9 Is the course evaluated and accredited by any other organization?		
2. INDUSTRIAL LIAISON	YES	NO
2.1 Do the educational institution and industry representatives liaise annually on the course?		
2.2 Are records of industry (workplace) availability for student placement on hand and up to date?		
2.3 Are records of industry training maintained?		
2.4 Does the liaison committee contain student representation?		
2.5 Does the liaison committee advise on the content of the tourism course?		

3. EXPERIENTIAL TRAINING		YES	NO
3.1	Is a work placement (experiential component) a compulsory module of the tourism course?		
3.2	Is the work placement monitored by the educational institution?		
3.3	Does the work placement form part of the student's assessment?		
3.4	Are work placement records available?		
3.5	Are logbooks detailing work experience required?		
3.6	Are guidelines for the experiential training documented?		
3.7	Are the employers consulted about the experiential training?		
3.8	Is the assessment of the experiential training a joint effort of lecturers and employers?		
4. EXAMINATIONS		YES	NO
4.1	Are the examinations conducted in terms of the (a) course		
	and (b) subject requirements?		
4.2	Are the examinations consequent with previous examinations?		
4.3	Are statistics available to compare standards of examination results?		
4.4	Are model answers available and are these acceptable and indicative of the required answers?		
4.5	Are syllabus (subject) guide documents available for each subject?		
4.6	Are the subject syllabuses followed?		
4.7	Are the requirements for admission to examinations followed?		
4.8	Are the teaching staff qualified to conduct the examinations?		

C STAFF CRITERIA

1. QUALIFICATIONS AND EXPERIENCE		YES	NO
1.1	Do the tourism lecturers have appropriate recent industry experience?		
1.2	Do the tourism lecturers keep abreast of the latest developments in the industry?		
1.3	Do the tourism lecturers have appropriate qualifications to teach the course?		

2	DEVELOPMENT	YES	NO
2.1	Are the tourism lecturers subject to periodic industry exposure/experience?		
2.2	Are the tourism staff encouraged to obtain relevant industry qualifications?		
2.3	Are the tourism staff seconded periodically to the tourism industry?		
2.4	Are the tourism staff encouraged to obtain academic and/or educational qualifications?		
2.5	Are tourism staff required to attend travel workshops, exhibitions, promotions?		
2.6	Do new tourism staff attend an induction course to prepare them for their academic functions?		

D STUDENT CRITERIA

1.	SELECTION	YES	NO
1.1	Are prospective students counselled on which course is best suited to them?		
1.2	Are prospective students selected to follow the course best suitable for them?		
1.3	Do prospective students write an aptitude test to gauge their potential for employment in the tourism industry?		
1.4	Are prospective students informed of the state of the tourism industry?		
1.5	Are prospective students selected on merit alone?		
2.	PROFILE	YES	NO
2.1	Does the student display a genuine interest in tourism?		
2.2	Would the student handle clients effectively?		
2.3	Can the student communicate orally?		
2.4	Would the student promote a professional image in the tourism industry?		
2.5	Does the student display good manners?		
2.6	Does the student display an adequate subject knowledge to effectively compete on the tourism course?		
2.7	Does the student have a friendly disposition?		
2.8	Is the student likely to be punctual?		
2.9	Does the student display leadership abilities?		
2.10	Is the student mature in his/her approach?		
2.11	Is the student bilingual?		

3.	RESPONSES	YES	NO
3.1	Is student participation used in course assessment?		
3.2	Is student participation used in lecturer appraisal?		
3.3	Is student participation used in institutional assessment?		
3.4	Is student participation used in experiential assessment?		

**E. BODY OF KNOWLEDGE CRITERIA:
MANAGEMENT LEVEL**

1.	MANAGEMENT AND ADMINISTRATION	YES	NO
1.1	Is a working knowledge of client relations included in the course?		
1.2	Is the student given a good grounding in oral communication?		
1.3	Are the basics of transport economics taught?		
1.4	Are students instructed in career opportunities in the tourism industry?		
1.5	Are students taught the requirements to start a tourism organisation?		
1.6	Is a foreign language included in the course?		
1.7	Are the principles of general management taught in the tourism course?		
1.8	Are students taught the knowledge, skills and aptitude to manage a commercial tourism enterprise?		
1.9	Are students taught the basic skills of personnel management? (human resource management)		
1.10	Are students taught the principles and skills of planning?		
1.11	Are students taught to set aims and objectives and to monitor and measure these?		
1.12	Are students taught the various business enterprises, the advantages and disadvantages, and the uniqueness of each?		
1.13	Are students taught the factors of production and the application of the factors?		

2. FINANCIAL AND LEGAL		YES	NO
2.1	Is financial recordkeeping, from source documents to the trial balance, taught in the course?		
2.2	Are the principles and techniques of financial management included in the course (controlling revenue and expenses, obtaining funds, financial investment decisions)?		
2.3	Are students taught budgeting and costing in the course?		
2.4	Is risk management included in the course (valuations, takeovers, mergers and consolidations)?		
2.5	Is financial reporting included in the course (from prime journals and financial statements)?		
2.6	Are the general principles of contracting included in the tourism course?		
2.7	Are the rights and obligations of tourism industry personnel taught in the course?		
2.8	Is legislation affecting the tourism industry included in the tourism course?		
2.9	Is the contract of insurance taught?		
2.10	Are the rights and obligations of the tourist taught in the course?		
2.11	Is the contract of negotiable instruments taught?		
2.12	Is the contract of carriage taught?		
3. MARKETING		YES	NO
3.1	Are students taught the principles of marketing?		
3.2	Are students taught to apply the principles of marketing to the tourism industry?		
3.3	Are the concepts of advertising taught in the course?		
3.4	Are students taught to conduct marketing feasibility studies?		
3.5	Are the principles and techniques of salesmanship included in the course?		
3.6	Are students made aware of the place of marketing in the tourism environment?		
3.7	Are students taught to write and promote marketing campaigns?		
3.8	Are students taught consumer behaviour?		
3.9	Are the basic principles of public relations taught?		
3.10	Are students taught to package tourism products ?		

4. TOURISM OPERATIONS		YES	NO
4.1	Is national geography part of the tourism course?		
4.2	Is the Bank Settlement Plan taught in the course?		
4.3	Is information on the various tourism organisations taught in the course?		
4.4	Are students taught the commercial sector (eg banking, insurance) and its impact on the tourism industry?		
4.5	Are international trading and foreign exchange transactions included in the course?		
4.6	Are the climate, geographical regions, currency, customs, tourism attractions and transport modes included in the course for all countries taught?		
4.7	Are SAA Fares and Ticketing courses up to level 6 included in the course?		
4.8	Are students taught to use tariffs and other manuals?		
4.9	Does the IATA UFTAA Standard course form part of the tourism course?		
4.10	Is a reservation system (SAAFARI/GALILEO) taught as a module of the tourism course?		
4.11	Does a computer course form part of the tourism course?		
5. TOURISM RESOURCE PLANNING AND PROMOTION		YES	NO
5.1	Are students taught to measure tourism quantitatively and qualitatively?		
5.2	Are students taught eco-tourism and its use in developing the RSA tourism industry?		
5.3	Is the historical development of tourism in the RSA taught?		
5.4	Are students taught to conduct tourism feasibility forecasts and trends analysis?		
5.5	Are students taught tourism planning and development?		
5.6	Are students taught to identify, develop and promote tourism resources?		
5.7	Are students taught to plan and assess tourist destinations?		
5.8	Are students taught psychological motivations for tourism activities?		
5.9	Are students taught the current issues and trends in tourist facility management?		
5.10	Are students taught how the Reconstruction and Development Programme will impact on tourism ?		
5.11	Are students taught to measure community access to tourism ?		
5.12	Is wealth creation included in the course?		

**F BODY OF KNOWLEDGE CRITERIA:
OPERATIONAL LEVEL**

1. TOURISM OPERATIONS (PRACTICE, FUNCTIONS)		YES	NO
1.1	Is a reservation system (SAAFARI/GALILEO) taught in the tourism course?		
1.2	Are SAA Fares and Ticketing courses to level 4 included in the course?		
1.3	Are students taught to use tariffs and other travel manuals?		
1.4	Is the Bank Settlement Plan included in the course?		
1.5	Are students taught daily travel operations (travel arrangements, regulations and documentation)?		
1.6	Are international trading and foreign exchange transactions included in the course?		
1.7	Does the IATA UFTAA Advanced course form part of the tourism course?		
1.8	Are students taught computer skills?		
1.9	Are students taught to plan an itinerary?		
1.10	Are students taught to issue tickets, book accommodation, tours, entertainment and reserve carhire?		
1.11	Are students taught the different modes of transport?		
1.12	Are students taught the IATA requirements for travel office security?		
1.13	Are students taught the structure and organisations in the RSA tourism industry?		
2. TOURISM GEOGRAPHY		YES	NO
2.1	Is regional geography (SATOUR regions of the RSA) included in the tourism course?		
2.2	Is international tourism included in the course in respect of:		
	- Climate		
	- Geographical regions and features		
	- Currency		
	- Customs		
	- Tourist attractions		
	- Transport routes and modes, for each country taught?		
2.3	Are students taught to prepare brochures and information sheets on each country studied?		

3. TOURISM ADMINISTRATION (LEGAL, FINANCIAL, GENERAL)	YES	NO
3.1 Is a working knowledge of client relations included in the course?		
3.2 Is the student given a grounding in communications?		
3.3 Are students taught the requirements to start a tourism enterprise?		
3.4 Are students taught money and banking services?		
3.5 Are students taught the general principles of management?		
3.6 Are students introduced to the basic skills of personnel management?		
3.7 Are students taught the general principles of contracting?		
3.8 Can students negotiate a contract of employment?		
3.9 Are students taught the rights and obligations of tourism industry personnel?		
3.10 Are students taught the relevant legislation affecting the tourism industry?		
3.11 Are the principles of marketing and advertising taught in the tourism course?		
3.12 Can students write a marketing campaign?		
3.13 Are the principles and techniques of salesmanship taught in the course?		
3.14 Is financial recordkeeping (from source documents to trial balance) included in the course?		

Canadian Policy

The mission of the Calgary Consortium is "...to provide a framework within which the design, development, promotion and delivering of tourism/hospitality education and training programs in Calgary can be coordinated in a cooperative and complimentary manner so as to enhance the quality, reputation and impact of these programs..." (Brent Ritchie 1988:14). The objectives of the Calgary Consortium for tourism courses includes the following:

- to establish a forum for formal and informal discussions regarding tourism education;
- to provide a framework for decision-making on the most effective and efficient design of education and training courses;
- to recommend terms for recognition and transferability of course credits;
- to promote integrated programmes of the Consortium;
- to enhance the delivery of courses to best underlie the importance of tourism education.

The Calgary Commission and the Canadian Government's Tourism Education Council (founded in 1987) now jointly strive to coordinate the development of the tourism education system and, more important, from an accreditation point of view, to establish the standards against which existing and future courses gain recognition, which will ensure that graduates meet the industry needs and that courses will be industry orientated.

Brent Ritchie (1988:26) is at pains to stress that "...the development and updating of these frameworks (of educational programmes) requires constant questioning with a view to improvement. This, in turn, demands ongoing scholarly enquiry and research - the very activities that many practitioners (read employers) in the tourism industry dismiss as irrelevant".

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