

DEVELOPMENT OF A RECOGNITION OF
PRIOR LEARNING ASSESSMENT MODEL
FOR THE HOSPITALITY INDUSTRY TO
BE USED BY TERTIARY EDUCATION
INSTITUTIONS

DEVELOPMENT OF A RECOGNITION OF PRIOR LEARNING
ASSESSMENT MODEL FOR THE HOSPITALITY INDUSTRY TO BE
USED BY TERTIARY EDUCATION INSTITUTIONS

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Dissertation submitted in compliance with the requirements for the Master's
Degree in Technology: Food and Beverage Management, in the Department of
Food and Nutrition at the Durban Institute of Technology: Steve Biko campus.

I, SHARMAINE DIXON do hereby declare that this dissertation represents my
own work both in concept and execution.

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**To all the chefs in the hospitality industry who have valuable knowledge and
skills worthy of recognition**

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ABSTRACT

Historically, any large hotel of standing/rating in South Africa would staff the top levels of their kitchen brigade with educated, professional cooks imported from all over the world from such places as Germany, Switzerland, England or France, to name but a few.

The lower levels of the kitchen brigade from the commis chef to chef de partie were staffed by the predominantly 'poorly educated' or 'uneducated' sector of the South African population. Formal training for these positions did not exist; anything that was learnt by these lower ranked staff was done by watching the imported staff, rather than understanding the skill performed. It was deemed unnecessary to 'understand' a task but rather, it was more important to reproduce the task.

Members of the kitchen brigade moved through the ranks because of their practical experience, despite them being unable to read or write with confidence. Now, as the new education system makes provision for 'lifelong learning', these workers will be able to gain recognition for their skills and will be able to develop themselves academically. Acknowledging learning, irrespective of how it was achieved, is now a priority.

Literature relating to this study revealed that Recognition of Prior Learning is practised successfully in various fields in other parts of the world. Therefore the purpose of this study was to investigate the extent to which the Recognition of Prior Learning existed in the hospitality industry and tertiary education institutions in South Africa, with specific reference to chefs/professional cooks, and to determine the need for and feasibility of assessing prior learning in order to formulate recommendations for the development of an assessment model to be used by tertiary education institutions.

A descriptive survey method as well as qualitative research was used and data were collected by means of a questionnaire and interviews. The statistical analysis computer software programme SPSS version 9 was used to analyze the data.

The results obtained in this study demonstrated that prior learning did exist at most establishments in the hospitality industry, but that the recognition thereof existed at only a few of these establishments. The workers' prior learning was given recognition to some degree. However, this was done on an informal basis by equity in employment status. As there was, at the time of the study, no formal method of assessing prior learning in the hospitality industry in order to access tertiary education institutions, there was a need to assess prior learning. The study showed that there was a need for the development of a Recognition of Prior Learning assessment model to be used by tertiary education institutions for further education and training of relevant persons in the hospitality industry.

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CHAPTER ONE

THE PROBLEM AND ITS SETTING

1.1 INTRODUCTION

South Africa is opening up education and training systems to all citizens by rebuilding its educational system to facilitate the democratic transformation of national education. The new system includes proposals by the Congress of South African Trade Unions (COSATU), made in the early 1990s, for lifelong learning. COSATU's demands focused on better training for black workers. Today the education of Black and other previously disadvantaged adults is a priority.

The Recognition of Prior Learning (RPL) is a process that enables people of all ages, backgrounds and attributes to receive formal recognition for skills and knowledge they already possess. Recognition of Prior Learning attempts to acknowledge all learning, irrespective of how it was achieved, through an open and transparent approach to assessment (Cosser, Elliot and Mokhobo-Nomvete, 1999).

Assessment can recognize skills, knowledge and understanding gained outside traditional courses of study or training. Fundamental to the National Qualifications Framework (NQF) is the verification of knowledge and skills gained through informal learning experiences, and the principle of lifelong

learning. Under this new education system currently being developed, students with 'non-formal' training may enter the 'formal' educational system at any age. One of the major opportunities the NQF provides must be the possibility of finally integrating training and education and disposing of the stigma attached to industry-related qualifications. An immediate challenge however, in integrating training and education, is to establish unambiguously the descriptors for each NQF level (Babb, 1998). Therefore this study undertakes to investigate the extent to which Recognition of Prior Learning exists in the hospitality industry, with specific reference to chefs/professional cooks, and to determine the need and feasibility of assessing prior learning in order to make recommendations that will assist with assessing Recognition of Prior Learning in the hospitality industry.

South Africa does not have a long history of 'formal' chef/professional cook training, subsequently many of the chefs in the industry have no 'formal' qualification but have a vast wealth of experience. This vast wealth of experience can be translated into 'non-formal' training or 'prior learning', which deserves recognition. The need for recognizing prior learning as a means to accessing various levels of a formal qualification is of vital importance, as it will improve the status of many educationally deprived workers in the hospitality industry.

1.2 THE PROBLEM AND ITS SETTING

1.2.1 The Statement of the Problem

The aim of this study was to investigate the extent to which Recognition of Prior Learning existed in the hospitality industry and in tertiary education institutions, with specific reference to chefs/professional cooks, and to determine the need for and feasibility of assessing prior learning in order to formulate recommendations for the development of a Recognition of Prior Learning assessment model for the hospitality industry to be used by tertiary education institutions.

1.3 THE SUB-PROBLEMS

1.3.1 Sub-problem One

The first sub-problem was to investigate the extent to which prior learning existed and was recognized in the hospitality industry, with specific reference to chefs/professional cooks in the KwaZulu-Natal region.

1.3.2 Sub-problem Two

The second sub-problem was to determine the need for and feasibility of assessing prior learning in the hospitality industry in order to formalize Recognition of Prior Learning assessment methods at tertiary education institutions.

1.3.3 Sub-problem Three

The third sub-problem was to investigate the various existing methods used for the assessment of prior learning at tertiary education institutions servicing the hospitality industry in order to formulate recommendations for the development of an assessment model to be used by tertiary education institutions.

1.4 THE HYPOTHESES

1.4.1 Hypothesis One

It was hypothesized that although prior learning existed in the hospitality industry, the recognition thereof at hospitality establishments in the KwaZulu-Natal area was limited.

1.4.2 Hypothesis Two

It was hypothesized that there was a need for and that it was feasible to assess prior learning in the hospitality industry.

1.4.3 Hypothesis Three

It was hypothesized that it was possible to formulate recommendations for the development of an assessment model for Recognition of Prior Learning in the hospitality industry to be used by tertiary education institutions to facilitate further higher education and training in this field.

1.5 DELIMITATIONS

- The external survey of this study was limited to hotels and restaurants that had been established at least five years prior to the study (with the exception of those hotels that belong to a well established group of hotels) within the area of KwaZulu-Natal.
- The study focused only on the food preparation area within the selected hospitality establishments.

- The external survey of this study was limited to those employees within the hospitality establishment who had had at least five years' working experience in an established restaurant or hotel kitchen.
- The study targeted those restaurants or hotel kitchens that had formal kitchen brigades with at least four members of staff.
- The study targeted all tertiary education institutions in the province of KwaZulu-Natal that offered hospitality industry related programmes.

1.6 THE ASSUMPTIONS

- It was assumed that the chefs were conversant in English and that they would therefore be able to interpret and answer questions. If difficulty was encountered, a translator would be used at that specific establishment in the hospitality industry.
- It was assumed that the chefs in the hospitality industry would answer questions in an honest, positive and constructive manner so that the data would accurately reflect their knowledge and beliefs regarding the Recognition of Prior Learning.

- It was assumed that chefs who had had at least five years' experience would have some form of prior learning that was worthy of formal recognition.
- It was assumed that because lifelong learning for chefs is imperative, the chefs would be interested in getting recognition for prior learning and that they would desire advancement through formal educational programmes.
- It was assumed that trends identified in KwaZulu-Natal were applicable to all areas in South Africa in the hospitality industry.

1.7 DEFINITION OF TERMS

For the purpose of the study, it was important to differentiate between various terms used in the hospitality industry defined in the following categories, as terminology varies internationally.

1.7.1 Training / Learning

Experiential Learning

Learning by experience, in other words, learning where the learner is in direct contact with the realities being studied or practised to achieve a level of competence in a particular skill.

Formal Training

Learning from credentialed courses such as: university, technikon, professional courses, technical college courses, some industry training, vocational courses, or community college courses.

Informal Training

This also refers to learning from experience, or 'on-the-job training'. In other words, it is the training that you receive whilst working in an industry. It could also refer to training in informal contexts.

Learnership

Learnership is a mechanism aimed at promoting the level of skills of South Africans, through facilitating the linkage between structured learning and work experience in order to obtain a registered qualification that signifies work readiness. It could also be described as a more flexible and modern form of apprenticeship.

Lifelong Learning

This refers to ongoing learning through a continuously supportive process that stimulates and empowers individuals to acquire and apply the knowledge, values, skills, and critical understanding required to confidently respond to the challenges of a changing environment.

Non-formal Training

This refers to learning from non-credentialed courses such as: on-the-job training, some industry training, training with non-governmental organizations, or training with private providers.

Prior Experiential Learning

This term is reserved strictly for the informal learning from life experience.

Prior Learning

Prior learning is taken to include all formal, non-formal, and informal learning undertaken to date. This would include learning from credentialed courses, learning from non-credentialed courses and learning from experience.

Recognition of Prior Learning (RPL)

This refers to the 'recognition' of an individual's 'prior learning'. People, especially mature adults, learn many things inside and outside the formal structures of education and training and, irrespective of where, how and when learning was acquired, subject to assessment, the knowledge and skills can be worthy of recognition and credit.

1.7.2 Qualifications

Formal Qualifications

This refers to a combination of learning outcomes or unit standards registered by the South African Qualifications Authority, or the certification of any credentialed courses.

Industry-Based Qualifications (IBQ)

This refers to the certification of any non-credentialed courses that are offered in the industry whilst training. For example, in the hospitality industry this refers to

the certification of the in-house training received in one of the large hotel group chains, for a 3-year apprenticeship in the kitchen/hotel.

National Qualifications Framework (NQF)

Although each country has their own National Qualifications Framework this refers to the national framework for the registration of national standards and qualifications in the education and training system of South Africa. It is an eight-level framework with levels 1 and 8 being open-ended. It has 3 bands: General Education and Training (GET) (level 1 and below), Further Education and Training (FET) (levels 2 to 4), and Higher Education and Training (HET) (levels 5 and above).

South African Qualifications Authority (SAQA)

This refers to the South African Qualifications Authority established by the South African Qualifications Authority Act (No. 58 of 1995). SAQA oversees the development and implementation of the NQF and the registration of national standards and qualifications that are internationally comparable.

1.7.3 Assessment

Assessment

A process of collecting and interpreting evidence to measure the achievement/competence of specified NQF standards or qualifications. Evidence may be collected through written or oral examinations, portfolios or workplace assessments.

Competence

The ability to demonstrate an understanding of, and an ability to apply, information and skills gained in a learning situation.

Prior Learning Assessment (PLA)

Prior Learning Assessment is a method whereby learning gained through an individual's life experience is considered as credit toward a college degree programme. As this learning can come from a variety of sources, including work, hobbies, military service and family responsibilities, this credit may be given depending on the criteria established by the Prior Learning Assessment-offering institution.

1.7.4 Hospitality Industry

Hotel

For the purpose of this study hotel refers to a SATOUR accredited establishment that had a formal kitchen brigade with at least four members of staff working in the kitchen at the time of the study.

Hotel and Catering Training Council (HCTC)

This was an organization established in the 1980s to advise and standardize operations within the hospitality industry.

Hospitality Industry Training Board (HITB)

The Hospitality Industry Training Board was transformed from the HCTC (above) in 1992 to continue with maintaining standards in the hospitality industry.

Kitchen Brigade

This term is used to describe the full staff of a kitchen. It is also known as the 'partie' system in which chefs/cooks of various grades are divided into separate sections of specialization, each dealing with a particular aspect of cookery. Most well established kitchens run on this system, albeit modified where necessary.

Restaurant

For the purpose of this study a restaurant refers to an establishment offering an a la carte menu, and that had a formal kitchen brigade with at least four members of staff working in the kitchen at the time of the study.

South African Tourism Board (SATOUR)

The South African Tourism Board is a professional body that fulfils the function of promoting South Africa as a tourist destination and provides assistance and information on South Africa.

Tourism, Hospitality and Sports Education and Training Authority (THEETA)

The Tourism, Hospitality and Sports Education and Training Authority is a professional body accredited by SAQA to perform the quality assurance functions of education and training providers and programmes in these specific areas.

1.8 OVERVIEW OF THE CHAPTERS

Chapter two gives an overview of the literature relating to the history of training and development in the hospitality industry in South Africa as well as the extent

to which prior learning was found to exist and whether it was recognized. In order to investigate suitable methods of assessing the Recognition of Prior Learning, it was necessary to review aspects of the Recognition of Prior Learning assessment practices and methods as they were currently employed in other countries. This chapter also reviews issues concerning the Recognition of Prior Learning as they were being addressed in South Africa at the time of the study.

Chapter three explains the methodology used for the descriptive survey method. The design of the questionnaire and the interviews with the tertiary education institutions as well as its administration, sampling method and evaluation of the sample is covered in this chapter.

The results of the incidence of 'non-formal' qualifications as compared to 'formal' qualifications, and findings from the questionnaire completed by employees of the hospitality industry are reported in chapter four. The interviews with the tertiary education institutions are reported in this chapter.

A general discussion of the findings identified in chapter four is provided in chapter five. Chapter five concludes the study and lists recommendations with regard to the findings reflected in chapter four. This chapter also highlights further areas for possible research.

The references, annexures and questionnaire appear at the end of the dissertation.

CHAPTER TWO

LITERATURE REVIEW

2.1 OVERVIEW

In the previous chapter the importance of the study and the problem statement were discussed. The accent was placed on the need for assessing prior learning in the hospitality industry in order to make recommendations for the development of an assessment model to be used by tertiary education institutions.

This chapter provides an overview of the existence of Recognition of Prior Learning in South Africa, the assessment thereof, and the integration of Recognition of Prior Learning into formal programmes. The existence of Recognition of Prior Learning is traced through the history of the development of Recognition of Prior Learning in South Africa and the current changes in the education system due to the emergence of the South African Qualifications Act (SAQA) and the National Qualifications Framework (NQF). The NQF is the foundation for a system of implementing education and training, to ensure quality education and providing opportunities for the Recognition of Prior Learning (French, 1997; South Africa, 1995: 1521). The history of training and development in the hospitality industry is discussed in order to investigate the existence of Recognition of Prior Learning.

In order to investigate suitable methods and practices for the assessment of Recognition of Prior Learning within the hospitality industry, it is necessary to look at the history of training and development in South Africa, as well as the Recognition of Prior Learning (RPL) - also known as Accreditation of Prior Learning (APL) - in other countries. The development of the Recognition of Prior Learning in the United States of America, United Kingdom, Australia, Canada and New Zealand is discussed to obtain an international perspective. In order to make recommendations for an assessment model suitable for the South African hospitality industry, an overview of the international assessment practices and methods in Recognition of Prior Learning is given.

Lastly, South African assessment practices and methods in Recognition of Prior Learning in tertiary education is reviewed in order to make recommendations for the development of an assessment model to be used by tertiary educational institutions and thereby integrating Recognition of Prior Learning with formal programmes.

2.2 INTRODUCTION

South Africa's social and economic systems, as well as the educational systems, are undergoing dramatic and rapid changes (Vally, 1998). As the country enters the international arena, it is critical that South Africa's education and training

system keeps pace with international standards. In the hotel industry there are only a few nationally recognized courses or qualifications (Phillips, 1996).

On the whole, workers in the hospitality industry have an extensive amount of skills worthy of recognition. The need for formally recognizing this prior learning is important for maintaining performance levels of staff in the industry. Workers in the hospitality industry could be provided with opportunities to have their prior learning assessed in order to access various levels of a formal qualification.

The importance of this study lies in finding a solution to improving the status of educationally deprived learners in the hospitality industry, by assessing their prior learning in order to make recommendations for the development of an assessment model to be used to obtain access to a formal hospitality qualification.

2.3 BACKGROUND TO THE STUDY

The pace of change in places around the world continues to accelerate as a result of globalization and technological innovation; these changes are dramatically altering the nature and management of work, social structures, values and cultures. Lifelong learning for all citizens becomes imperative and is especially crucial in South Africa as so many of our people were denied access to quality education and employment. The South African Constitution guarantees equal

access to basic education, offering learners greater flexibility in choosing what, where, when, how and at what pace they learn.

Table 2.1: The NQF Levels and Associated Qualification Types (SAQA, 2001)

NQF level		General		Articulation – horizontal and diagonal	Career-focused / vocational		
8	Postgraduate 4	Doctor of Philosophy		Articulation credits, credit transfers, RPL, also additional qualifications that facilitate mobility and access e.g. Master's Certificate	Doctor of Philosophy, Professional Doctorate		
	Postgraduate 3	Research Master's degree	Structured Master's degree		Research Master's degree, Master of Technology	Structured Master's degree	
	Postgraduate 2	Master's Diploma			e.g Postgraduate Certificate	Professional Master's degree, Master's Diploma	
	Postgraduate 1	Bachelor Honours degree Postgraduate Diploma				Advanced career-focused Bachelor's degree, Bachelor of Technology Postgraduate Diploma	
7		General Bachelor's degree		e.g. Graduate Certificate, Advanced Certificate	Career-focused Bachelor's degree, National Certificate (L7) - master artisan		
6		National Diploma			National Diploma, National Certificate (L6)		
5				e.g. Foundation Certificate	National Certificate (L5)		
4		Further Education and Training Certificate – FETC (L4)		e.g. Bridging Certificate	National Certificate (L4)		
3		National Certificate (L3)					
2		National Certificate (L2)					
1	ABET 4 / GETC	General Education and Training Certificate – GETC (L1) For all aspects, the requirements are not exclusionary					
	ABET 3	ABET level 3 Certificate					
	ABET 2	ABET level 2 Certificate					
	ABET 1	ABET level 1 Certificate					

In formulating education policies, a seamless system, encompassing early childhood development (ECD), general education and training (GET), adult education and training (ABET), further education and training (FET), and higher education (HE) was integrated through the National Qualifications Framework (NQF). The latest development of level descriptors for the NQF is illustrated in Table 2.1. The NQF seeks to bring together education and training, skills development and the critical needs of a democracy, which is personal, social and economic development. Historically, it drew from two significant movements: the People's Education Movement, with a focus on transforming general education, and the Congress of South African Trade Unions (COSATU) focusing on the reform of workplace and vocational education and training. These two traditions did not come together easily, but nevertheless, they succeeded in creating a framework for an integrated system of education and training (South Africa: Department of Education, 1995).

The NQF provides for flexibility of delivery, portability of credentials and the Recognition of Prior Learning by promoting modular approaches, expressed through 'unit standards' and registered programmes. To support the integration of the various components into a single system, all components, from Early Childhood Development to Higher Education, including workplace and vocational education, employ outcomes-based approaches (Phillips, 1996).

The South African Qualifications Authority Act (South Africa, 1995: 1521) was the first act that was passed by the new democratic government. The role of SAQA is to establish standards, quality assurance systems, and management information systems to support the NQF. This includes ensuring that standards and qualifications registered on the NQF are internationally comparable and consistent across a range of providers. Among the objectives of the NQF are the need to facilitate access to, and mobility and progression within education, training and career paths as well as the need to accelerate the redress of past unfair discrimination in education, training and employment opportunities (Babb, 1998; French, 1997).

SAQA is challenged to find a way to meet these objectives, and has indicated its intention to engage its structures in the area of Recognition of Prior Learning as a means of giving practical meaning to these objectives. SAQA has mentioned Recognition of Prior Learning directly in the National Standards Body (NSB) regulations and has also made reference to it in the Education and Training Quality Assurers (ETQA) regulations. In the NSB regulations (South Africa, 1998: 18787), the criteria for the registration of a qualification are outlined. One of these requirements is that the proposal should indicate in the rules governing its award, that the qualification may be achieved in whole or in part through the recognition of prior learning. The point is made that the concept of Recognition of Prior Learning includes but is not limited to learning outcomes achieved through formal, informal and non-formal learning and work experience. In the

ETQA regulations (South Africa, 1998: 19231), one of the criteria for accreditation as an ETQA is that the activities of the ETQA must advance the objectives of the NQF and hence in accordance with these objectives, the policies and procedures for Recognition of Prior Learning are also the responsibility of the ETQA. Recognition of Prior Learning will therefore be considered in the accreditation process (Elliot, 1999).

Training, or the acquisition of a qualification in the hospitality industry in South Africa as far as chefs are concerned, consists mainly of informal training as opposed to formal training. This informal chef training consists either of a traineeship (also known as in-service training) done practically in a hotel for three years with a minimum amount of theory, or informal training (without certification) where trainee chefs learn skills by watching and imitating higher ranked chefs in order that they can progress through the ranks of the kitchen brigade. With these training imbalances in mind, it is obvious that there is a need for formal recognition of the skills and capabilities that the majority of workers/chefs in the hospitality industry have (Anonymous, 1999a; Anonymous, 1999b).

2.4 EXISTENCE OF THE RECOGNITION OF PRIOR LEARNING

2.4.1 Critical Examples from the South African Context

2.4.1.1. The Recognition of Prior Learning

In December of 1995, people from the building industry became the first South Africans to gain certification under the Recognition of Prior Learning system. They were the first of millions who benefited from the application of the concept in this country. It is of particular relevance to South Africa, where many workers who have acquired real skills and experience in their application, are unemployed or underemployed because they have no formal qualifications recognizing their abilities. The development of the Recognition of Prior Learning system was the cornerstone of a 5-year plan released early in 1995 by the Minister of Labour. The government of Ireland assisted South Africa in establishing the Recognition of Prior Learning system, and guided the Building Industries' Training Board (BITB) in developing the implementation model during the pilot project. The BITB had to develop a sustainable, effective Recognition of Prior Learning model that was recognized by workers, employers and government institutions. During this pilot study more than 200 candidates were assisted in compiling portfolios of their experience and skills, and had their abilities assessed in the hope of earning a relevant formal certification (Briston, 1997).

South Africa is finally developing an educational system for all. The new system will build a new approach to education and training in South Africa, which will affect the way every learner learns and continues to learn. The flexibility inherent in the NQF will enable Recognition of Prior Learning to occur through the verification of knowledge, skills and attributes people have gained through informal learning experiences. Learners who have gained skills and knowledge outside a formal learning environment will be able to receive credits towards unit standards and qualifications, provided they are able to meet the requirements for assessment and demonstrate competence (Phillips, 1996).

Recognition of Prior Learning is intended to assist mainly mature adults to gain the recognition to which they are entitled on the basis of their achievements to date, and in the second instance, to inform what they need to learn (Briston, 1997).

In some contexts prior learning is taken to include all formal, non-formal and informal learning undertaken to date. This would include:

- learning from credentialed courses (tertiary institutions);
- learning from non-credentialed courses (on-the-job training); and
- learning from experience (Fehnel, 1994).

Recognition of Prior Learning is used by those seeking admission into education/ training courses, advanced standing on courses or formal credit towards qualifications. It can also be used by people wishing to enter particular fields of employment, those seeking promotion, or those seeking self-improvement or personal development opportunities (Harris, McMillan and Saddington, 1994).

2.4.1.2 South African Qualifications Authority and the National Qualifications Framework

SAQA and the NQF are foundations for a system of education and training which is designed to let learners earn credits towards national qualifications through a range of providers of learning, e.g. schools, colleges, on-the-job training or even through the Recognition of Prior Learning through practical experience. The 'currency' in this new system is unit standards and qualifications, which are registered by SAQA. This single qualifications system will streamline the current array of qualifications and integrate traditional secondary education, industry training, and tertiary education into a seamless system. This system:

- brings together the variety of qualifications already in existence;
- provides a structure onto which new qualifications can be added;
- ensures that all existing and new national qualifications are based on standards which have been defined as clearly as possible; and

- ensures that international education and business networks and opportunities can be developed now and in the future (French, 1997; Phillips, 1996).

The system recognizes competence, no matter how or where it is gained, whereas in the past, emphasis was placed on academic achievement alone. The emphasis will be on what a learner knows and can do, rather than on how long it takes to complete a programme of learning. What is important is achieving the standard. Learning for a National Qualification will occur in a combination of the workplace, Technikons, Universities, the public sector, and the emerging college sector (du Pré and Pretorius, 2001).

In essence, SAQA is the custodian of the NQF, which aims to:

- improve the delivery of education, training and skills development by integrating theory and practice;
- open access to education, training and development skills for all who have potential and desire to learn;
- enhance the quality of education, training and skills development;
- provide acceleration mechanisms for those previously disadvantaged in acquiring education, training and skills development so that citizens can develop personally and, at the same time;
- contribute to the social and economic reconstruction and development of the country (Cosser, Elliot and Mokhobo-Nomvete, 1999).

South Africa now needs a method of assessing and implementing Recognition of Prior Learning in order to access the NQF. The methods used to assess Recognition of Prior Learning candidates may differ from traditional methods, but the work of the assessor must be governed by the same principles of:

- validity
- authenticity
- sufficiency
- consistency and
- fairness.

If learners meet all the criteria set in the unit standards then they could earn credits for these and have them recorded on their individual record of learning. This is possible, because assessment is about the standards of performance achieved, not how learning has occurred. Assessment can recognize skills, knowledge and understanding gained outside traditional courses of study. Therefore assessors can consider evidence from a number of sources, including those which the assessor has not observed first-hand (Elliot 1999; French, 1997).

It is not the place of SAQA to develop a model of Recognition of Prior Learning, but that of the Educational and Training Quality Assurance bodies (ETQAs) and providers of education and training, namely: ETQAs, in that they are responsible for assessing the quality of assessment (of which Recognition of Prior Learning

forms a part); and providers, in that in terms of the criteria for the accreditation of providers set out in the ETQA Regulations (South Africa, 1998: 19231), they need to have in place policies and practices for learner entry (Cosser, Elliot and Mokhobo-Nomvete, 1999; Elliot, 1999).

2.4.1.3 Progress of the Recognition of Prior Learning in South Africa

The development of a credible, comprehensive, widely accessible and relatively inexpensive Recognition of Prior Learning system in South Africa could usefully be informed by:

1. The establishment of a resource base of up-to-date international data on Recognition of Prior Learning theory and practice.
2. A series of planned study visits to review systems, practice, staff development, staff training and standards/quality assurance.
3. A range of Recognition of Prior Learning pilot/feasibility studies which address particular practices (challenge approach, portfolio) in a range of contexts, and could make recommendations concerning these policies.
4. A national steering committee to oversee the above short term developments and could also make recommendations to SAQA (Harris, McMillan and Saddington, 1994).

Recognition of Prior Learning is included as a provision in the Higher Education Act (South Africa, 1997: 18515), the Skills Development Act (South Africa, 1998a: 19420), and the Further Education Act (South Africa, 1998b: 19421). Recognition of Prior Learning development is in progress with the following educational bodies:

a. **eastern seaboard Association of Tertiary Institutions (esATI)**

esATI is moving forward with Recognition of Prior Learning in the KwaZulu-Natal region. A workgroup has been formed to have workshops with the esATI member institutions to create a forum for the institutions to share information about: their initiatives around Recognition of Prior Learning, plans for the future, and possible models for co-operation.

The project is to enhance the capacity of the Technikon sector in SA to implement the Recognition of Prior Learning through policy refinement and the development of a national generic framework and implementation strategy. The implementation phase will be piloted through 3 regions utilizing different approaches and the viability of regional as opposed to institutional embedded models will be tested. A second aim is to investigate expanding the model into one which is responsible for the needs of workforce development and engagement with new partners. The process will culminate in an international conference on Recognition of Prior Learning in 2005 to showcase progress and developments in

the field, as well as to revisit the national policy framework and strategy (Prinsloo, 2001).

b. Joint Education Trust (JET)

JET is a funding organization in the education sector established in 1992. Among the many activities that they do is to work with 'education and training for working and unemployed adults'. In 1994/5, hosted by LET of the United Kingdom and CAEL of the United States of America, they attended two study tours to look at various innovative models of Recognition of Prior Learning and adult learning in HE institutions and workforce development projects. On their return, the Workers' Higher Education Project (WHEP) was established as a vehicle through which a more systematic study and introduction of Recognition of Prior Learning related activities in South Africa could be initiated (Buchler, 2001). WHEP's primary concern has been to expand higher education opportunities to working adults disadvantaged by apartheid. Some examples of the outcomes linked to WHEP activities include the following:

- Teacher Education Recognition of Prior Learning research which stimulated preliminary work with faculty and teachers at Wits University.
- A Recognition of Prior Learning project that helped to establish a portfolio development course at the University of the Free State.

- National seminars and workshops run at various centres around the country to promote awareness of Recognition of Prior Learning principles and practice amongst key role players in higher education institutions, unions and industry.
- A workshop programme was developed based on CAEL's 'Returning to Learning' course renamed 'Dipaakanyo' to provide counseling and assistance with the development of personal plans, Recognition of Prior Learning and placement of retrenched workers into skills programmes of their choice, mainly at the FET level.

In June 2001 a delegation of South Africans attended a conference jointly hosted by the Canadian Association for Prior Learning Assessment and the First Nations Technical Institute. The aims of the study tour were to foster closer links with Canadians who have been developing more holistic models of Recognition of Prior Learning in the context of oppression and community disintegration, and to begin exploring possibilities for developing more holistic and culturally appropriate forms of Recognition of Prior Learning provisioning in South Africa. JET obtained funding to begin a feasibility study and related activities into a regional collaboration model for Recognition of Prior Learning in higher education institutions, and established a National Steering Committee to advance the policy and practices of Recognition of Prior Learning. It is interested in investigating the feasibility of regional/multi-institutional collaboration models in

an attempt to cut the costs of Recognition of Prior Learning provision. JET is interested in the CAO as an existing applications handling system that might be adapted and/or extended to handle Recognition of Prior Learning applications and related data (JET, 2002; Buchler, 2001; Prinsloo, 2001).

2.4.2 HISTORY OF TRAINING AND DEVELOPMENT IN THE HOSPITALITY INDUSTRY

South Africa does not have a long history of chef training. Traditionally chefs were imported mainly from Europe. The Hotel Act of 1964 mandated the establishment of the Hotel Board. Its general functions were to set standards for hotels and implement a national grading system. Training was incorporated in a limited capacity (Viljoen, 1999).

In 1986, the Hotel and Catering Training Council (HCTC) was established as a breakaway of the Hotel Board. The council worked to establish traineeships for the development of apprentices within the hospitality industry. Traineeships for professional cookery were developed by the HCTC in the 1980s. Traineeships (known as in-service training) followed an internationally comparable programme of three years, during which trainees rotated throughout the various departments of a kitchen, where they learnt practical skills. Block-release modules (six-week blocks per year) provided at the time by Apex Training Centre near Johannesburg,

complemented this industry-based training through the provision of (albeit limited) theoretical knowledge (Gordon-Davis, 1999).

The existing training programmes could not be sustained due to the economic climate of the industry and the introduction of 'limited service' hotels.

March 1992 saw the transformation of the HCTC into the Hospitality Industries Training Board (HITB), and the latter motivated the legislation of a national training levy on the whole of the industry for the development of skills and the raising of standards.

The Skills Development Act (South Africa, 1998a: 19420) has reinforced the importance of training once again. The HITB had the national responsibility of running a Learnership Pilot Project for the Department of Labour in 1997 and 1998. The objective was to identify and sponsor individuals to be trained. The pilot programme was sponsored by the Danish Government, but in future will be financed from a National Skills Fund, which will be the result of the Skills Development Act (South Africa, 1998a: 19420) and the Skills Development Levies Act (South Africa, 1999: 19984). The pilot study was conducted in KwaZulu- Natal and focused on both Food Preparation and Cooking, and Food and Drink Service. The learnership programme had the duration of approximately ten months, during which time previously unemployed people gained four months of theoretical instruction and six months of skills development. The theory and

practical were integrated in order to reinforce each other (Gordon-Davis, 1999; Anonymous, 1999b).

One of the negative findings of the pilot project was that the placement of learners in industry and the required support of kitchen staff placed an additional burden on the industry (Viljoen, 1999).

However, the learnership programme includes the necessary NQF standards for entry-level training and thus reflects the needs and standards of the industry as determined by the many chefs who participated in setting the standards in 1994. This ensures that training is standardized in terms of content and assessment, and that national standards are maintained, no matter where the training takes place. Industry support of this project will determine its success and will lead to the upliftment of the skills of workers that are entering the industry (Anonymous, 1999a; Anonymous, 1999b).

2.5 ASSESSING RECOGNITION OF PRIOR LEARNING

2.5.1 OVERVIEW OF THE DEVELOPMENT OF RECOGNITION OF PRIOR LEARNING IN OTHER COUNTRIES

To obtain a better understanding of Recognition of Prior Learning in South Africa, it is necessary to review aspects of Recognition of Prior Learning assessment practices and methods that are currently employed in other countries.

2.5.1.1 United States of America (USA)

The term used in the United States of America for the Recognition of Prior Learning is Prior Learning Assessment (PLA). The first example of Prior Learning Assessment in the USA was the GI Bill of 1946, which dealt with returning World War 2 veterans who wanted their skills recognized by universities. Their prior learning had to conform to, and was evaluated against, traditional course material. Prior Learning Assessment became a firmly established practice in the 1970s, mainly due to work of Richard Fehnel and other progressive educators with the collaboration of employers, unions and the Council for Adult and Experiential Learning (CAEL). Instead of using tests to access formal education, they used the 'portfolio assessment process'. This included 'work samples' which demonstrated the learner's competence in a particular area, and included a narrative written by the learners, which demonstrated that the

learners could look at their specific tasks in a general context and be able to compare them. CAEL, now a major professional organization, has been active in initiating, developing, implementing and monitoring progress of Prior Learning Assessment and providing training in Prior Learning Assessment across the United States of America (Anonymous, 2002; Harris, McMillan and Saddington, 1994).

CAEL believes that many life experiences have a value equivalent to college level learning. As a pioneer in the field of Prior Learning Assessment, CAEL took the lead over twenty years ago in articulating the philosophical basis for Prior Learning Assessment and developing a set of policies and procedures for carrying it out in an academically sound manner. Today, CAEL offers Prior Learning Assessment training workshops to colleges and universities across the country and online. This training provides university staff and faculty assessors with the basic tools to assess an adult's prior learning and his/her possible qualification for college credit. A rising number of colleges and universities are conducting Prior Learning Assessment to help these individuals earn college credit for their demonstrated learning. Methods of Prior Learning Assessment in the United States of America include:

- portfolio development;
- credit by examination (general, subject, professional, written or oral);
- articulation agreements with other colleges or universities;

- application of previous credit from the same institution;
- credit for licenses or certifications;
- credit for completion of other evaluated programmes (professional, government or military).

In each case, the credit granting institution develops its own specific criteria for administering Prior Learning Assessment and the level of credit to be granted to the student based on the outcomes of the assessment (Anonymous, 2002; CAEL, 2002).

The Vermont State Colleges (VSC) system in the United States of America has been going for the past twelve years and their focus is to give learners access to the Higher Education (HE) system. It is co-ordinated from a central office and exists to serve the Vermont Community Colleges, as well as some participating colleges outside of Vermont. The VSC offers a Prior Learning Assessment service that allows learners access to study at a Community College, and/or to gain transferable credit towards a qualification. The assessment tool is the portfolio, implemented from a common template, which has been developed by the various institutions, and each participating institution has instructors trained in helping learners complete the portfolio, which is submitted to the central office. The entire portfolio development process takes between 6-10 months (Harris, McMillan and Saddington, 1994).

a. **Recognition of Prior Learning Specific to the Hospitality Industry in the United States of America**

Historically, public policy has focused on preparing the unemployed for new jobs. However, the existing workforce must also be able to access educational and training opportunities in order to achieve job security and career advancement. Too few employers provide education and training benefits to low-wage workers. Most corporate training dollars are targeted to managerial, professional and technical employees. As a result, low-income workers who are particularly burdened by limited access to educational opportunities are often unable to advance into jobs that pay (CAEL, 2002).

CAEL is carrying out a three-year demonstration of Lifelong Learning Accounts (LiLAs) in multiple locations and industries. Lifelong Learning Accounts are self-managed educational advancement accounts for adult workers. They are universal, portable, and funded by the workers themselves and matched to an established cap by employers and third party sources. CAEL's goal is for Lifelong Learning Accounts to become a standard part of workers' compensation packages. The first target location was a Chicago-based demonstration, launched during October 2001, in the restaurant industry with an expected 125 participants. A comprehensive evaluation is being conducted by Public Policy Associates and partially funded by the Ford Foundation.

One of the key features of Lifelong Learning Accounts is universal eligibility: in order to ensure that the programme reaches workers who lack educational opportunities, the project targets employers with a workforce that includes a significant portion of low-wage or low-skill jobs. At the same time, universal eligibility is critical so that no worker feels stigmatized by participating in the programme. Another key feature is that of information and advising: an education/career advisor assists employees in establishing their learning goals and assesses the various training and education options according to these goals. This is particularly important for employees who have not attended school for a long time. One of the organizations currently funding the Lifelong Learning Accounts demonstration is the Illinois Restaurant Association (Anonymous, 2002; CAEL, 2002).

The Lifelong Learning Accounts demonstration is the beginning of a larger plan to make Lifelong Learning Accounts an integral part of public policy by adopting the model CAEL created in the private sector (pre-paid tuition assistance programmes) and making educational assistance available to all adults regardless of their workplace (CAEL, 2002).

2.5.1.2 United Kingdom (UK)

In the United Kingdom, Recognition of Prior Learning is referred to as Accreditation of Prior Learning (APL), Accreditation of Prior Achievement (APA), or Assessment of Prior Experiential Learning (APEL). The basic concept remains the same: that through a systematic and valid assessment process, an individual's skills and knowledge can be formally recognized and credited, regardless of how, when or why they were obtained. The Assessment of Prior Experiential Learning was introduced in the United Kingdom in the early 1980s, largely as a result of work done in the United States of America (Harris, McMillan and Saddington, 1994; Simosko, 1991).

Assessment of Prior Experiential Learning projects was developed in higher education primarily for the purpose of access by adults to higher education. The aim of the higher education research was to negotiate, establish, monitor and appraise schemes for the assessment of prior learning. This early Assessment of Prior Experiential Learning work coincided with the government's call for training programmes that were more responsive to the needs of employers and individuals. Research and development in further education, with an emphasis on vocational education, studied the feasibility of using evidence from prior learning to achieve vocational qualifications (Harris, McMillan and Saddington, 1994; Hevey, 1996).

During the early 1980s employers complained about education-oriented qualifications that were out of touch with the reality of the workplace. Others said that they had to train individuals over again before they could do the jobs for which they had been recruited and were supposedly already qualified. In addition, there was growing evidence that Britain was lagging behind its main competitors since only one third of the workforce held a qualification relevant to their work role compared to two thirds in Germany and Japan. It was concluded that the United Kingdom system of vocational qualifications was badly in need of reform. The setting up of National Council for Vocational Qualifications to reform and rationalize the qualifications framework was recommended. The new National (including Scottish) Vocational Qualifications (N/SVQs) were to be competence-based; that is, based on nationally agreed standards of competence and were to be free from unnecessary barriers to access. Achievement of each qualification was to be dependent on the practical demonstration of competence in real work settings. Each candidate's performance would be judged solely against predefined criteria rather than ranked against the performance of others as is the case with traditional academic assessment. The qualifications would be modular in structure with provision for credit accumulation dependent on the cumulative achievement of 'units of competence'. Progression and credit transfer were facilitated through the inclusion of common units in related qualifications and through the systematic nature of the framework. Recognition of Prior Learning was specifically encouraged (NVQs, 2002; Hevey, 1996; Young, 1994).

Although the National Vocational Qualifications system was met with skepticism and resistance from most of the education establishments, it was welcomed by employers and trade unions. The first National Vocational Qualifications were awarded in the late 1980s targeted at lower levels in the workforce and also in the Hotel and Catering sector (Hevey, 1996).

The current system in the United Kingdom has three parallel routes in education and training:

- Entry into university;
- National (and Scottish) Vocational Qualifications normally achieved in full or part-time employment;
- General National Vocational Qualifications at the first three levels of the framework, primarily designed to provide broad-based vocationally orientated education and training for young people in full-time education and including the key skills of communication, information technology and application of numbers.

The Open University in the United Kingdom is unique in that it has no formal entry requirements and is serving a population made up entirely of mature adult students, the vast majority of whom are in full-time employment. Although best known as the first truly open access university offering degrees and other academic awards which have established parity of esteem with those from

traditional universities, the Open University is also a major provider of vocational education and training (NVQs, 2002; Hevey, 1996; Young, 1994).

a. **Recognition of Prior Learning Specific to the Hospitality Industry in the United Kingdom**

The hospitality industry in the United Kingdom has a long history of the Recognition of Prior Learning: one of the first National Vocational Qualifications in the 1980s was in Hotel and Catering. For this reason the Recognition of Prior Learning is evident at many universities and colleges in the United Kingdom that offer professional cookery courses.

Stoke on Trent College is one of the many colleges in the United Kingdom with a Recognition of Prior Learning policy. It offers a number of catering courses which all state that no formal entry requirements are necessary, other than an interest in working in the hospitality and catering industry. The Stoke on Trent College also offers City and Guilds qualifications. City and Guilds is a nationally recognized vocational qualification, which provides the background knowledge and skills in a specific work related area. City and Guilds courses are arranged as a series of modules, which can be credited individually or combined with other modules to form certificates and diplomas. All courses allow for portability into other programmes (NVQs, 2002; Stoke on Trent College, 2002).

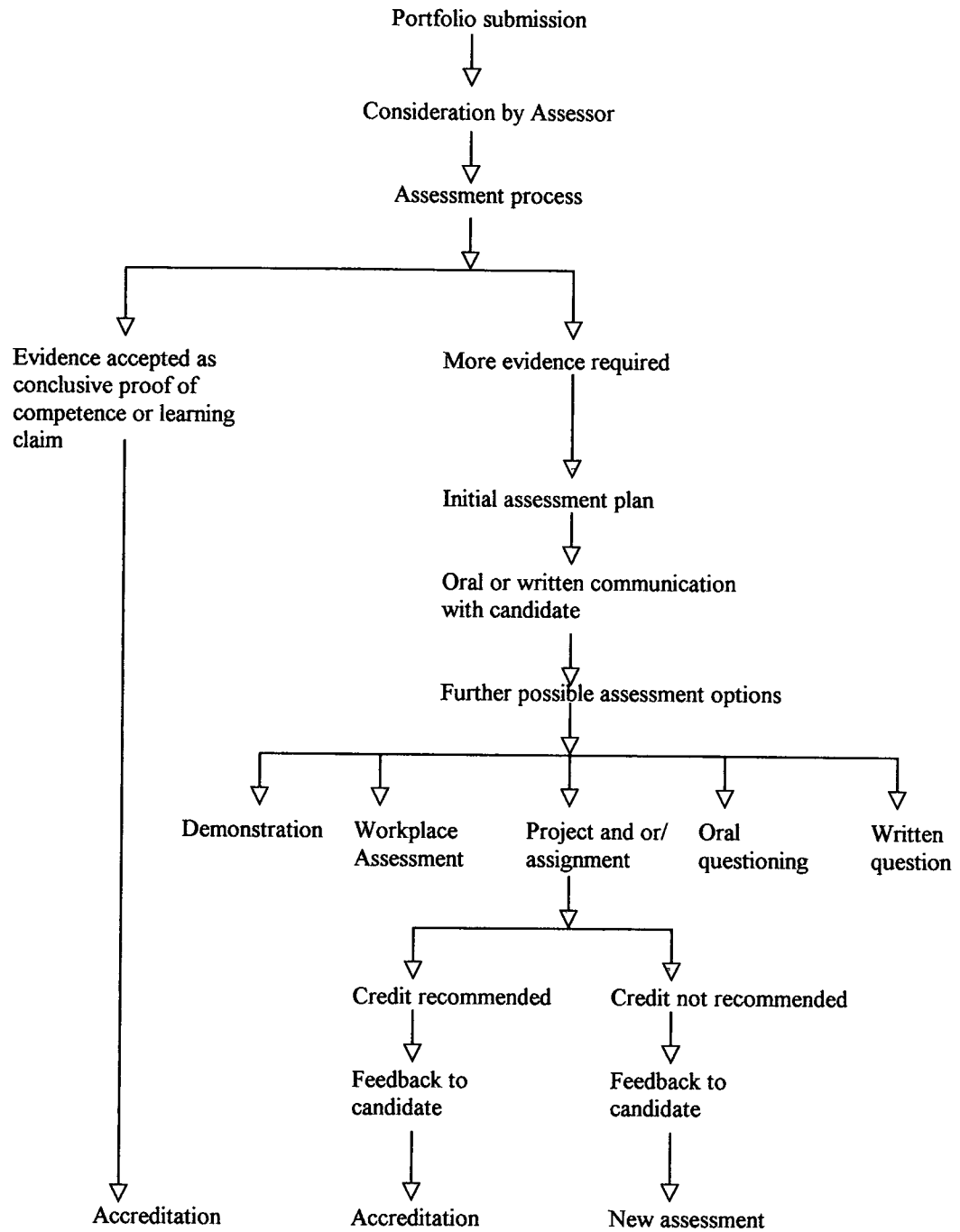


Figure 2.2 Flowchart of the Assessment Process in the United Kingdom (Simosko, 1991)

One of the most commonly used assessment methods at universities and colleges in the United Kingdom is the requirement that students produce a portfolio of evidence. Prospective students can also use this portfolio in order to obtain entrance into higher education in the United Kingdom. This assessment process is clearly shown in the flowchart in Figure 2.1 (Simosko, 1991).

2.5.1.3 Australia

Recognition of Prior Learning became a central component in training reform in Australia in the early 1990s through its inclusion as a principle in the National Framework for the Recognition of Training. In industry the term Recognition, or Recognition of Current Competency, has replaced Recognition of Prior Learning; Recognition of Prior Learning is a term which is primarily used in a post-school course context. Recognition in industry now extends to the granting of entire Australian Qualifications Framework awards, at least at the lower levels, to unqualified persons who demonstrate competency in compliance with workplace standards in specific roles in the workplace (Gay and Wilson, 1997).

In higher education universities had long-standing informal arrangements for granting credit transfer for subject passes gained in university or Technical and Further Education (TAFE) courses. The Australian Vice Chancellors' Committee (AVCC) took steps in the early 1990s to formalize these arrangements. Articulated pathways from TAFE to universities have been developed in some

cases. The AVCC also issued guidelines which made provision through Recognition of Prior Learning for subject exemptions for 'credentialed' and 'uncredentialed' learning. Credentialed learning stems from courses run by professional bodies, industry and other organizations, whereas uncredentialed learning stems from relevant life experience. The Victoria University of Technology was one of the first higher education institutions to adopt a Recognition of Prior Learning policy (Gay and Wilson, 1997; Harris, McMillan and Saddington, 1994).

One of the more recent examples of an Australian university Recognition of Prior Learning policy is that of the Australian Catholic University (ACU) which formulated a policy for Recognition of Prior Learning and Credit Transfer (CT) in February 2000. The Australian Catholic University policy differentiates between Recognition of Prior Learning and Credit Transfer as follows:

- Recognition of Prior Learning values all learning irrespective of how achieved through an open and transparent approach to assessment. It is a method of determining the level of entry into the learning programmes.
- Credit transfer is available for specific units or programmes. It acknowledges skills, knowledge and attitudes held as a result of formal training usually, but not exclusively, in a tertiary educational institution. It is one facet of Recognition of Prior Learning.

The principles of the Recognition of Prior Learning policy covers the recognition of previous work and life experiences, which have provided the applicant with knowledge and/or skills equivalent to those developed in formal units or courses within the faculty from which the credit is sought. Academic credit can be awarded only for achievement of learning outcomes, not for experience alone. Applications for credit must include a detailed description of the learning upon which the claim is based, and identify the specific university unit(s) from which exemption is sought. The following assessment practices and methods are used:

- Portfolio assessment: the applicant needs to prepare a dossier or collection of material or evidence which clearly identifies the applicant's learning, indicating the knowledge and skills acquired. Sources of evidence could include: certificates, reports, testimonials, affidavits, applicant's own account, or observation in the workplace could form part of the assessment process.
- Challenge examinations: special tests, projects or demonstrations could be conducted to earn credit towards a specific course.
- Standardized examination: these are conducted in an attempt to keep content, format, scoring, standards and conditions of administration comparable from one candidate to another.

Recognition of Prior Learning is a time-consuming and resource-demanding task. While it is essential that the university recognizes the prior learning of its

students, beneficiaries must contribute to the cost of the assessment. The fees charged are based on the services performed and determined by the amount of credit awarded. Fees are not charged for applications for credit based on credentialled learning (Australian Catholic University, 2002; AVTS, 2002).

a. **Recognition of Prior Learning Specific to the Hospitality Industry in Australia**

The Australian Vocational Training System (AVTS) for cooks is a set of guidelines and training resources being developed to expand the training opportunities for cooks or people planning a career in cookery. The AVTS for cooks will provide a flexible and cohesive national training package, specifically to support those involved in the training of cooks. One of the features of the package includes the Recognition of Prior Learning, Trade Recognition and ACCESS processes (AVTS, 2002).

ACCESS is the industry-owned skills recognition programme that assesses an individual's skills and provides certification that will count towards a national qualification. ACCESS has been operating across Australia for more than eight years and is managed by Tourism Training Australia and the State Territory Network. ACCESS covers various sectors of the Tourism, Hospitality and Caravan industry.

For individuals ACCESS offers:

- formal recognition of skills and knowledge;
- entry into higher level training programmes;
- improved career options;
- better opportunities at work; and
- increased self-esteem and confidence.

For employers ACCESS offers:

- a structure for recruitment, training and performance monitoring;
- increased professionalism in the workplace; and
- greater participation in skills development (Australian Tourism Training Network, 2002).

The Le Cordon Bleu Graduate Certificate in International Hospitality Management has been developed jointly with the University of South Australia for industry professionals seeking courses in management. It is a graduate programme of study for experienced managers and professionals to develop managerial skills and knowledge in the hospitality industry. Applicants without an undergraduate degree qualification but with at least 5 years' professional hospitality industry experience at a middle management level or above, can apply to enroll in the Le Cordon Bleu Graduate Certificate in International Hospitality

Management. After achieving a suitable credit average in this graduate certificate, the candidate may proceed to the Le Cordon Bleu MBA level (UNISA, 2002).

2.5.1.3 Canada

In Canada, Recognition of Prior Learning is known as Prior Learning Assessment Recognition (PLAR) or Prior Learning Assessment (PLA). Prior Learning Assessment Recognition is a process used to identify, verify and recognize learning (knowledge and skills) that has been achieved through activities such as work, travel, independent study and community work (Mohawk College, 2002).

Prior Learning Assessment Recognition has a number of fundamental elements that have been adopted by organizations to ensure high quality Prior Learning Assessment Recognition processes. Some of the key elements are:

- recognition is provided for learning (knowledge and skills), not experience (time spent);
- assessments are conducted in relation to specific criteria (e.g. course outcomes);
- assessments take into account the necessary depth, breadth and level of learning and the appropriate balance of theory and practice required for recognition;

- assessment methods and tools must be of high quality and be flexible.

There are several methodologies used to conduct Prior Learning Assessment Recognition, some of which are:

- standardized testing (for which validity and reliability checks have been completed);
- demonstration/challenge testing (exams, audio presentations, product evaluations);
- portfolio assessment (presentation of learning from an individual perspective);
- external course assessment (courses offered by industry for college credit) (CAPLA, 2002).

In Canada, Recognition of Prior Learning is developing on a provincial basis. In 1991, the Minister of Colleges and Universities established an advisory committee to advise on the development and implementation of a system of prior learning assessment for Ontario colleges. One of the key recommendations has been the establishment of portfolio development and the challenge process (Harris, McMillan and Saddington, 1994).

In May/June 2001 a group of South Africans attended the 12th Conference of the Canadian Association for Prior Learning Assessment (CAPLA). They also

conducted a series of site visits to Recognition of Prior Learning centres in Canada, obtaining exposure to a range of understandings of Recognition of Prior Learning assessment as well as different models for inter-institutional co-operation around RPL. The aim of the study tour was to foster links with Canadians who have been developing more holistic models of Recognition of Prior Learning in a context of oppression and community disintegration. Of the plethora of information gathered, the following is highlighted:

- The First National Technical Institute (FNTI) in Ontario was established in 1985 and owned by an Aboriginal body that identified the need for native people to have their own technical college. FNTI provides training that contains a Recognition of Prior Learning component, which emphasizes recognition of learners' existing knowledge. The assessment tool used is portfolio development, which is flexible, innovative, learner-centered and culturally grounded (Withers and Prinsloo, 2001).
- The Portfolio Development Centre (PDC) in Belleville is an outgrowth of CAPLA and has been set up to be independent and sustainable even though partnership is crucial. In addition to the usual portfolios, the centre also helps people do life planning/healing portfolios, particularly helpful for people who have suffered oppression.
- The Halifax Prior Learning Assessment centre offers Recognition of Prior Learning services to individuals and organizations that have development needs either in terms of education and training, new life/career direction,

unemployment or career advancement. It has been in operation for five years. The assessment tools used are individual interviews with a Prior Learning Assessment advisor, skills development workshops, or a 30-hour portfolio development course.

- The Open Learning Agency (OLA) in Vancouver operates the Canadian Learning Bank, which facilitates a variety of innovative assessment services allowing individuals to receive recognition and credit for studies that they have completed elsewhere. The International Credential Evaluation Service has been operating since 1995. Its SA counterpart would be the Centre for Educational Equivalence of Qualifications (CEEQ), now located in SAQA. The Credit Review Service is a recent innovation which evaluates training programmes and courses delivered outside of the formal post-secondary institutions in order to award academic credits to such courses (Buchler, 2001; Withers and Prinsloo, 2001).

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a. Recognition of Prior Learning specific to the hospitality industry in Canada

The Hospitality Tourism Department at the New Brunswick Community College in St. Andrews offers a Hotel, Restaurant and Culinary Specialty programme that allows for Prior Learning Assessment Recognition. If you are accepted into a programme and believe that you have already acquired the skills or knowledge

related to the proposed field of study, you could take advantage of the Prior Learning Assessment Recognition service. This service allows credits to be granted for knowledge and skills acquired through other educational programmes, work or life experience. Graduates of the Hospitality Tourism Programme in St. Andrews are also eligible for two full years of credit towards the 4-year degree programme at the University of New Brunswick, Saint John Campus (The New Brunswick Community College, 2002).

2.5.1.4 New Zealand

Recognition of Prior Learning is relatively new in New Zealand, but at least they have been able to look at other countries like Australia for example, for Recognition of Prior Learning policy. In New Zealand, Recognition of Prior Learning refers to gaining access to higher education, whilst Recognition of Current Competencies refers to workplace recognition and the New Zealand National Qualifications (NZQA, 2000).

To be accredited with Recognition of Prior Learning the applicants need to provide appropriate evidence that their knowledge and practical skills relate to the unit standards or formal qualifications of those of other countries. Applicants are assessed in a number of ways:

- A portfolio that contains evidence of work references, mind maps, personal references, written essays, certificates with course syllabi that they relate to, and letters relating to the performance criteria.
- A challenge test assessment can be arranged to demonstrate skills and knowledge.
- A structured interview or discussion to establish what has been learned. Documentation is also needed to back this type of Recognition of Prior Learning assessment.
- Attestation means a National assessor gives evidence that the applicant is competent. This can be a verbal acknowledgement of practical skills, work attitudes and knowledge.
- A written or oral question and answer test may be used to cover any part of the unit standard that the applicant is unable to provide in their evidence.
- A video and oral cassette is a good way to produce evidence of practical skills (NZQA, 2002; The NZQA, 2002).

a. Recognition of Prior Learning Specific to the Hospitality Industry in New Zealand

One of the programmes offered at the School of Hotel and Restaurant Studies at the Auckland University of Technology, is the Diploma in Culinary Arts. Provision for the Recognition of Prior Learning is made possible by stating in the entry criteria that:

- Applicants over the age of 20 are considered for employment purposes to be mature students. They may be accepted on the basis of life and work experience, personal qualities, attitudes and previous qualifications.
- Some exposure to the hospitality industry would be an advantage (Auckland University of Technology, 2002).

**2.5.2 INTERNATIONAL ASSESSMENT PRACTICES AND METHODS
IN RECOGNITION OF PRIOR LEARNING**

2.5.2.1 Introduction

In South Africa, varying views surround the issue of assessment and Recognition of Prior Learning in the National Qualifications Framework (NQF). The fundamental principles of assessment remain the same regardless of whether assessment is for accreditation after training or for the recognition of prior

learning. Assessment can be defined as a structured process for gathering evidence and making judgements about an individual's performance in relation to registered national standards (Babb, 1998).

Assessment methods are ways of collecting proof or evidence of a learner's competence. Various methods of assessment can be used in the workplace, as workplace assessment is about performance outputs and not about how competence was acquired. The following methods of assessment can be used in the workplace or in a learning context: observation, demonstration, computer simulations, role-play simulations, pen and paper tests, oral questioning, projects and portfolios (Harris, McMillan and Saddington, 1994).

Regardless of how learning was acquired, an individual can be assessed against a unit standard and be certified as competent by an accredited assessor. This is the Recognition of Prior Learning (Fehnel, 1994).

2.5.2.2 Assessment Practices

Assessment of prior learning is in essence no different from traditional classroom-based assessment practices in that it involves making valid and reliable judgements about what students know and can do. The aim of assessment with respect to prior learning is to ensure that the learning assessed is comparable in content and standard with the course or (part) qualification for which credit is

sought. It must be remembered that no assessment method is 100% reliable; all assessment practices reflect the opinions and judgements of the assessor. The best that can be hoped for is consistent judgements. There are a number of different ways of recognizing a learner's prior learning. They can be combined into four major sets of practices:

- The Challenge process
- Standardized exams
- Portfolio development
- Programme and course evaluation or credit transfer (du Pré and Pretorius, 2001; Harris, McMillan and Saddington, 1994).

a. Challenge Process

The term challenge examinations refers to special tests, projects, demonstrations, essays, oral exams and interviews undertaken with a view to earning credit for, or towards a specific course without enrolling for it (Young, 1994). The source of learning is not classroom instruction within the institution concerned, but experiential learning, self-directed study or formal or non-formal learning undertaken elsewhere. A student can 'challenge' a course offered in a college by asserting that she/he has already learned its content. Challenge examinations are usually developed, administered and evaluated in individual institutions. They are generally designed to test students' learning in specific subjects or areas of

learning. Examinations and projects used in class are usually inappropriate to measure prior learning because they can relate too closely to course content, course texts and the philosophy, style and interests of particular teachers. Staff usually therefore create new exams based more on learning process, on generic abilities and on clear definition of course objectives or outcomes criteria. This usually takes the form of a modified end of course exam. As such, challenge exams have little or no value beyond the particular areas of learning offered at the institution where credit is sought. This form of assessment closely resembles traditional assessment practices (du Pré and Pretorius, 2001; Harris, McMillan and Saddington, 1994; Young, 1994).

In the United States of America particularly, this form of assessment has been accepted as valid and reliable because it most closely resembles traditional assessment practices. Most colleges in Canada and Australia have also endorsed the challenge process. It is generally felt that challenge exams have a place as long as overall guidelines are available for blueprinting, developing and delivering them. Advantages of challenge examinations include the fact that they are generally expedient and relatively inexpensive to develop. They are also useful where individuals have a wealth of experience and learning but little documentary evidence for it. One disadvantage is the tendency for challenge examinations to contain cultural and linguistic bias. Another disadvantage is that, because they are not standardized, they may differ, even within the same institution, in terms of content, format, scoring standards and conditions of

administration (du Pré and Pretorius, 2001; Harris, McMillan and Saddington, 1994).

b. Standardized Examinations

These are nationally standardized examinations that attempt to keep content, format, scoring, standards and conditions of administration as comparable as possible from one test candidate to another. There are a number of credit-by-examination programmes in the United States of America, all of which offer learners an opportunity to earn general college level credits for learning obtained outside the college environment, either from other formal or non-formal courses and/or from informal, experiential learning. The College Level Examination Program (CLEP) is the standardized tests used in the United States of America. Standardization is accomplished by providing a manual of administrative procedures in order to be able to compare scores and answers of the various candidates. Assessment is therefore primarily norm-referenced. Standardized tests are mainly theory exams, mostly multiple-choice in form with pre-set answers, thereby excluding competence-based testing. This approach has not found strong favour in the United Kingdom, Australia or in Ontario (CAEL, 2002; Harris, McMillan and Saddington, 1994).

c. Portfolio Development

A comprehensive portfolio is a dossier or collection of material or evidence, which identifies individuals' achievements, documents their experience and analyses and organizes the knowledge and skills acquired. This method is influenced by the emerging principles of competence-based assessment, which requires the gathering of sufficient evidence about competence to enable a judgement to be made against pre-established criteria. The assessment process is essentially the generation, collection and interpretation of evidence, which is assessed against pre-determined requirements. The portfolio is developed by the student and then used to request recognition for the learning identified. In some contexts the term portfolio is used solely to refer to the documentation of informal, experiential learning; in others, the term is used to signify the overall process of gathering and presenting all prior learning. Assessment via portfolio tends to be highly individual in orientation, and provides an opportunity to consider what is important in a given subject or occupational area (Babb, 1998).

The key stages in portfolio development are:

- Advice and information stage: Learners need to make a commitment to the portfolio process considering the time it will take and the possible outcomes for them. This stage of initial guidance is a crucial one, as the development of a portfolio is not suitable for every adult learner. It is

necessary to screen out applicants that have insufficient experience or likely evidence of it and who do not have the basic skills required to identify and equate their prior learning to the requirements of a course or qualification.

- Documenting learning from experience: At this stage the learner is involved in reflecting on experience and identifying potentially creditable learning either in the form of a list of competencies that describe skills and knowledge or as an essay or narrative. Differentiating between experience and learning is a major task at this stage. It is also necessary to describe the level of learning by isolating experience, which indicates depth of knowledge and conceptualization.
- Relating learning to criteria: At this stage the learner is concerned with the comparison between learning/competence with possible education and training programmes/qualifications. Explicitly stated learning outcomes and competencies will simplify matching outcomes with prior learning. In a competence-based credit framework, an individual's learning can be directly related to the pre-set units and performance criteria.
- Gathering and organizing evidence: At this stage the learner generates and offers adequate evidence of competence claimed. Evidence presented can be of a direct nature, such as work samples, articles, reports, essays, tapes, or of an indirect nature, such as, prizes, certificates, testimonials from employers or colleagues, awards,

attendance certificates for non-formal courses followed. The evidence forms the main body of the portfolio.

- **Assessment:** Portfolio assessment is normally undertaken by staff that is specifically trained for this purpose. Assessors need to be satisfied that the evidence of competence submitted in the portfolio is sufficient, valid, reliable, authentic and current. It is important that students credited through Recognition of Prior Learning are able to perform as well as those selected by other means. Assessors may work individually or in teams and use a variety of approaches. There may be instances in which further assessment is needed; assessors need extra evidence before being able to make a final professional judgement. This supplementary evidence could include oral or written projects, discussion, interviews, or performance observation and skill demonstration. The appropriate type of evidence and assessment can be decided with reference to the subject and the individual concerned. When the assessment is complete, written feedback is usually sent to the candidate. This would include reasons for non-recognition.
- **Recording:** Where prior learning is recognized, this is usually recorded on the learner's transcript or record of achievement. In the case of the award of formal qualifications or part qualifications, the form of accreditation is dependent on the awarding body concerned (du Pré and Pretorius, 2002; Harris, McMillan and Saddington, 1994).

To assist in the development of portfolios, institutions tend to offer either portfolio development courses or portfolio development services. Courses are run on normal academic lines. In some cases, as in the United Kingdom, the portfolio development course itself is credit-rated. This method of assessment is accepted and recommended practice in the United States of America, the United Kingdom, Canada and Australia. Portfolios are seen to have major benefits and advantages over other methods. However, some of the drawbacks are: it is time consuming and labour intensive for learners and staff, it requires experienced staff, and the process raises language issues (Anonymous, 2002; CAPLA, 2002; NVQs, 2002; Gay and Wilson).

d. Programme and Course Evaluation or Credit Transfer

This process does not examine the learning achievements of individual students, but is concerned with evaluating the level of learning of credentialed courses or programmes. It involves the evaluation of awards or credit/s by an institution for a course or programme of equivalent formal learning undertaken in a different institution. These courses, programmes or awards will already have involved the assessment and grading of an individual and the recognition of evidence of competence or certificates. The individual therefore only has to prove that she/he has undertaken a particular course to be awarded a specific number of credits. Course evaluation is undertaken by direct reference to the outcomes of courses or programmes and by an examination of such things as curriculum content, level,

materials used, delivery processes, qualifications of staff, and methods of student evaluation. It is considerably easier if courses are based on explicit, measurable learning outcomes. One of the main advantages of programme and course evaluation is therefore the close network between community, industry, labour and educational institutions. Programme and course evaluation is a well-established process in the United States of America and United Kingdom and is developing in Australia and Canada (Anonymous, 2002; du Pré and Pretorius, 2002; NVQs, 2002; Harris, 1997).

2.6 THE USE OF PRIOR LEARNING IN TERTIARY EDUCATION INSTITUTIONS

2.6.1 South African Assessment Practices and Methods in Recognition of Prior Learning in Tertiary Institutions

2.6.1.1 Introduction

Recognition of Prior Learning was unheard of in traditional higher education and training. Only the few non-traditional private providers of education and training could make allowances for it. The transformed vision for higher education is located within the government's broader view of a future where all South Africans will enjoy an improved and sustainable quality of life, to realize their potential through equal access to higher education, and to participate in a growing

economy. The various higher education institutions in South Africa at present are looking at policy development in the Recognition of Prior Learning (Strydom and Strydom, 2001). Although institutions have made extensive use of conditional and mature age exemption for different qualifications, the number of students benefiting from this and other alternative access routes are still very small due to lack of expertise, resources and clarity of the target group. There is a need for guidelines for systematic change so that Recognition of Prior Learning can form an integral part of the qualifications awards processes of higher educational institutions in South Africa. Many institutions are familiar with the credit-transfer system in formal education, and in most cases it follows institutional guidelines. The implementation of Recognition of Prior Learning in higher education would need to follow national and institutional guidelines to meet the criteria of equity and quality. It is recommended that institutions should ensure that relevant parties buy into the concept of Recognition of Prior Learning, and consideration be given to accreditation, how Recognition of Prior Learning will be marketed, and what the fees will be (du Pré & Pretorius, 2001). Institutions could also consider cooperating with other institutions, organizations and centres to lower costs and increase the quality of the process. External assessors could moderate internal assessment and career counseling and mentors and advisors are needed to support candidates. Numeracy and literacy skills complicate the Recognition of Prior Learning process in South Africa. All these factors would need to be considered in the choice of assessment methodology (Osman, 2001; Griesel, 2000a; Griesel 2000b).

2.6.1.2 Tertiary Institutions

a. Executive Education

The mature adult wishing to study further brings a wealth of practical experience to whatever course he/she selects, but many lack the academic background necessary to enter a traditional education institution. In addition professionals find it extremely difficult to attend compulsory tutorials. Newport University in the United States of America, recognizing the above constraints has developed as an alternative to the traditional institutions with the specific aim of making education accessible to those individuals who have been unable to experience University level education (Briston, 1997).

In South Africa, Newport University's courses are offered through Executive Education, a private education provider, which has been practicing Recognition of Prior Learning in its flexible study programme for some time. The Newport programmes are geared towards the individual who lacks academic qualifications but has a wealth of practical experience. They are aimed at providing theory with a strong bias towards its application in the working world. Many South African companies are willing to pay their employees' fees for the courses on offer, which is proof that the business world believes this approach to be effective (CAEL, 2002; Briston, 1997).

b. Mangosuthu Technikon

At Mangosuthu Technikon there are three areas where Recognition of Prior Learning is practiced:

- Firstly, in the entry requirement there is an age exemption policy in place for those students that are more mature. Bridging courses are offered in order to assist these students.
- Secondly, there is a 'credit recognition' policy in place for those students who have qualifications from other South African institutions or foreign countries.
- Thirdly, they have 'fast tracking' within the institution, where students can be upgraded within a specific field of study.

Three methods of assessment are used:

- Competency and modified portfolios: to demonstrate prior experience.
- Documented proof: documents submitted either from any South African or foreign institution, or from an employer.
- Professional Boards: to advise regarding 'credit recognition' or 'fast tracking'.

Mangosuthu Technikon finds that these present mechanisms are sufficient as there is a relatively small demand for Recognition of Prior Learning. There are some micro policies in place, but unfortunately without uniformity, as there is no macro institutional policy in place yet. At present Recognition of Prior Learning is approved through the various faculty boards. They recommend that Recognition of Prior Learning practices be recognized nationally and globally by professional boards and standardized by the Standards Generating Bodies (SGBs) of SAQA (Airey, 2001).

c. Durban Institute of Technology (Steve Biko campus)

At the Durban Institute of Technology (Steve Biko campus), Recognition of Prior Learning is considered for access purposes only in the following departments:

- Architectural Department: grants Recognition of Prior Learning access using the portfolio and testimonial methods of assessment.
- Environmental Health Department: grants Recognition of Prior Learning access using CV reviews and studying academic records.
- Biotechnology Department: grants Recognition of Prior Learning access using CVs and testimonials.
- Child and Youth Care Department: grants Recognition of Prior Learning access using CV reviews, interviews and tests.

- Food and Nutrition Department: grants Recognition of Prior Learning access using CV analysis and evidence of experience, and,
- Journalism Department: grants Recognition of Prior Learning access using conferment of status (Gawe, 2001).

(i) Recognition of Prior Learning Specific to the Hospitality Industry at DIT (Steve Biko campus)

The Food and Nutrition Department at the Durban Institute of Technology (Steve Biko campus) has assessed prior learning for their Master's programme for Food and Beverage Management. During 1999/2000 two candidates were given recognition for their prior learning in the hospitality industry, allowing them access to the Master's degree in Technology: Food and Beverage Management. Both candidates had no formal qualification, but had industry-based qualifications achieved in the mid 1980s, and extensive skills and knowledge gained from experience. The industry-based qualifications of both candidates were very similar to the requirements of the new National Qualifications for hospitality industry skills programmes.

The methods of assessment used for both candidates were:

- A detailed CV analysis by a committee that included industry representation.

- Detailed evidence of experience and expertise.
- An interview with the committee (Vermeer, 2002).

d. Durban Institute of Technology (MLST campus)

At present there is no formal institutional policy for Recognition of Prior Learning in place. However, they do have an age exemption policy, which is conducted very loosely by the various departments. The process of Conferment of Status is more structured as there are guidelines in place to follow. Durban Institute of Technology (MLST campus) felt that a Recognition of Prior Learning assessment centre would be imperative for standardization, and that the marketing of Recognition of Prior Learning was very important (Pillay, 2001).

(i) Recognition of Prior Learning Specific to the Hospitality Industry at the Durban Institute of Technology (MLST campus)

The Hotel School at the Durban Institute of Technology (MLST campus) has three departments offering hospitality programmes, namely: Tourism department, Hospitality Studies and the Catering Studies department. Although the Hotel School has been running for many years and has a history in Black education, they have yet to grant access to a learner through the assessment of prior learning. The reason for this is that no requests have been made and subsequently there are no formal mechanisms in place for such a process. A Recognition of Prior

Learning policy specific to the hospitality industry would need to be developed and implemented for future access to tertiary education institutions offering hospitality industry programmes (Naidoo, 2002).

e. **University of Durban Westville**

The University of Durban Westville is seriously committed to Recognition of Prior Learning and has a Recognition of Prior Learning policy in place, which was drafted by the senate in 1999. The admission policy for all four faculties focuses on school leavers and first entry students with matriculation exemption. Access to all other students without this minimum entrance requirement is left to the discretionary powers of the senate. The senate provides access to learners who have potential and promise. This applies to all programmes in the various faculties across campus. Requests for the accreditation of modules within programmes are also supported. Assessment methods include:

- An interview with the applicant.
- A portfolio presentation.
- A Challenge test which could be written/oral/practical.

Courses at the University of Durban Westville where Recognition of Prior Learning is considered, are:

- B.Ed (Hons) Guidance and counseling: This was developed in conjunction with the Botswana government and is very successful. The access requirements for this postgraduate programme is: a diploma qualification (no degree), at least ten years' teaching experience, a portfolio and registration for Psychology I.
- Master's programme in religion: The access requirements for this postgraduate programme are: experience in religious instruction, experience in community work, and a portfolio of seminars/conferences. No formal qualification is necessary, but the candidate must be a leader in the field of religion.

Some of the challenges identified by the University of Durban Westville are uniformity and consistency in assessment of experiential learning, trained assessors of Recognition of Prior Learning and the development of staff (Kistan, 2001).

f. University of Zululand

The University of Zululand is presently preparing a document on Recognition of Prior Learning. Professor Arthur Song of the Faculty of Theology and Religion Studies has submitted a draft for recommendations on Recognition of Prior Learning, and is currently pioneering the first programmes offered at the

University of Zululand taking into consideration the Recognition of Prior Learning.

Admission to undergraduate studies is usually with matriculation exemption, but they do take into account Recognition of Prior Learning. Most adults without Standard 10 (Grade 12) may be admitted to the degree programmes under various options such as:

- mature age (40 years and older);
- five years or more of pastoral experience;
- proof of competency by submitting a two-year certificate or diploma from an institution acceptable to the Faculty Board of Theology and Religion Studies.

Even if a student does not have a matric certificate with exemption, he/she may study toward the B.Th (Arts) qualification, provided that he/she successfully completes the four foundation modules.

If a student does not have a matric exemption or a Senior Certificate, he/she may be admitted to the B.Th (Hons) if he/she has:

- served a minimum of 7 years in a pastoral charge or equivalent sphere of ministry;

- proof of academic competency by having completed a 3-year certificate or diploma course with an institution acceptable to the faculty board of Theology and Religion Studies (Song, 2001).

g. University of Natal

The University of Natal has two areas where they are dealing with Recognition of Prior Learning:

- The Open Learning Network
- The Centre for Adult Education.

The Open Learning Network is geared towards people that work full time. The mixed mode programme at present includes nurses and teachers well over 35 years of age. The University still recognizes the constraints of the Matriculation Board. For access they look at the critical fields outcomes on level four of the NQF: if the student is capable at this level, then they can attend the University. The Centre for Adult Education also makes allowances for Recognition of Prior Learning.

At present the University of Natal is looking at various methods of allowing students to write an exam without class attendance, which will obviously have a strong Recognition of Prior Learning element attached to it (Bulman, 2001).

2.7 CONCLUSION

Today 10 - 15 million adults in South Africa lack basic education or skills. An average of 350 000 adults take training courses each year (in all industries), but SAQA expects that the figures will rise dramatically by 2001 (Vally, 1998). The Skills Development Levies Act (South Africa, 1999: 19984) states that:

Every employer must pay a skills development levy from:

- a) 1 April 2000, at a rate of 0,5 per cent of the leviable amount, and
- b) 1 April 2001, at a rate of one per cent of the leviable amount.

The leviable amount means the total amount of remuneration paid by an employer to its employees during any month. This levy is for the training and education of employees. The rebuilding of the new educational system in South Africa will bring about a new approach to education and training in South Africa. The Adult Basic Education and Training Act (South Africa, 2000: 21881) states that we must ensure access to adult basic education and training, and in the workplace, by persons who have been marginalized in the past, such as women, the disabled and the disadvantaged. We need to build a South African system with South African qualifications that have credibility in their own right and which are recognized by other countries (Asmal, 2001).

In terms of relevance to this study, the gaps and silences in the literature specifically relate to knowledge and information that refer to the recognition of 'prior learning' for chefs/professional cooks within the hospitality industry.

SAQA states that Education and Training Quality Assurance Bodies (ETQA) and providers of education and training are responsible for developing a model of Recognition of Prior Learning in all fields provided that these:

- comply with the objectives of the NQF;
- can stand up to intellectual scrutiny, and/or are grounded in sound education and training theory;
- are internationally comparable;
- can be adequately resourced (in terms of both human and financial resources);
- are aligned to the notion of integrative assessment; and
- comply with the criteria and guidelines for assessment that SAQA will be publishing (South African Qualifications Authority, 2001).

As in other countries, South Africa must develop a framework for the Recognition of Prior Learning also in the hospitality industry, so that those who have been denied formal opportunities for learning and have developed their knowledge and skills through work experience, can be assessed. Entry requirements in this field can no longer be prohibitive, and the education system should allow people to

enter and re-enter the learning system on a life-long basis. The only way that some workers in the hospitality industry will be able to enter the learning system is, through Recognition of Prior Learning (South African Qualifications Authority, 2001; South Africa, 1998; South Africa, 1996: 697).

CHAPTER THREE

MATERIALS AND METHODS

3.1 OVERVIEW

The previous two chapters focused on the origin and the importance of the study, as well as on the development of Recognition of Prior Learning in overseas countries and in South Africa. The history of training and development in the hospitality industry was reviewed in order to determine the extent to which prior learning existed and the recognition thereof. International and local assessment practices were discussed to assist with the development of a possible assessment model to be used by tertiary education institutions.

This chapter outlines the methodology used to approach the issue in question. The questionnaire design, sample selection, administration of data capturing and data collection procedures are explained. Interviews with staff from the tertiary education institutions offering hospitality industry programmes, sample selection and interpretation of the data are discussed. Limitations of the survey as well as the criteria for admissibility of the data are identified.

3.2 METHODOLOGY – THE DESCRIPTIVE SURVEY METHOD

This study has both a hospitality industry and an educational bias. The aim of this study was to investigate the need for and the feasibility of assessing prior learning in the hospitality industry with specific reference to chefs/professional cooks, in order to make recommendations for the formulation of an assessment model to be used by tertiary education institutions. This need was identified by means of a questionnaire (Annexure 7.2: 210) using the descriptive survey method.

3.3 DATA COLLECTION FOR SUB-PROBLEM ONE

The first sub-problem was to investigate the extent to which prior learning existed and the recognition thereof in the hospitality industry with specific reference to chefs/professional cooks in the KwaZulu-Natal region.

The data needed for testing the hypothesis of sub-problem one stated in section 1.4.1 were obtained from the responses of respondents in the hospitality industry using the questionnaire (Annexure 7.2: 210).

3.3.1 Sample Selection

The study targeted both employers and employees (referred to as employers/employees in text) within the hospitality industry with specific

reference to chefs/professional cooks who had had at least five years' working experience in an established restaurant or hotel kitchen. The areas selected for the study were the following four main areas in the KwaZulu-Natal region taken from the directory-zone map in the telephone directory (Annexure 7.7: 256):

- Durban and surrounding area
- Pietermaritzburg and KwaZulu-Natal interior
- KwaZulu-Natal North Coast
- KwaZulu-Natal South Coast

The study was limited to two main sample groups:

- restaurants;
- hotels.

All the hotels and restaurants within the sample of 43 hotels and 35 restaurants were initially telephoned/faxed to request their assistance with the survey. Only hotels and restaurants that had been established for at least five years (with the exception of those hotels that belonged to a well-established group of hotels) were identified and used for sampling.

The selection of hotels and restaurants was taken from the KwaZulu-Natal website (KwaZulu-Natal Tourism, 2001) because it is used regularly by tourists and is the most updated version of well-established and available hotels and

restaurants in the KwaZulu-Natal region. The study was limited to South African Tourism (SATOUR) recognized and graded hotels previously falling within the 3-star to 5-star rating system. The selection included those top fine-dining restaurants that followed the kitchen brigade system and offered a la carte menus. Tables 3.1 and 3.2 show the hotels and restaurants that appeared on the KwaZulu-Natal Tourism website (KwaZulu-Natal Tourism, 2001). The hotels and restaurants that initially responded to the telephone/fax requests are marked with an asterix.

Table 3.1 List of Hotels on KwaZulu-Natal Tourism Website

Area 1	Area 2	Area 3	Area 4
Durban and surrounding area	Pietermaritzburg and KwaZulu-Natal interior	KwaZulu-Natal North Coast	KwaZulu-Natal South Coast
1000 Hills Admiral Albany Assagay *Beach *Blue Waters *City Lodge *Four Seasons *Hilton *Royal	*Alpine Heath Argyl Babanango *Bushmans Nek Capricornia *Cathedral Peak Cedarville *Central *Champagne Castle Champagne Sports *City Royal Creighton *Crown Cumberland Dalton *Drakensberg Gdns *Drakensberg Sun Dumbe *Everglades *Fern Hill	*Bayshore Inn *Beverly Hills Canefields *Donny Brook Forest Inn *The Richards	*Beach Lodge *Bela Vista *Blue Marlin Brackenmore *Cutty Sark *San Lameer *Polano

Table 3.2 List of Restaurants on KwaZulu-Natal Tourism Website

Area 1	Area 2	Area 3	Area 4
Durban and surrounding area	Pietermaritzburg and KwaZulu-Natal interior	KwaZulu-Natal North Coast	KwaZulu-Natal South Coast
Bashers *Bistro Café Bali Christina's *Crinkley Bottom Edward *Grill Room Café *Harveys *Langostine	*Adams Outpost Alladin's De-light Beefeaters Blue Haze Calderwood Hall Caversham Mill *Christopher's Da Vinci's Ghost Mountain *Granny Mouse Guinea Guest *Ingeli Forest Iscor Club	*African Tavern *Cabin Cottonfields *Grill Room La Provence	*Bistro Ramsgate Caradine Crocodilian *Fish Eagle Golden Mile Karidene *Lobster Pot *The Hide

The multi-stage cluster method of sampling was used to derive a representative sample of hotels and restaurants because of the homogenous nature of the population included in the survey. The sample consisted of four clusters, namely the four areas shown in Tables 3.1 and 3.2. In the second stage of the sampling selection, hotels and restaurants were chosen as the homogenous strata for the study. Judgement sampling was used to a certain degree in the choice of hotels and restaurants. It was felt that the researcher's past years of experience of the establishments in the hospitality industry could be applied to ensure a representative sample. The population sample was relatively small and homogenous and therefore not likely to have much variance across groups of people in different areas/provinces of the country as a whole.

3.3.2 Administration of Data Capturing

A staff member from each hotel/restaurant shown in Tables 3.1 and 3.2 was first contacted by telephone/fax to inform them of the research and to request their assistance with the completion of the questionnaire. Upon positive confirmation of their assistance, hotel and restaurant staff were asked to nominate and reserve a suitable venue and time when all staff would be present (Annexure 7.1: 209). A short interview was conducted with the person in charge, explaining the research and obtaining an overview of their opinion on Recognition of Prior Learning. The employer/head chef was asked to inform staff about the questionnaire and to give their staff a short briefing of the nature and purpose of the research (Annexure 7.2: 210).

The researcher issued coded questionnaires to staff and explained the general purpose of the survey and requested respondents not to discuss the questionnaires amongst themselves during the completion thereof.

A letter informing the respondents about the survey and an instruction sheet in which the staff were guaranteed confidentiality was given out. The staff completed the questionnaires in the presence of the researcher and handed them in directly. The interview survey method was used for the following reasons:

- to decrease the non-response rate;
- to ensure that respondents understood and answered all the questions in the correct manner;
- due to the relatively small sample group, expense was kept fairly low.

3.3.3 Questionnaire Formulation

3.3.3.1 Objectives

Information used to formulate the questionnaire to test hypothesis one (section 1.4.1) was obtained from the following sources:

- the literature review (chapter two);
- researcher's own experience and observations in the field.

The questionnaire (Annexure 7.2: 210) used to collect the data was designed to achieve the following objectives:

(i) Independent variables

1. to gather the following socio-demographical information regarding the employers/employees in the hospitality industry:
 - age;
 - gender;

- race;
- nationality.

(ii) Dependent variables

2. to determine the educational background of the respondents in the hospitality industry:
 - language proficiency;
 - level of education;
 - formal qualifications;
 - industry-based qualifications.
3. to determine industry experience of the respondents in the hospitality industry:
 - total years of experience in the hospitality industry;
 - job description.
4. to determine the extent to which respondents' 'prior learning' was recognized:
 - is 'prior learning' recognized;
 - how is 'prior learning' recognized;
 - what qualification does an employer prefer.

3.3.3.2 Breakdown of Sections

To achieve the objectives listed in section 3.3.3.1, a structured questionnaire (Annexure 7.2: 210) consisting of five sections was designed.

SECTION A: Socio-demographical data – questions 1 to 4:

The results are presented in Tables 7.4.1 and 7.4.2 (Annexure 7.4.1 and 7.4.2: 229-230) and Figures 4.1 and 4.3: 108, 112.

- age – question 1;
- gender – question 2;
- race – question 3;
- nationality – question 4.

SECTION B: Educational background – questions 5 to 13.

The results are presented in Tables 7.4.4 – 7.4.8 (Annexure 7.4.4-7.4.8: 232-236) and Figures 4.4 – 4.8: 113, 115, 117, 119, and 121.

- language proficiency – question 5;
- highest school standard achieved – question 6;
- formal qualification – questions 7-10;
- industry-based qualification – questions 11-13.

SECTION C: Industry experience – question 14.

The results are presented in Tables 4.1: 123, 7.4.9 and 7.4.10 (Annexure 7.4.9; 7.4.10: 237-239) and Figure 4.9: 119.

- total number of years experience – question 14.

SECTION D: Recognition of Prior Learning – questions 21 and 22.

The results are presented in Tables 7.4.18 to 7.4.22 (Annexure 7.4.18-7.4.22: 247-251) and Figures: 4.16-4.21: 141, 142, 144, 145, 147, 148.

- has ‘prior learning’ been recognized – question 21;
- how has ‘prior learning’ been recognized – question 22.

HEAD CHEF SECTION: Questions 28 and 29.

The results are presented in Tables 7.4.23 and 7.4.24 (Annexure 7.4.23 and 7.4.24: 252-253) and Figures 4.23 and 4.24: 151-152.

- qualification preferred by employer – question 28;
- has ‘prior learning’ been assessed – question 29.

3.3.3.3 Presentation of Data

Questions 1 to 4 of the questionnaire dealt with the socio-demographic data, which are presented under sample realisation (Annexure 7.4.1 and 7.4.2: 229-230) and in Figures 4.1 and 4.2 (section 4.2). Responses to questions 5 to 13 of the questionnaire (Annexure 7.2: 210) gave an indication of the respondents’

educational background. The results were recorded in Figures 4.4 to 4.8 (section 4.2). Question 14 of the questionnaire determined the respondents' experience in industry. The results are presented in Figure 4.9 (section 4.2). Responses to questions 21, 22, 28 and 29 of the questionnaire determined the extent to which prior learning was recognized. The results were recorded in Figures 4.16 to 4.21 (section 4.2).

3.3.3.4 Questionnaire Structure and Interpretation

The questionnaire was designed using mostly closed-ended questions and the methods as indicated in this section. Only one open-ended question was included. A questionnaire pilot test was undertaken (section 3.3.3.4 (iii)). The following methods were used:

(i) Categorical data

Categorical type questions were used to elicit standard and type of education from the respondents. The answers to these questions were coded and put into various categories, for example:

8. Where did you study in the Hospitality/Tourism industry?

Technikon	1		
Hotel School	2		
Private cookery school	4		
None	8		
Other (please specify).....	16		

(ii) Lickert Scale

A four-point Lickert Scale using the following responses:

- not at all
- very little
- average
- fluently

was used to measure the language proficiency of the respondents. As a rule the Lickert Scale has five options to choose from. However, the response 'unsure' was not included in the respondents' range of choices. It was felt that the respondent should have some form of opinion as to his/her language proficiency.

(iii) Pilot test

After basic testing and revising the questionnaire, the questionnaire was pre-tested once. In the pre-test, the questionnaire was administered under field conditions to a sample population of ten respondents. The pre-test was specifically aimed at respondents who were expected to have the most difficulty with the questionnaire, i.e.:

- older traditional Zulu employees who could have a problem with English;
- employees with the lowest educational qualifications.

The pre-test was administered to establish:

- the time needed to explain to staff about the questionnaire;
- the time needed to answer the questionnaire;
- which questions needed to be re-worded;
- any difficulties encountered in understanding the questionnaire.

The pre-test indicated that respondents had a keen interest in the recognition of 'prior learning'. The questionnaire was clear and understood by all respondents, as both the researcher and employer/head chef were in attendance to explain if problems were encountered.

3.3.3.5 Coding of employers/employees Questionnaire

The grid in question 5 used to measure language proficiency (Annexure 7.2: 210) had alphabetical codes (A-C) assigned to each category and numerical codes for each choice within the category:

- 1 = not at all;
- 2 = very little;
- 3 = average;
- 4 = fluently.

code

A (values: 1 to 4) speak English

B (values: 1 to 4) understand English

C (values: 1 to 4) read English

3.3.4 Sample Realisation

Introductory letters (Annexure 7.1: 209) and questionnaires (Annexure 7.2: 210) were posted/faxed to the total population of 43 hotels and 35 restaurants found on the KwaZulu-Natal Tourism website to inform and request permission for assistance. Of these, 28 hotels and 16 restaurants responded. This constituted a 65% response rate for the hotels and a 46% response rate for the restaurants. This is considered reasonable for self-administered questionnaires (Sudman and Blair, 1998).

3.3.5 The Criteria for the Admissibility of the Data

Only the responses of employers/employees in the hospitality industry who completed the questionnaire under the researcher's supervision in the KwaZulu-Natal area were used to test hypothesis one. Incomplete questionnaires would be ignored at the discretion of the researcher. Of the 28 hotels and 16 restaurants that returned their questionnaires (65% and 46% respectively), all the questionnaires were admissible.

3.3.6 The Interpretation of the Data

Analysis of the responses was made after each response to each item was tallied and conversion to a percentage value was made (Annexure 7.3: 221-228). The

data were treated using the statistical analysis programme, SPSS version 9. The software programme was used to sort the data for tabulation purposes. The McNemar χ^2 test was used to test for significance (Annexure: 7.4: 229-253) because it is recognized as the best way to test for a relationship between the sample means of categorical or discrete variables (Sudman and Blair, 1998).

3.4 DATA COLLECTION FOR SUB-PROBLEM TWO

The second sub-problem was to determine the need for and feasibility of assessing prior learning in the hospitality industry in order to formalize Recognition of Prior Learning assessment methods at tertiary education institutions.

The data needed for testing the hypothesis of sub-problem two as stated in section 1.4.2 were obtained from the answers to the questionnaires completed by the respondents (Annexure 7.2: 210).

3.4.1 Sample Selection

Refer to sample selection in section 3.3.1.

3.4.2 Administration of Data Capturing

Refer to administration of data capturing in section 3.3.2.

3.4.3 Questionnaire Formulation

3.4.4.1 Objectives

Information used in the questionnaire to test hypothesis two (section 1.4.2) was obtained from the following sources:

- the literature review (chapter 2);
- researcher's own experience and observations in the field.

The questionnaire (Annexure 7.2: 210) used to collect the data was designed to achieve the following objectives:

(i) Independent variables

1. to gather the following socio-demographic information and to determine the educational background of the respondents in the hospitality industry:
 - race;
 - formal qualification;
 - industry-based qualifications;
 - no qualifications;
 - total years of experience.

(ii) Dependent variables

2. to determine job description and salary

- job description;
- salary.

3. to determine the need for assessing prior learning:

- in what way has 'prior learning' been a disadvantage;
- is it important to have 'prior learning' recognized;
- skills that deserve recognition.

4. to determine the feasibility of assessing prior learning:

- head chef's commitment to assist staff with Recognition of Prior Learning;
- different ways of assisting with the Recognition of Prior Learning.

3.4.3.2 Breakdown of Sections

To achieve the objectives listed in section 3.4.3.1, a structured questionnaire (Annexure 7.2: 210) consisting of five sections was designed. The following specific questions were used to test hypothesis two:

SECTION A: Socio-demographic data – question 3.

The results of this question are presented in Table 7.4.2 (Annexure 7.4.2: 230) and Figure 4.2: 110.

- race – question 3

SECTION B: Educational background – questions 7 to 13.

The results are presented in Tables 7.4.7 and 7.4.8 (Annexure 7.4.7 and 7.4.8: 235-236) and Figures 4.7 and 4.8: 119, 121.

- formal qualifications – questions 7-10;
- industry-based qualifications – questions 11-13.

SECTION C: Industry experience – questions 14 to 20

The results are presented in Tables 7.4.3, 7.4.9 and 7.4.10 (Annexure 7.4.3, 7.4.9 and 7.4.10: 231, 237-239) and Figures 4.3 and 4.9: 112, 123.

- total number of years experience – question 14;
- job description – question 15-16;
- salary and various job titles – questions 17-20.

SECTION D: Recognition of Prior Learning – questions 21 to 27.

The results are presented in Tables 7.4.18 to 7.4.22 (Annexure 7.4.18 to 7.4.22: 247-251) and Figures 4.16 to 4.21: 141, 142, 144, 145, 147, 148.

- the need to recognize ‘prior learning’ – questions 21-27.

HEAD CHEF’S SECTION – questions 28 to 32.

The results are presented in Tables 7.4.23 and 7.4.24 (Annexure 7.4.23 and 7.4.24: 252-253) and Figures 4.23 and 4.24: 151-152.

- the need to recognize ‘prior learning’ – questions 28-30;
- is it feasible to recognize ‘prior learning’ – questions 31-32.

3.4.3.3 Presentation of the Data

Question 3 of the questionnaire (Annexure 7.2: 210) dealt with the socio-demographic data of race, which was presented under sample realisation (section 4.3). Responses to questions 7 to 13 indicated the educational background of the respondents and were presented in Figures 4.5 to 4.8 (section 4.3). Questions 14 to 20 were used to determine industry experience, job title and salary and were presented in Figures 4.9 to 4.15 (section 4.3). Responses to questions 21-27 determined the need to recognize 'prior learning' and were presented in Figures 4.16 to 4.21 (section 4.3). Questions 28 to 32 were used to determine the need and feasibility of assessing prior learning. The results were recorded in Figures 4.23 and 4.24 (section 4.3).

3.4.3.4 Questionnaire Structure and Interpretation

The questionnaire administered to consumers was designed using, where applicable, the methods as indicated in this section. A discussion of each method and how it was used to process the responses is given.

(i) Categorical data

Categorical type questions were used to elicit socio-demographic data from the respondents. The answers to the questions were coded and put into various categories, for example:

3. Race

Black	1	
White	2	
Asian	3	
Coloured	4	
Other (please specify).....	5	

(ii) Lickert Scale

To determine respondents' attitude towards the recognition of their prior learning in the workplace, a four-point Lickert Scale was used providing a choice among the following responses in question 21:

- always
- at most places
- at only a few places
- not at all

As a rule the Lickert Scale provides five options to choose from. The response 'unsure' was not included in the range of choices as it was argued that the

respondent should express some opinion regarding the recognition of their 'prior learning' in the workplace.

3.4.3.5 Coding the questionnaire

In order to code question 19, each category was assigned an alphabetical code (A-F), and a numerical code was given for each choice within the category:

- 1 = under 1 year;
- 2 = 1 year;
- 3 = 2 years;
- 4 = 3 years;
- 5 = 4 years;
- 6 = 5 years;
- 7 = over 5 years.

code

- | | |
|--------------------|------------------|
| A (values: 1 to 7) | trainee; |
| B (values: 1 to 7) | commis chef; |
| C (values: 1 to 7) | chef de partie; |
| D (values: 1 to 7) | sous chef; |
| E (values: 1 to 7) | executive chef; |
| F (values: 1 to 7) | other (specify). |

The grid in question 20 was used to determine salary in correlation to job title (Annexure 7.2: 210). Each choice within the category had an alphabetical code:

- 1 = under R1000;
- 2 = R1000 – R1999;
- 3 = R2000 – R2999;
- 4 = R3000 – R3999;
- 5 = R4000 – R4999;
- 6 = over R5000.

code

- A (values: 1 to 6) trainee;
- B (values: 1 to 6) commis chef;
- C (values: 1 to 6) chef de partie;
- D (values: 1 to 6) sous chef;
- E (values: 1 to 6) executive chef;
- F (values: 1 to 6) other (specify).

In order to code the open-ended question 27, skills that deserve recognition, every response to the question was listed, and popular responses were grouped together.

The following skills were listed:

- training and coaching;
- specialized pastry work;
- competition work and creativity;
- operational skills;

- leadership and motivational skills.

3.4.4 Sample Realisation

Refer to sample realisation, section 3.3.4.

3.4.5 The Criteria for the Admissibility of the Data

Refer to criteria for the admissibility of the data, section 3.3.5.

3.4.6 The Interpretation of the Data

Refer to the interpretation of the data, section 3.3.6.

3.5 DATA COLLECTION FOR SUB-PROBLEM THREE

The third sub-problem was to investigate the various methods used for the assessment of prior learning at tertiary education institutions servicing the hospitality industry in order to formulate recommendations for the development of an assessment model to be used by tertiary education institutions.

Results from the first two sub-problems were used to identify the existence of Recognition of Prior Learning in the hospitality industry and to establish the need

for and feasibility of assessing prior learning, which in turn was used to formulate recommendations for the development of an assessment model.

The data needed for testing the hypothesis of sub-problem three stated in section 1.4.3 was obtained from the integration of the answers of the respondents in the hospitality industry using the questionnaire (Annexure 7.2: 210) and the responses to the interviews with staff from the higher education institutions offering hospitality programmes. Information applicable to the formulation of recommendations for an assessment model for tertiary education institutions was selected. These results are presented in section 4.4.

3.5.1 Sample Selection

The study targeted tertiary education institutions within the KwaZulu-Natal area offering hospitality industry programmes. The study was limited to established government tertiary education institutions offering national qualifications whose minimum entrance requirement was Standard 10 (Grade 12). The population sample in the KwaZulu-Natal area consisted of only one tertiary education institution that offered hospitality industry programmes in two different departments at the institution. The sample design used was a qualitative method using an interview with open-ended questions (Annexure 7.6: 255). The sample was small and homogenous and therefore not likely to have much variance across the remaining 5 tertiary education institutions in South Africa. Both departments

in the tertiary education institution in the KwaZulu-Natal area were contacted by telephone and requested for assistance with the survey (Annexure 7.5: 254).

3.5.2 Administration of Data Capturing

The Head of Department from each department within the tertiary education institution offering hospitality industry programmes was contacted by telephone and a time was identified for an appointment. An interview was conducted with each of the heads of departments using the questions in Annexure 7.6: 255. The in-depth qualitative personal interview method was conducted using open-ended questions because of the nature of the data to be collected. Both the departments agreed to be interviewed which constituted a 100% response. All responses to the open-ended questions were recorded and the results are reported in section 4.4.

3.5.3 Interpretation of the data

The data from the questionnaire (Annexure 7.2: 210) were processed using the statistical analysis programme, SPSS version 9. Only the information which was applicable to the formulation of recommendations for the development of an assessment model to be used by tertiary education institutions was used. These findings, together with the information from the interviews with the higher education institution offering hospitality programmes (Annexure 7.6: 255), were

used for the identification of determinants of an assessment model. The information and findings are presented in chapter four.

3.6 LIMITATIONS

The limitations of the methods described in chapter three are listed:

1. The descriptive survey method is susceptible to distortion due to bias in the research design. Consequently attention was given to safeguard the data from the influence of bias inherent in this method such as:
 - a brief but concise explanation of the research was given to the employers/employees before the questionnaire was administered to ensure that the respondents were not influenced in any way by the researcher's personal opinion or too much pre-information.
2. Although the postal survey method has a limited response rate, the use of the postal survey method to obtain the initial response and support from the employers in the hospitality industry was the most cost effective, and therefore adequate. This method was suitable because of the wide distribution of the various respondents, albeit a relatively small homogenous sample.
3. It was a challenge to reach all respondents at the various establishments in the hospitality industry due to the shift work. An exact time needed to be

chosen carefully, in order to obtain completed questionnaires from both shifts. The timing needed to suit:

- the first shift ending, who were eager to go home;
- the second shift beginning, who were eager and pressed for time to start their work.

4. Although in-depth interviews normally have higher costs per person and result in smaller sample sizes, this method was suitable for the tertiary education institutions because of the small sample group.
5. One of the weaknesses of in-depth interviews is that the people who are willing to participate in in-depth interviews may not reflect the entire population and that they do not provide broad population coverage. It was necessary to obtain specific information with depth and spontaneity from the tertiary education institutions regarding Recognition of Prior Learning practices in their departments. Therefore this method was most suitable (Sudman and Blair, 1998).

All information was treated with the strictest confidence.

3.7 STATISTICAL HYPOTHESES

Firstly, the following needs to be noted:

H₀: refers to the Null/statistical Hypothesis, i.e. there is no association.

H₁: refers to the Alternative/Research Hypothesis, i.e. there is an association.

$\alpha = 0.05$

The decision rule is:

- If $P < 0.05$, it is significant, therefore reject the H_0 , and there is an association.
- If $P \geq 0.05$, it is not significant, therefore accept the H_0 , and there is no association.

3.7 SUMMARY OF CHAPTER 3

- This chapter has outlined the procedures followed in obtaining the data through the descriptive survey technique and qualitative interviews.
- The methodology used to obtain the data relating to each sub-problem was discussed. The process included an examination of the sample selection, administration of data capturing, questionnaire formulation, interviews with staff from tertiary institutions, determining criteria for the admissibility of the data, and the interpretation of the data.
- The limitations of the survey and its susceptibility to bias were discussed.

The results of the data processing are reported in chapter four.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND FINDINGS

4.1 OVERVIEW

In the previous chapter, the methods of data collection were discussed. These included sampling methods, questionnaire design and administration, interviews with staff from tertiary education institutions, sample realisation, criteria for the admissibility of the data and the analyses of the data. The limitations of the descriptive survey method were also discussed. Lastly, the statistical hypotheses were explained.

This chapter looks at the results of the processed data obtained from the questionnaire, which were tabulated, interpreted, and evaluated. Only results relevant to each sub-problem and its hypothesis are included.

The study focused on employers/employees (referred to as respondents) within the hospitality industry with specific reference to chefs/professional cooks, who had had at least five years' working experience in an established hotel or restaurant. The areas selected were the four main areas in the KwaZulu-Natal region (Annexure 7.7: 256). The hotels and restaurants within the sample of 43 hotels and 35 restaurants taken from the KwaZulu-Natal Tourism website were

contacted and the owner/employer was requested to assist in the research. Sixty five percent of the hotels and 46% of the restaurants responded positively to the initial request.

The following results are reported:

- the socio-demographical information of respondents within the hospitality industry;
- the level of education of the respondents within the hospitality industry in the following areas:
 - a. secondary education;
 - b. formal qualifications, and
 - c. industry-based qualifications;
- the number of years of working experience of each respondent in the hospitality industry;
- the extent to which 'prior learning' exists within the hospitality industry;
- the extent to which 'prior learning' is recognized in the hospitality industry;
- information that may assist in determining the need for assessing 'prior learning'
- the feasibility of assessing 'prior learning'.

For the purpose of this study exact Probability (P) values have been given; however $P = 0.0000$ does not mean that P is equal to zero, but that the significance level is very close to zero.

The responses to the questionnaire and the tabulations of the relevant McNemar χ^2 test results for significance between the variables are recorded in Annexure 7.4: 229-253.

4.2 RESULTS: SUB-PROBLEM ONE

Sub-problem one was to investigate the extent to which prior learning existed, and the recognition thereof in the hospitality industry with specific reference to chefs/ professional cooks in the KwaZulu-Natal region. The employers/employees questionnaire (Annexure 7.2: 210) was used to gather information on the following aspects, which are reported on in this section:

- the socio-demographical information of respondents within the hospitality industry;
- the level of education of the respondents within the hospitality industry;
- the number of years of working experience of each respondent in the hospitality industry;
- the extent to which 'prior learning' exists within the hospitality industry.

The results pertaining to the first sub-problem for each of the relevant questions are reported as follows:

4.2.1 Age and Gender

The results from questions 1 and 2 of the questionnaire showed that the survey consisted of 67.3% male and 32.6% female respondents (Table 7.4.1: 229). In other words, the majority of the respondents were male. Chronologically, the number of female respondents increased with, the highest numbers being within the 26-35 and 18-25 age groups.

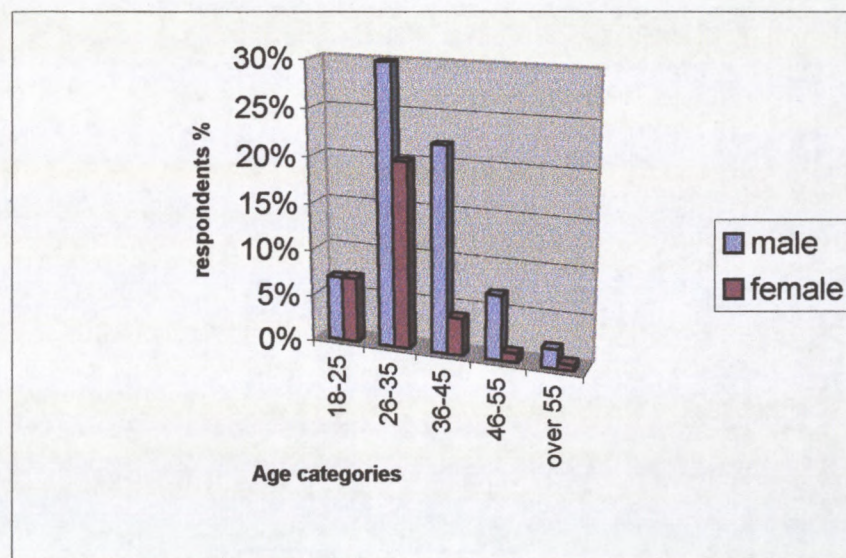


Figure 4.1: Age and Gender of Respondents in the Hospitality Industry (n=233)

The results in Figure 4.1 show that historically there were more males than females in the hospitality industry but with the new generation (18-25 years) more females are entering the industry, resulting in almost equal numbers of males and females finding employment in this field. However, with the largest overall number of employees still being male, it is evident that most candidates who would be eligible for the recognition of their 'prior learning' would be male.

The McNemar χ^2 test of Table 7.4.1 (Annexure 7.4.1: 229) revealed that there was an association between age and gender in the hospitality industry. The older generation (46-55 years) in the hospitality industry was predominantly male.

4.2.2 Age and Race

The results of questions 1 and 3 of the questionnaire revealed that the respondents in the hospitality industry were predominantly Black in all four age categories. Figure 4.2 shows that the largest number of respondents was in the 26-35 age category (49.8%), followed by: 25.8% in the 36-45 age category, 14.2% in the 18-25 age category, 7.7% in the 46-55 age category, and 2.6% in the over 55 age category. The race distribution for the White and Asian populations was very similar, which is reflective of the KwaZulu-Natal region. Further observation revealed that the 18-25 age group had significantly fewer Asians, which is peculiar for this region. In conclusion the results revealed that most candidates eligible for the recognition of their 'prior learning' would be Black.

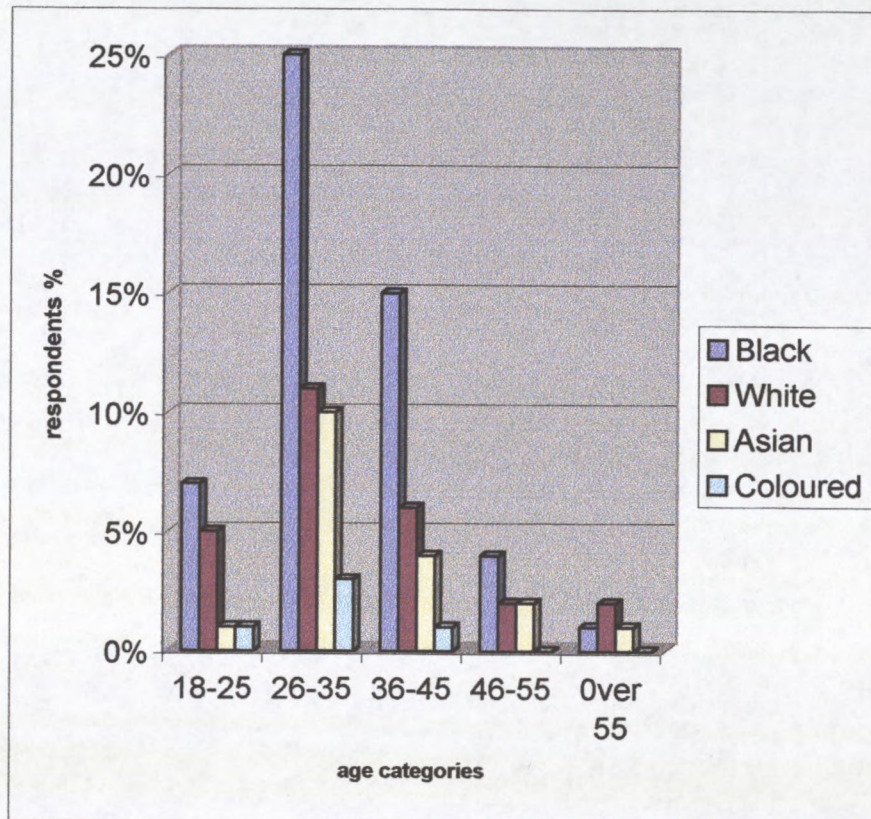


Figure 4.2: Age and Race of Respondents in the Hospitality Industry. (n=233)

The McNemar χ^2 test of Table 7.4.2 (Annexure 7.4.2: 230) revealed no significant association between the race and age of the respondents.

4.2.3 Nationality and Levels of Appointment

The extent to which there was an association between nationality and levels of appointment in the hospitality industry in South Africa was measured by questions 4 and 15. The results were reflective of the history of training and development of chefs in South Africa.

The results revealed that although the majority of the respondents was South African (88.8%) in comparison to other nationalities (11.2%), there was very little difference in the percentage breakdown of executive chef positions namely: South African (6%), other nationalities (5%). In other words, although the population of foreign chefs was relatively small in the hospitality industry, 50% of them held top executive positions in the kitchen brigade (Figure 4.3). It was concluded that very little change had occurred in the hospitality industry, and that the advantaged minority (foreign chefs) continued to hold a large percentage of the top positions, while the disadvantaged majority filled the lower positions in the kitchen brigade.

A significant difference was found between nationality and levels of appointment as revealed by the McNemar χ^2 test of Table 7.4.3 (Annexure 7.4.3: 231) as it was indicated that there was an association between nationality and levels of appointment.

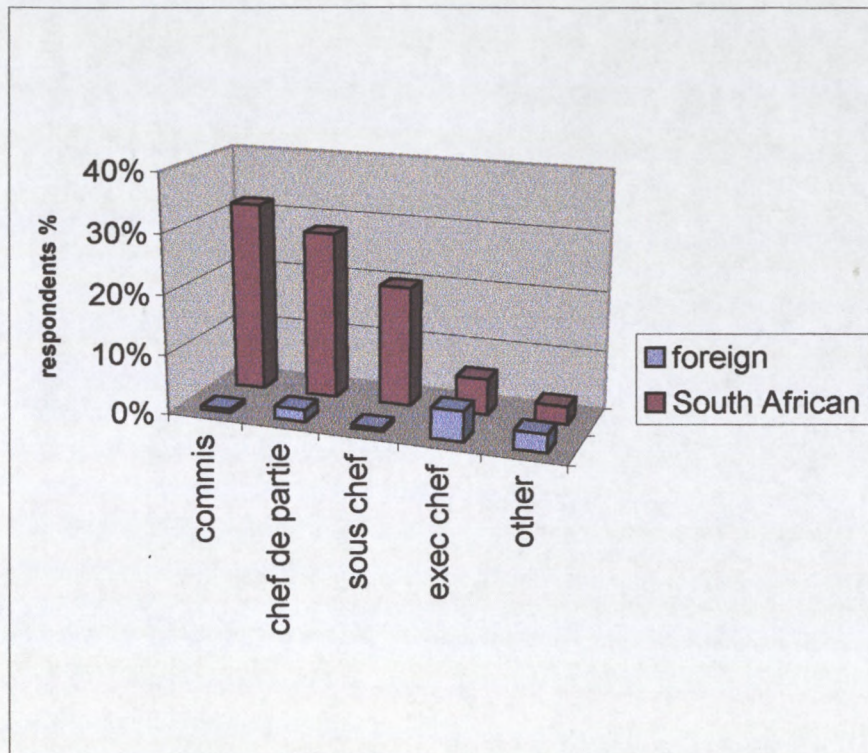


Figure 4.3: Nationality and Levels of Appointment. (n=233)

4.2.4 Language Proficiency

It was of vital importance to the researcher that the respondents could speak, understand and to a lesser degree read English in order for them to realize the importance of the study, and thereby answer the questionnaire correctly. Figures 4.4(a) and 4.4(b) show the relevant language proficiency levels of the respondents:

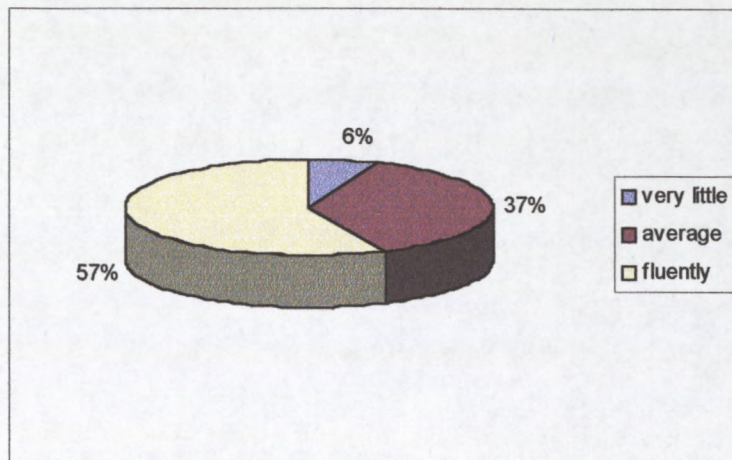


Figure 4.4(a): Language proficiency: speak or understand English (n=233)

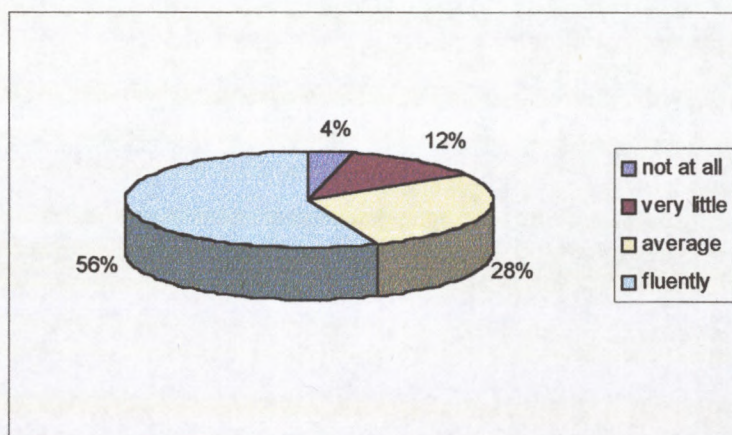


Figure 4.4(b): Language proficiency: read English (n=233)

The researcher assumed that the majority of the respondents would be Black (which was evident in the results), therefore conducted the survey questionnaire personally with the assistance of the employer/head chef in the event of any difficulty with understanding the reasons for the survey. The results of the findings in Table 7.4.4 (Annexure 7.4.4: 232) revealed that most of the

respondents could speak, understand and read English. This was evident in the pilot study as well as in the actual survey process where there was no difficulty in the respondents' understanding of the research, therefore it was unnecessary to have a Zulu questionnaire. This is relevant for future studies when specific Recognition of Prior Learning models of assessment for the hospitality industry are developed. The reasons for these findings are due to a number of factors, namely:

- Traditionally KwaZulu-Natal is a province where the majority of the white population group speaks English.
- English is the medium of instruction in the majority of all schools, so while the respondents' traditional language may be an African one, they are able to communicate in English.
- The Asian community in KwaZulu-Natal traditionally communicates through the medium of English, even as their home language.
- The Coloured community in KwaZulu-Natal, albeit relatively small, traditionally communicates through the medium of English.

4.2.5 Race and Levels of Secondary Education

Questions 3 and 6 of the questionnaire measured the levels of secondary education in order to investigate at what levels of education the various race

groups were, in addition to determining if there was an association between race and levels of education and if so, if it was significant.

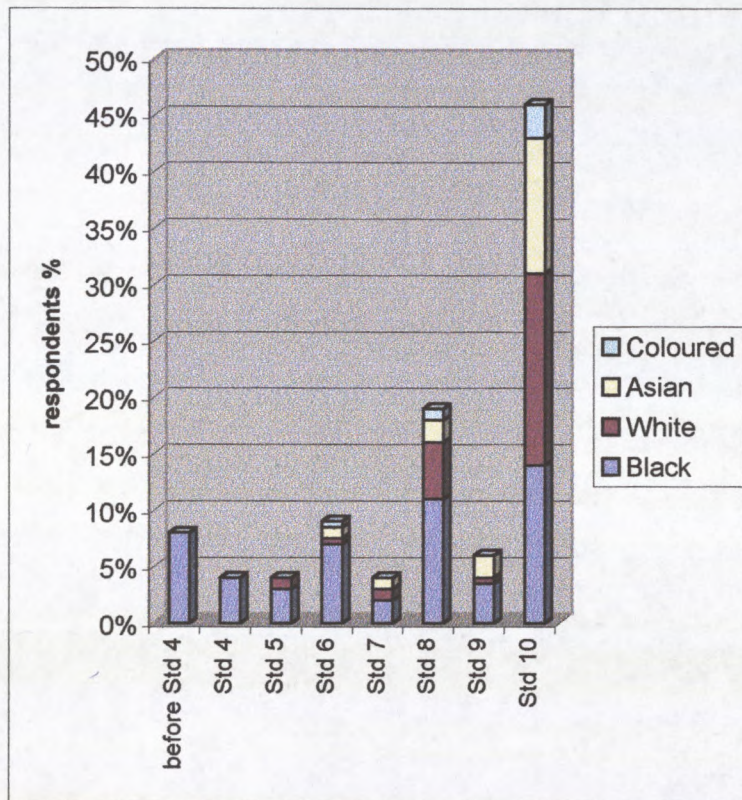


Figure 4.5: Race and Levels of Secondary Education (n=233)

The results in Figure 4.5 indicated that generally speaking the levels of secondary education was the lowest in the Black community, therefore they would probably benefit the most from the Recognition of Prior Learning. The results in Figure 4.5 showed that:

- Within the 51.9% Black respondents; 13.7% had a Standard 10 (Grade 12), 3.4% had a Standard 9 (Grade 11), 10.3% had a Standard 8 (Grade 10), 2.6% had a Standard 7 (Grade 9), 6.8% had a Standard 6 (Grade 8), and 3% had a Standard 5 (Grade 7), 4.3% had a Standard 4 (Grade 6) and 7.7% lower than Standard 4 (Grade 6) qualification.
- Within the 25.3% White respondents; 16.7% had a Standard 10 (Grade 12), 0.4% had a Standard 9 (Grade 11), 5.6% had a Standard 8 (Grade 10), 0.8% had a Standard 7 (Grade 9), 0.4% had a Standard 6 (Grade 8), and 1.3% had a Standard 5 (Grade 7).
- Within the 18.5% Asian respondents; 11.2% had a Standard 10 (Grade 12), 2.6% had a Standard 9 (Grade 11), 2.6% had a Standard 8 (Grade 10), 0.8% had a Standard 7 (Grade 9), and 1.3% had a Standard 6 (Grade 8).
- Within the 4.3% Coloured respondents; 3% had a Standard 10 (Grade 12), 0.8% had a Standard 8 (Grade 10), and 0.4% had a Standard 6 (Grade 8).
- Generally the levels of secondary education were as follows: 44.6% had Standard 10 (Grade 12); 6.4% had Standard 9 (Grade 11); 19% had Standard 8 (Grade 10); 43% had Standard 7 (Grade 9), 9% had Standard 6 (Grade 8); 4.3% had Standard 5 (Grade 7); 4.3% had Standard 4 (Grade 6); and 7.7% had lower than Standard 4 (Grade 6).

The McNemar χ^2 test of Table 7.4.5 (Annexure 7.4.5: 233) showed a significant association between the race of the respondents and levels of secondary education in that the Black community had a considerably lower level of secondary

education in comparison to the other race groups who had relatively higher levels of secondary education.

4.2.6 Age and Levels of Secondary Education

Historically the level of secondary education for the majority was not very high. With the development of the new educational system in South Africa, the results in Figure 4.6 reflected that the majority of the younger generation had a significant improvement in the level of secondary education in comparison to that of the older generation.

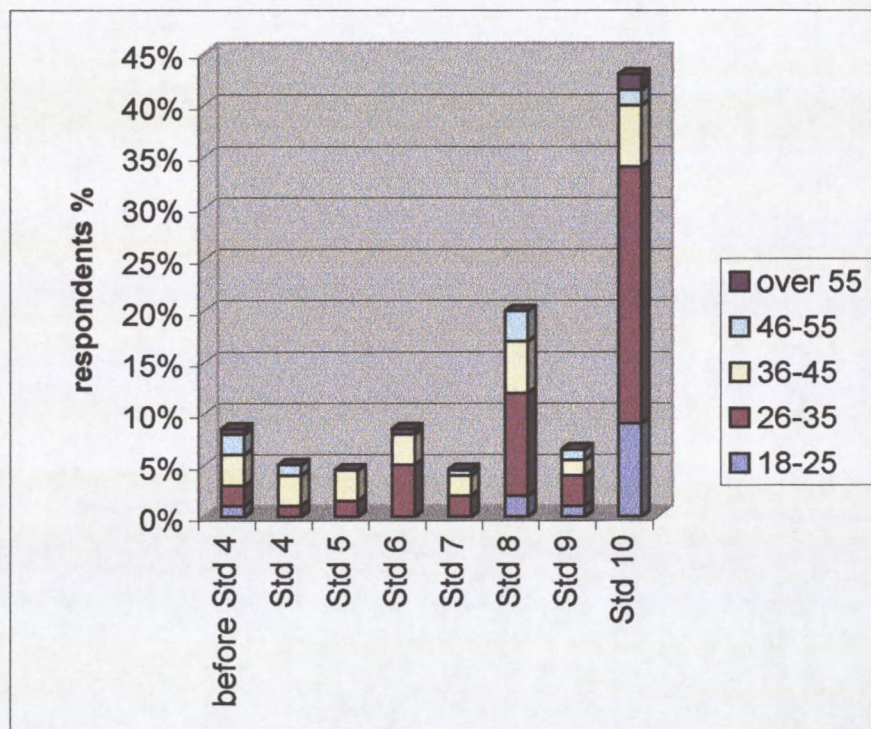


Figure 4.6: Age and Levels of Secondary Education (n=233)

Figure 4.6 displays the following results:

- In the 18-25 age group 10.3% of the total 14.2% had Standard 10 (Grade 12).
- In the 26-35 age group 25.8% of the total 49.8% had Standard 10 (Grade 12).
- In the 36-45 age group 6% of the total 25.8% had Standard 10 (Grade 12).
- In the 46-55 age group 1.3% of the total 7.7% had Standard 10 (Grade 12).
- In the over 55 age group 1.3% of the total 2.6% had Standard 10 (Grade 12).

Using the McNemar χ^2 test for significance, an association was found between age and level of secondary education in Table 7.4.6 (Annexure 7.4.6: 234).

4.2.7 Race and Levels of Formal Qualifications

Questions 3 and 9 were used to identify the race and levels of formal qualifications in the hospitality industry. In Table 7.4.7 (Annexure 7.4.7: 235) the results reveal that 66.1% of the total respondents did not have a formal qualification, which is divided per race group as follows: 39.4% Black, 10.7% Asian, 11.6% White, and 3.9% Coloured. The composition of formal qualifications in Figure 4.7 shows the following results in descending order:

- 15% of the respondents had a 3-year diploma achieved from a Technikon.

- 10% of the respondents had a 1-year certificate achieved at a private hotel/school.
- 4.3% of the respondents had a 4-year higher diploma achieved at a Technikon.
- 0.9% of the respondents had a 4-year degree achieved at a University.

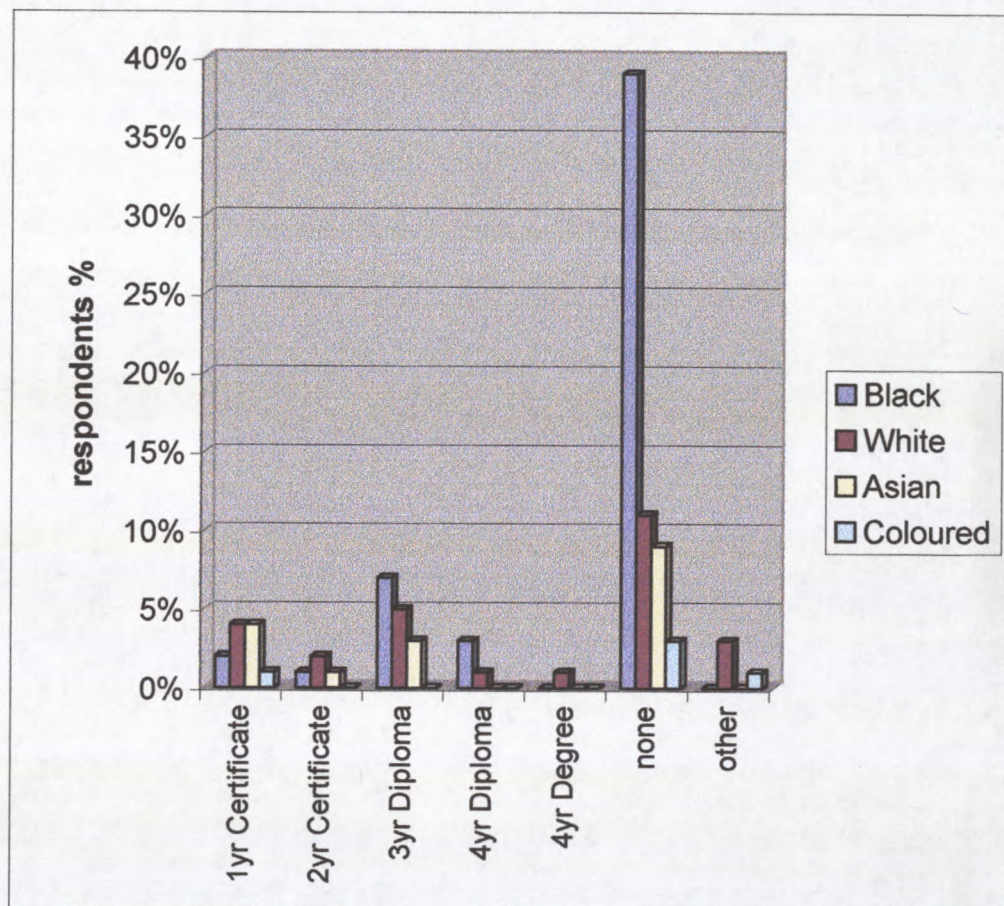


Figure 4.7: Race and Formal Qualifications (n=233)

Furthermore, the McNemar χ^2 test of Table 7.4.7 (Annexure 7.4.7: 235) revealed that there was a significant association between the race of the respondents and the levels of formal qualification in the hospitality industry. The Black community had considerable lower levels of formal qualification in comparison to the other race groups.

4.2.8 Race and Levels of Industry-Based Qualifications

Questions 3 and 12 explored the various industry-based qualifications held by the different race groups of South Africa. The results in Figure 4.8 revealed that 66.5% of the respondents did not have an industry-based qualification and was divided as such: 40.7% Black, 12% White, 11.2% Asian, and 2.6% Coloured. The Industry-based qualifications in the hospitality industry shown in Figure 4.8 reflect the following results in descending order:

- 16% of the respondents had 3-year certificates achieved from the original traineeship programme of the 1980s. A significant observation is the distribution amongst the race groups as follows: 9.4% White, 4.7% Asian, 0.8% Black, and 0.8% Coloured.
- 5.6% of the respondents had 0-3-month certificates achieved through short courses.
- 4% of the respondents had 1-year certificates achieved through in-house training in the hospitality industry.

- 2.6% of the respondents had 3-month certificates achieved through short courses.
- 1.7% of the respondents had 6-month certificates achieved through short courses.
- 1.3% of the respondents had 2-year certificates achieved through in-house training in the hospitality industry.

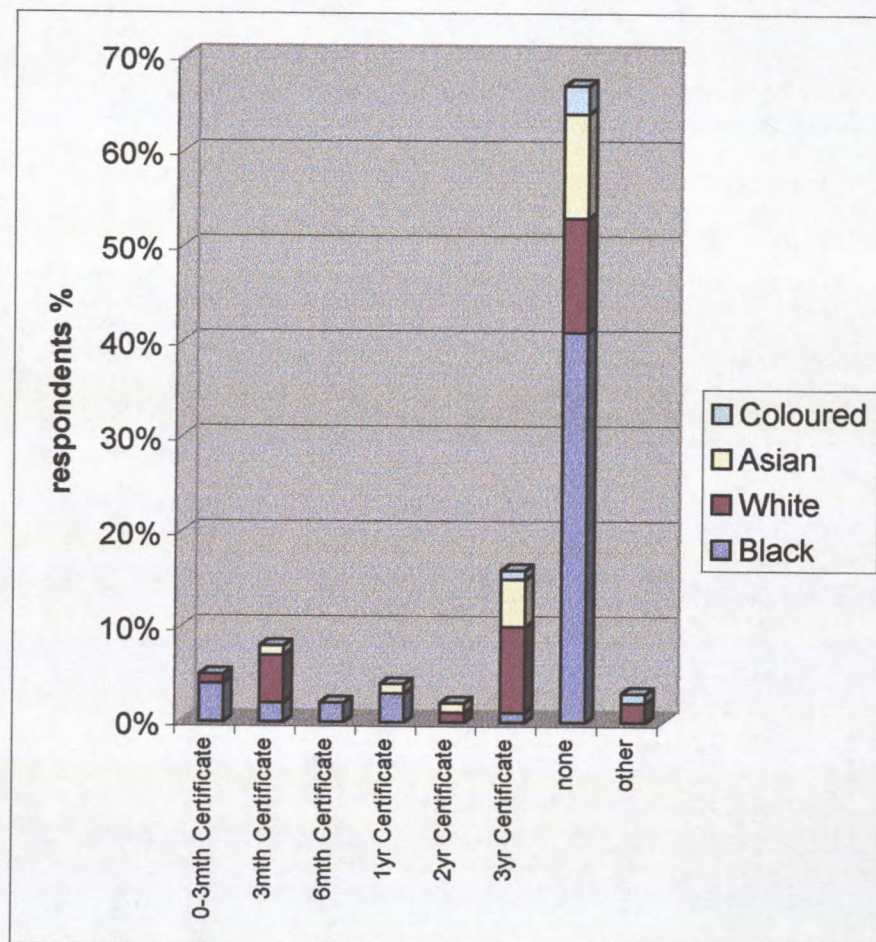


Figure 4.8: Race and Industry-Based Qualifications (n=233)

Using the McNemar χ^2 test for significance, an association between race and the levels of industry-based qualifications was evident in Table 7.4.8 (Annexure 7.4.8: 236).

4.2.9 Total Number of Years' Experience

The total number of years' experience of the various respondents shown in Table 4.1 was measured by question 14. Table 4.1 gives an indication of the extent to which 'prior learning' exists and the possible recognition thereof in the hospitality industry. The results showed later on in the study that recognition of the workers' 'prior learning' was very limited (section 4.3).

Figure 4.9 reflects the total number of years' working experience, with specific reference to chefs/professional cooks, in the hospitality industry that would be worthy of recognition and therefore assessment. The results in Table 4.1 revealed that 91.4% (at least 5 years' experience) of the respondents would be eligible for the recognition of their 'prior learning', and that 44.4% of the respondents had between 11-25 years of experience. Respondents that had over 25 years of experience in the hospitality industry constituted 8.2% of the survey group.

Table 4.1: Total Number of Years' Experience of Respondents in the Hospitality Industry. (n=233)

Total Number of Years Experience			
Years of experience		Frequency	Percent
Valid	less than 5 years	20	8.6
	5 years	19	8.2
	6 years	14	6.0
	7 years	2	.9
	8 years	21	9.0
	9 years	13	5.6
	10 years	22	9.4
	11-15 years	38	16.3
	16-20 years	39	16.7
	21-25 years	26	11.2
	26-30 years	9	3.9
	31-35 years	6	2.6
	more than 35 years	4	1.7
	Total	233	100.0

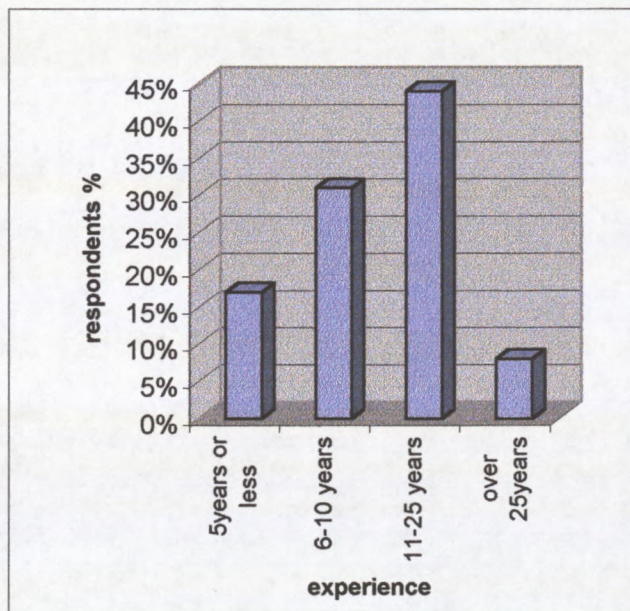


Figure 4.9: Respondents' Total Years of Experience in the Hospitality Industry (n=233)

In summary, the results for sub-problem one were as follows:

- the workers in the hospitality industry were predominantly Black (51.9%) males (67.3%);
- language proficiency was considered good with only 6% of the workers having very little understanding of English;
- generally the level of secondary education was fairly low, as only 44.6% of the workers had Standard 10 (Grade 12) which is one of the entry requirements for tertiary education;
- 38% of the workers had a formal qualification and 33% had an industry-based qualification, while between 62% and 67% had no qualification;
- 91.4% of the respondents had 'prior learning, worthy of recognition;
- 44.4% of the respondents had between 11-25 years of experience.

4.3 RESULTS: SUB-PROBLEM TWO

Sub-problem two was to determine the need and feasibility of assessing prior learning in the hospitality industry in order to formalize Recognition of Prior Learning assessment methods at tertiary education institutions. The employers/employees questionnaire (Annexure 7.2: 210) was used to gather information on the following aspects which are reported on in this section:

- the extent to which 'prior learning' exists within the hospitality industry;

- the extent to which ‘prior learning’ is recognized in the hospitality industry;
- to determine the need for assessing ‘prior learning’
- the feasibility of assessing ‘prior learning’.

The results pertaining to the second sub-problem for each of the relevant questions are reported as follows:

4.3.1 Experience and Formal Qualifications

Questions 14 and 7 dealt with the respondents’ years of working experience and whether they had a formal qualification. The results are depicted in Figure 4.10. The relationship between the total number of years’ experience that the respondents had and whether they had formal qualifications or not, may be an important factor to consider in the development of a specific Recognition of Prior Learning model for assessment in the hospitality industry in the future. The results in Table 7.4.9 (Annexure 7.4.9: 237) and Figure 4.10 showed that 66.1% of the respondents had no formal qualification but they had a number of years of working experience which is significant when translating their ‘work experience’ into ‘prior knowledge’. The fact that the remainder of the respondents (33.9%) had years of experience as well as a formal qualification is significant: if these respondents wish to obtain confirmative status to study further, or wish to have

their 'prior learning' equated to a formal qualification, then easier access to the tertiary education institutions needs to be addressed.

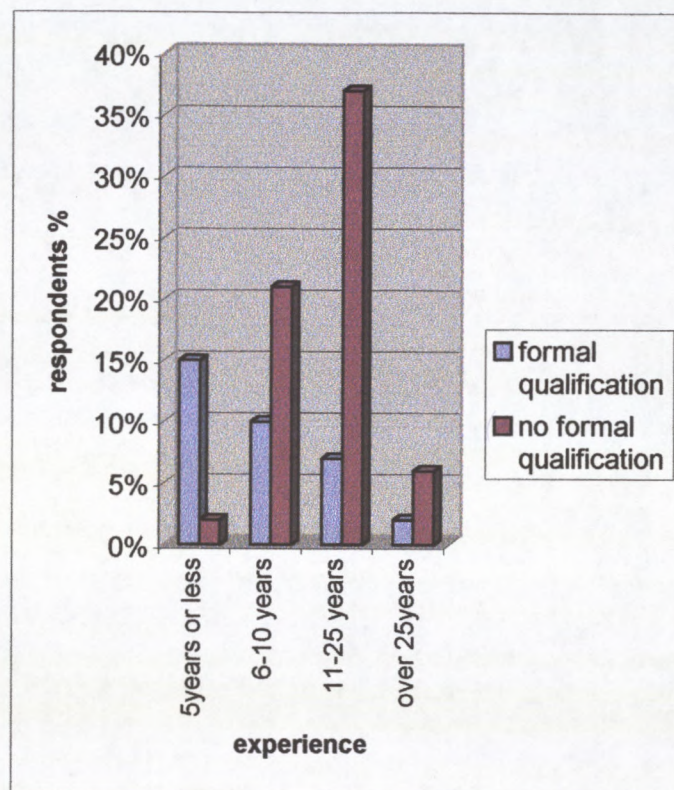


Figure 4.10: Respondents' Experience and Formal Qualifications (n=233)

The McNemar χ^2 test for significance, in Table 7.4.9 (Annexure 7.4.9: 237) showed that there was an association between years of experience and the respondents' formal qualification. A number of the respondents had no formal qualifications but had a number of years of experience worthy of recognition.

4.3.2 Experience and Industry-Based Qualifications

Questions 14 and 11 identified the respondents' experience and industry-based qualification status. The results in Table 7.4.10 (Annexure 7.4.10: 239) and Figure 4.11 showed that there was a significant amount of respondents (66.5%) who did not have an industry-based qualification but had a number of years' working experience to their credit. Related models of Recognition of Prior Learning assessment in various other countries, namely: United Kingdom, United States of America, Canada, Australia and New Zealand point to these respondents being eligible for the recognition of their 'prior learning' (Simosko, 1991; Harris, Mc Millan and Saddington, 1994). An important factor to consider would be that very often industry-based qualifications are not recognized as 'formal' qualifications; therefore many of the remaining respondents (33%) expressed a need to have their industry-based qualification equated to a 'formal qualification'.

The McNemar χ^2 test for significance in Table 7.4.10 (Annexure 7.4.10: 239) revealed that there was no significant association between the respondents' experience and industry-based qualifications.

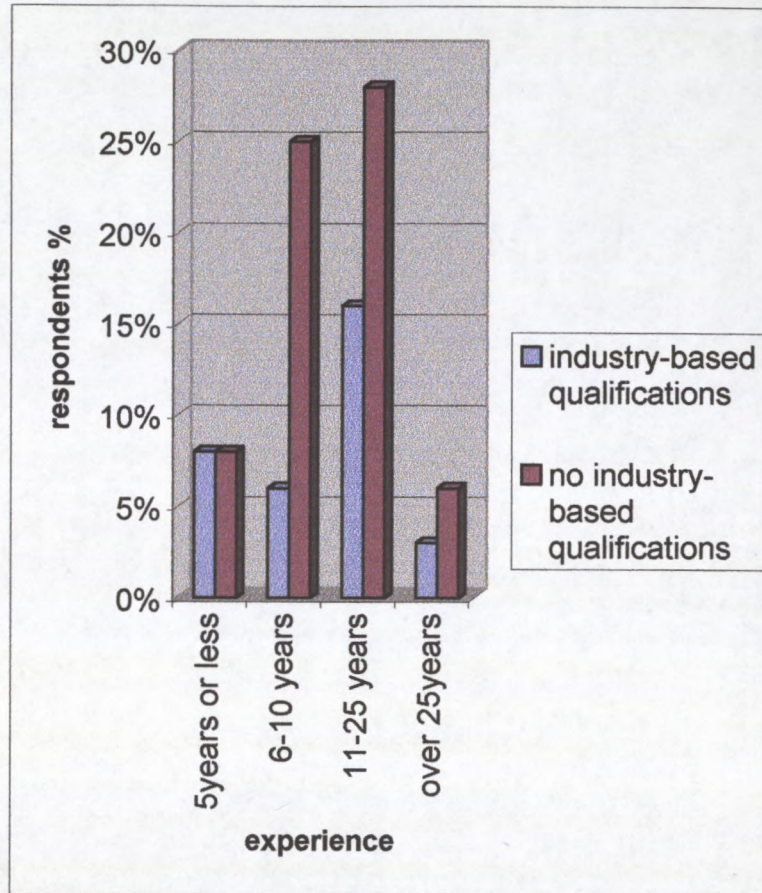


Figure 4.11: Respondents' Experience and Industry-Based Qualifications (n=233)

4.3.3 Experience and Levels of Appointment

Questions 14 and 15 explored the respondents' experience in relation to their levels of appointment. The results in Figure 4.12 revealed that a number of the respondents had working experience at the upper levels of the kitchen brigade. This would be significant when developing a Recognition of Prior Learning

assessment model for access into tertiary education institutions. The following results were observed in Figure 4.12:

- Within the 16.8% experience category of 5 years or less, 0.4% of the respondents was at executive chef level, 7.3% at chef de partie level, and 8.2% at commis level.
- Within the 30.9% experience category of 6-10 years, 2.1% of the respondents was at executive chef level, 5.6% at sous chef level, 6.8% at chef de partie level, and 15.6% at commis level.
- Within the 44.2% experience category of 11-25 years, 6.8% of the respondents was at executive chef level, 12.5% at sous chef level, 12.9% at chef de partie level, and 8.6% at commis level.
- Within the 8.2% experience category of over 25 years, 2.5% of the respondents was at executive chef level, 2.2% at sous chef level, and 3% at chef de partie level.

The McNemar χ^2 test for significance in Table 7.4.11 (Annexure 7.4.11: 240) revealed that there was a significant association between the experience of the respondents and their levels of appointment in the hospitality industry. The results revealed that respondents had working experience at the upper levels of the kitchen brigade that could be scrutinized for Recognition of Prior Learning in order to access tertiary education institutions.

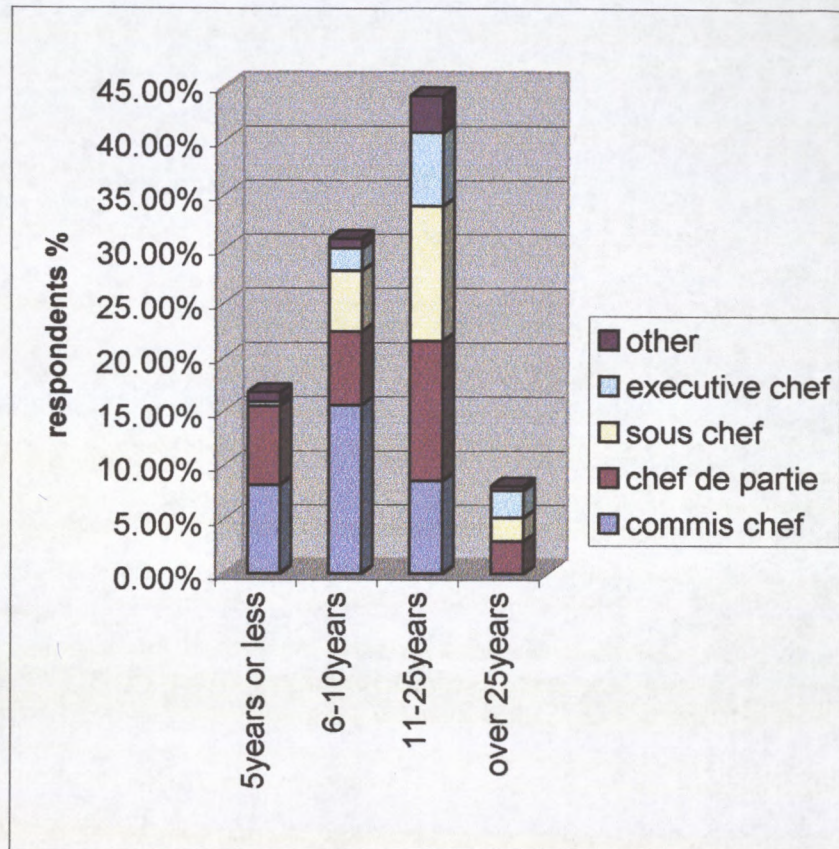


Figure 4.12: Respondents' Experience and Levels of Appointment (n=233)

4.3.4 Formal Qualifications and Levels of Appointment

Questions 7 and 15 identified the respondents' formal qualifications and levels of appointment. The results of Table 4.2 revealed that most of the respondents (66.1%) in the hospitality industry did not have a formal qualification, which seemed to have little bearing on the type of job that the respondents had. At all levels in the kitchen brigade, the number of respondents with no formal qualifications was significantly higher than that of respondents with formal qualifications. The significant factor was that the percentage difference in the number of respondents either with or without formal qualifications decreased as an individual progressed to the higher levels of the kitchen brigade, for example at executive chef level the percentage difference in numbers was minimal:

- Respondents with no formal qualifications (6.8%).
- Respondents with formal qualifications (5.1%).

Table 4.2: Formal Qualifications and Levels of Appointment (n=233)

	Levels of appointment										Total	
	Commis chef		Chef de partie		Sous chef		Executive chef		other			
Formal study	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	18	7.7	25	10.7	18	7.7	12	5.1	6	2.6	79	33.9
No	57	24.4	45	19.3	29	12.4	16	6.8	7	3	154	66
Total	75	32.1 %	70	30 %	47	20.1 %	28	11.9 %	13	5.6 %	233	100 %

The McNemar χ^2 test for significance in Table 7.4.12 (Annexure 7.4.12: 241) indicated no correlation or significant relationships between the respondents' formal qualifications and levels of appointment.

4.3.5 Industry-Based Qualifications and Levels of Appointment

Questions 11 and 15 measured the industry-based qualifications and the levels of appointment of the respondents. The results in Table 4.3 showed that a high percentage of respondents (66.5%) without an industry-based qualification seemed to experience very little discrimination when it came to employment status at the higher levels of the kitchen brigade:

- at sous chef level 11.6% of the respondents had an industry-based qualification, and 8.6% of the respondents did not have an industry-based qualification;
- at executive chef level 5.6% of the respondents had an industry-based qualification, and 6.4% of the respondents did not have an industry-based qualification.

There was an association between industry-based qualifications and levels of appointment as revealed by the McNemar χ^2 test for significance and as presented in Table 7.4.13 (Annexure 7.4.13: 242). The majority of the respondents that did

not have industry-based qualifications had positions at the lower levels of the kitchen brigade.

Table 4.3: Industry-Based Qualifications and Levels of Appointment. (n=233)

	Levels of appointment										Total	
	Commis chef		Chef de partie		Sous chef		Executive chef		Other			
Ind-base Qual.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	15	6.4	16	6.8	27	11.6	13	5.6	7	3	78	33
No	60	25.8	54	23.2	20	8.6	15	6.4	6	2.6	155	67
Total	75	32.2 %	70	30 %	47	20.2 %	28	12 %	13	5.6 %	233	100 %

4.3.5 Formal Qualifications and Remuneration Structure

Questions 9 and 17 identified the formal qualifications and the remuneration structure of the respondents. The results in Figure 4.13 revealed that respondents with formal qualifications did not earn less than R1 500 a month, in comparison to respondents without formal qualifications who earned between R1 000-R1 499 a month. There was no significant difference in the earnings of chefs at the top level of the kitchen brigade who enjoyed equity in most areas of employment.

Using the McNemar χ^2 test for significance, it was revealed in Table 7.4.14 (Annexure 7.4.14: 243) that there was an association between formal qualification and remuneration structure in that the majority of the respondents with formal qualifications earned better salaries than those respondents without formal qualifications.

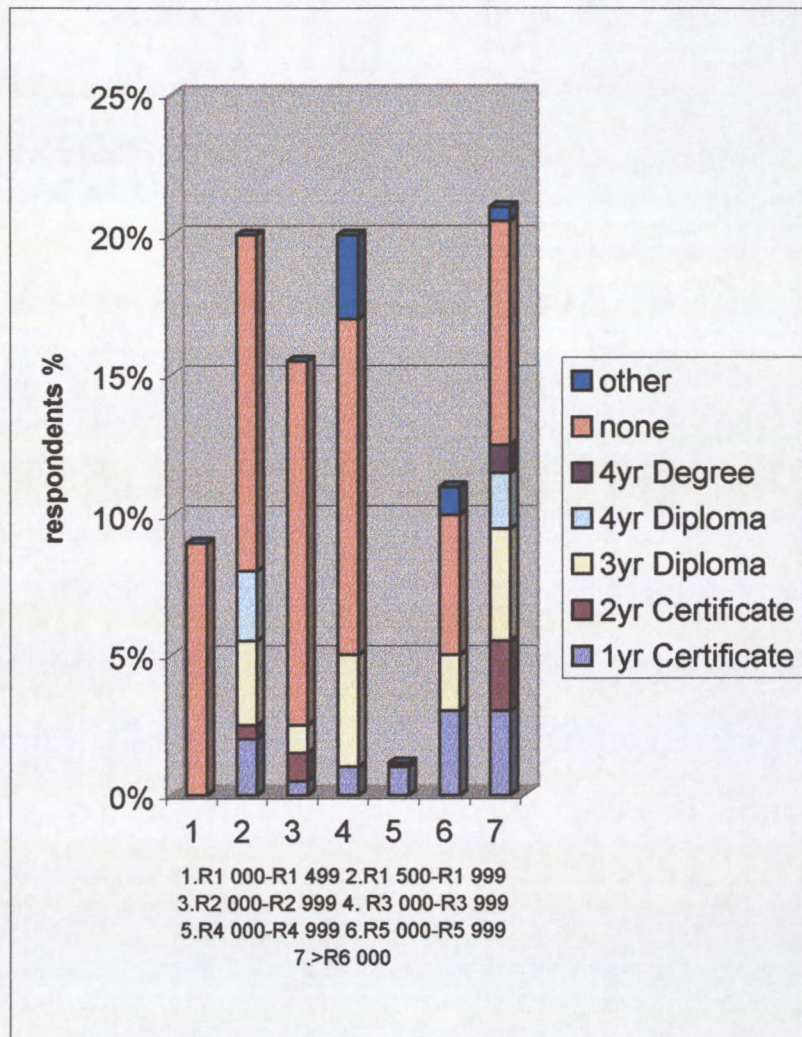


Figure 4.13: Formal Qualifications and Remuneration Structure. (n=233)

4.3.7 Industry-Based Qualifications and Remuneration Structure

Questions 12 and 17 identified the respondents' industry-based qualification and remuneration structure. The results in Figure 4.14 showed that an industry-based qualification had some influence on pay structure as shown by the following examples:

- Respondents with a 0-3month certificate did not earn less than R1 500 per month and 0.4% of the respondents in this category earned more than R6 000 per month.
- One respondent with a 3-month certificate was earning more than R6 000 per month.
- 10.3% of the respondents with a 3-year certificate earned more than R6 000 per month.
- 41.2% of the 66.5% respondents without an industry-based qualification earned between R1 500 and R3 999 per month.

Using the McNemar χ^2 test for significance, the results presented in Table 7.4.15 (Annexure 7.4.15: 244) revealed that there was an association between respondents who had industry-based qualifications and remuneration structure in that respondents who had any form of industry-based qualifications were paid higher salaries than those respondents without industry-based qualifications.

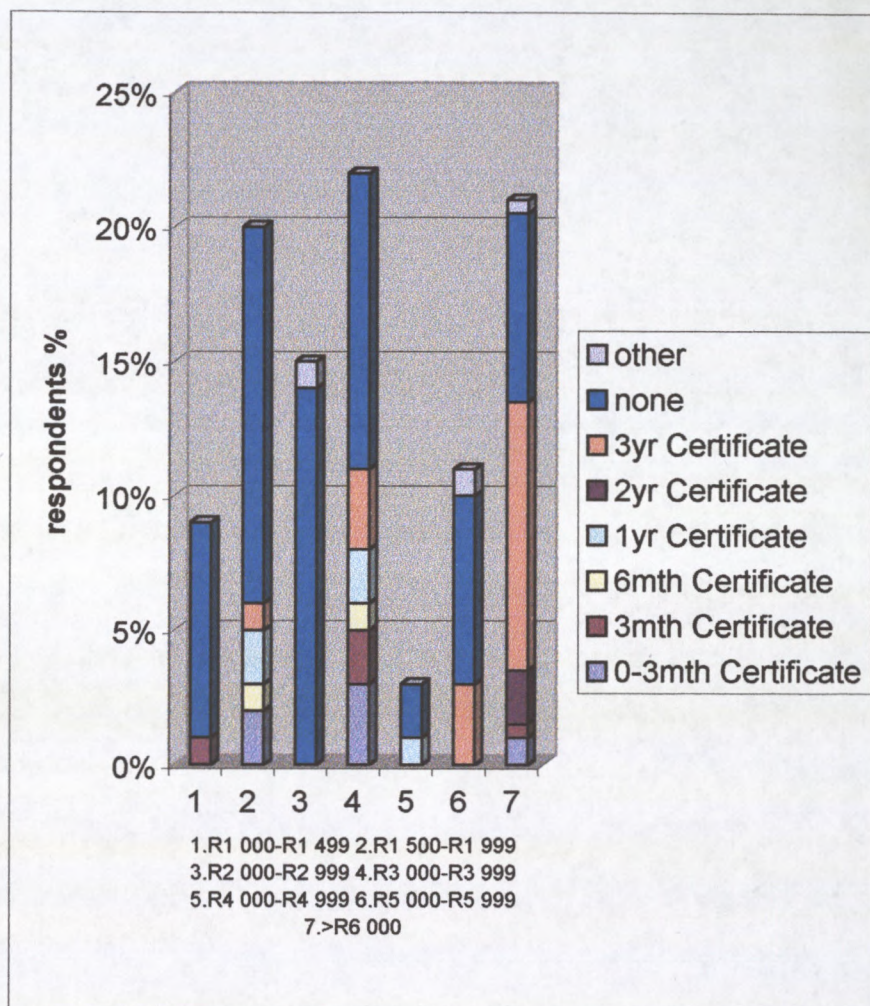


Figure 4.14: Industry-Based Qualifications and Remuneration Structure (n=233)

4.3.8 Experience and Remuneration structure

Questions 14 and 17 measured years of experience and the remuneration structure of the respondents. The results (Figure 4.15) revealed that at some of the establishments in the hospitality industry, respondents with a number of years' experience were earning incredibly low salaries. In comparison 0.8% of the respondents in the survey who had less than 5 years' experience earned more than R6 000 per month. The following results have relevance:

- 3.4% of the respondents with 11-25 years' experience earned between R1 000-R1 499 per month.
- 5.1% of the respondents with 11-25 years' experience earned between R1 500-R2 999 per month.
- 1.3% of the respondents with over 25 years' experience earned between R2 000-R2 999 per month.
- One respondent with 31-35 years' experience earned between R2 000-R2 999 per month.
- One respondent with over 35 years' experience earned R5 000 per month (Table 7.4.16; Annexure 7.4.16: 245).

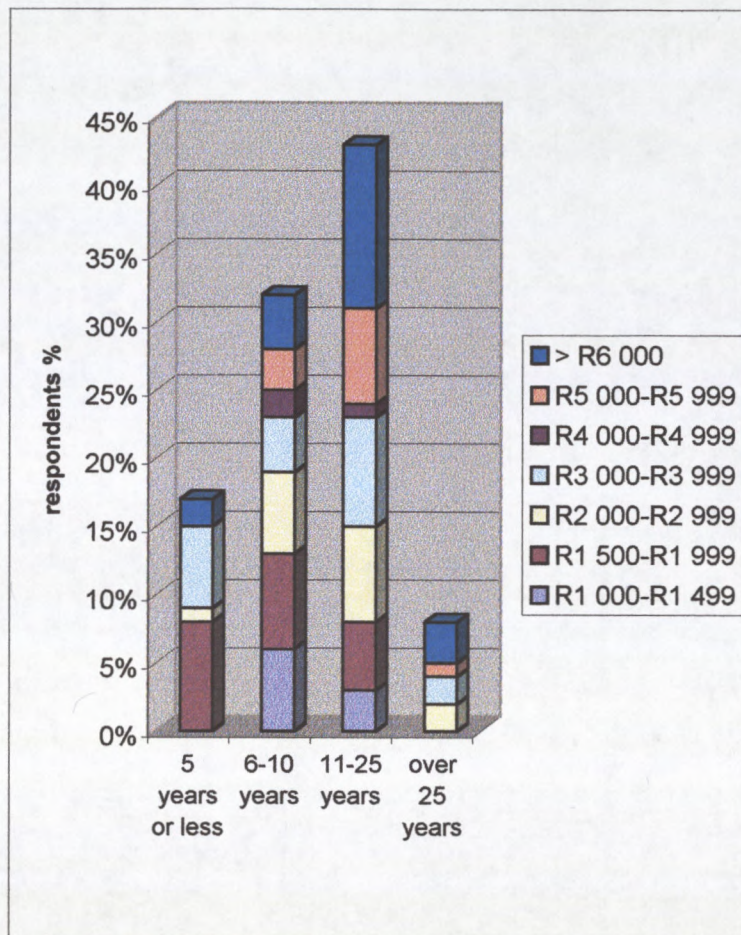


Figure 4.15: Experience and Remuneration Structure (n=233)

Using the McNemar χ^2 test for significance, the results presented in Table 7.4.16 (Annexure 7.4.16: 245) revealed that there was an association between experience and remuneration structure. Respondents earned significantly low salaries in comparison to the number of years' working experience.

4.3.9 Race and Levels of Appointment

Questions 3 and 15 identified the race and levels of appointment of the respondents. Some of the significant results presented in Table 4.4 that should be observed are the following:

- Within the 12% head chef category: 8.6% was White, 2.1% was Asian, 1.3% was Black, and 0.4% was Coloured. It is significant that the relatively small White minority population still holds the top positions in the hospitality industry.
- Within the 20.2% sous chef category: 8.6% was Asian, 5.6% was Black, 4.3% was White, and 1.7% was Coloured. This is reflective of the history of the hospitality industry in the KwaZulu-Natal region.
- Within the 30% chef de partie category: 19.7% was Black, 6.4% was White, 2.6% was Asian, and 1.3% was Coloured. These results reflect that, the highest level of appointment achieved by the Black community was mostly at chef de partie level.
- Within the 32.2% commis chef category: 24.4% was Black, 4.3% was Asian, 2.6% was White and 0.8% was Coloured. The majority population group that held the lowest level within the kitchen brigade, was the Black population group.

Table 4.4: Race and Levels of Appointment (n=233)

	Levels of appointment										Total	
	Commis chef		Chef de partie		Sous chef		Executive chef		other			
Race	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Black	57	24.4	46	19.7	13	5.6	2	0.8	3	1.4	121	51
White	6	2.6	15	6.4	10	4.3	20	8.6	8	3.4	59	25.5
Asian	10	4.3	6	2.6	20	8.6	5	2.2	2	0.8	43	19
Coloured	2	0.8	3	1.3	4	1.7	1	0.4	0	0	10	4.5
Total	75	32.2 %	70	30 %	47	20.2 %	28	12 %	13	5.6 %	233	100 %

The results of the McNemar χ^2 test for significance presented in Table 7.4.17 (Annexure 7.4.17: 246) revealed that there was an association between the respondents' race and levels of appointment. The majority of respondents at the lower levels of the kitchen brigade was from the Black community group in comparison to the upper levels of the kitchen brigade being predominantly White.

4.3.10 Recognition of Prior Learning

Question 21 explored the number of respondents who felt that their prior learning was 'recognized' in the hospitality industry. The results presented in Table 4.5 showed that a number of respondents (39.9%) strongly felt that their 'prior learning' was not recognized at all. An interesting observation as presented in Figure 4.16 was that 86.7% of the respondents wanted their 'prior learning'

recognized; yet 60.1% of the respondents felt that their 'prior learning' was recognized to some degree.

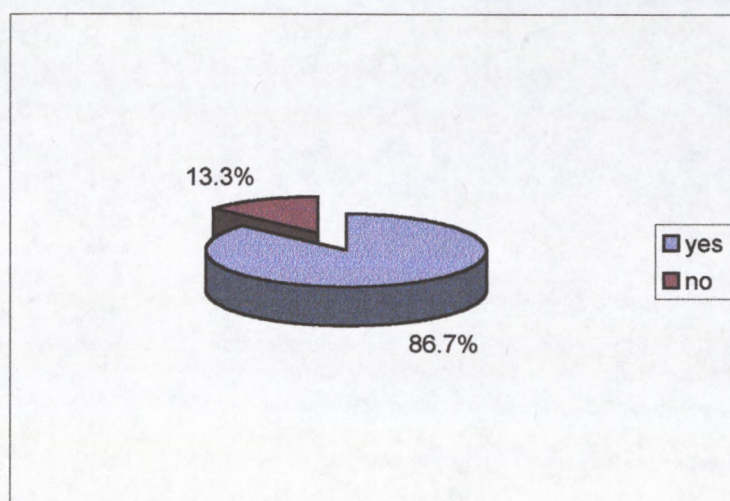


Figure 4.16: Respondents' wish to have their 'Prior Learning' Recognized (n=233)

Table 4.5
Extent to which Prior Learning has been 'recognized'. (n=233)

Has your prior learning been recognized? Question 21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	always	62	26.6	26.6	26.6
	at most places	35	15.0	15.0	41.6
	at only a few places	43	18.5	18.5	60.1
	not at all	93	39.9	39.9	100.0
Total		233	100.0	100.0	

4.3.11 Recognition of Prior Learning and Employment Prospects

Questions 21, 22 and 23 measured the association between the Recognition of Prior Learning and the respondents' employment prospects. The results presented in Figure 4.17 showed that 53.6% of the respondents found it difficult to find employment and 46.4% of the respondents stated that it was fairly easy to find employment as most of the establishments in the hospitality industry recognized their 'prior learning' to some degree.

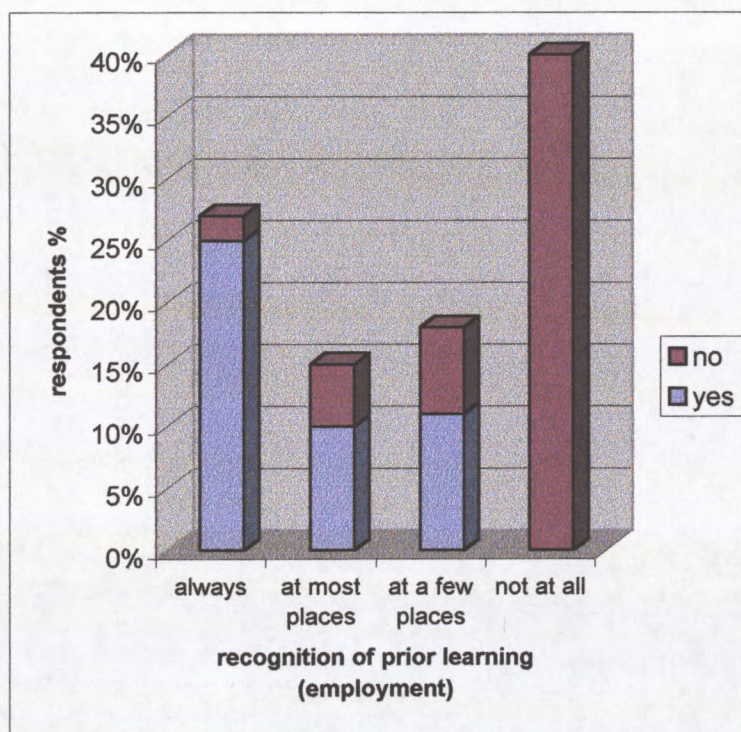


Figure 4.17: Recognition of Prior Learning and Ease of Employment (n=233)

A significant association was found between Recognition of Prior Learning and employment prospects in the hospitality industry. As revealed by the McNemar χ^2 test and presented in Table 7.4.18 (Annexure 7.4.18: 247). Respondents felt that their prior learning was recognized to some degree when it came to employment prospects and that it was relatively easy to find employment.

4.3.12 Recognition of Prior Learning and Competitive Remuneration Structures

Questions 21, 22, and 23 measured the association between Recognition of Prior Learning and pay structures. The results presented in Figure 4.18 revealed that 84.1% of the respondents in the survey felt that their 'prior learning' was not taken into consideration when it came to earning a competitive salary. The respondents felt that one of the reasons why they were paid lower salaries was that they had no form of qualification. This fact was reiterated when studying the results concerning the association between experience and remuneration structure (Figure 4.15: 138).

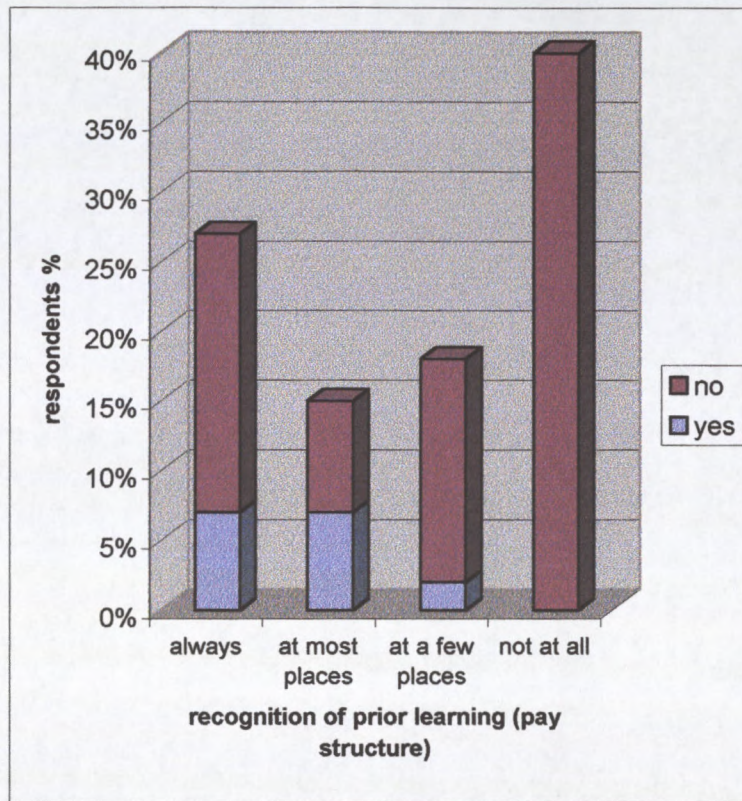


Figure 4.18: Recognition of Prior Learning and Remuneration Structure (n=233)

A significant difference was found between Recognition of Prior Learning and remuneration structure as revealed by the McNemar χ^2 test in Table 7.4.19 (Annexure 7.4.19: 248). The majority of the respondents felt that they could not earn a competitive salary without some form of qualification, in comparison to other respondents with qualifications that earned competitive salaries in the hospitality industry.

4.3.13 Recognition of Prior Learning and Promotional Prospects

Questions 21, 22 and 23 identified the significance between Recognition of Prior Learning and promotional prospects. The results presented in Figure 4.19 revealed that the respondents of the survey felt that they were at even more of a disadvantage when it came to promotional prospects, as 88.8% of them felt that their 'prior learning' was not taken into consideration when it came to promotional prospects.

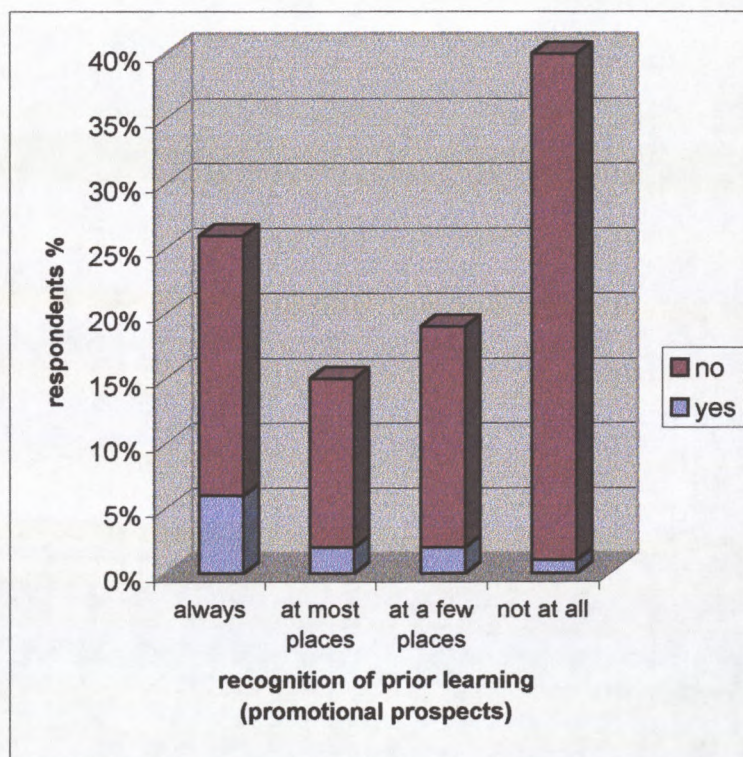


Figure 4.19: Recognition of Prior Learning and Promotional Prospects (n=233)

Using the McNemar χ^2 test for significance, the results presented in Table 7.4.20 (Annexure 7.4.20: 249) indicated that there was a significant association between Recognition of Prior Learning and promotional prospects in the hospitality industry. The majority of respondents felt that they were disadvantaged when it came to employment prospects due to their lack of any form of qualifications.

4.4.14 Recognition of Prior Learning and Opportunity to Study

Questions 21, 22 and 23 identified the association between Recognition of Prior Learning and opportunity to study. The results presented in Figure 4.20 revealed that only 1.7% of the respondents had been given the opportunity to study in recognition of 'prior learning'. This result could be due to the economic climate in the hospitality industry. Giving workers the opportunity to study on the hotel's/restaurant's expense can be very costly, especially for the smaller establishments. The goal of the Council for Adult and Experiential Learning (CAEL) in the United States of America is for Lifelong Learning Accounts to become a standard part of workers' compensation packages (CAEL, 2002). South Africa would do well by following/adopting this practice.

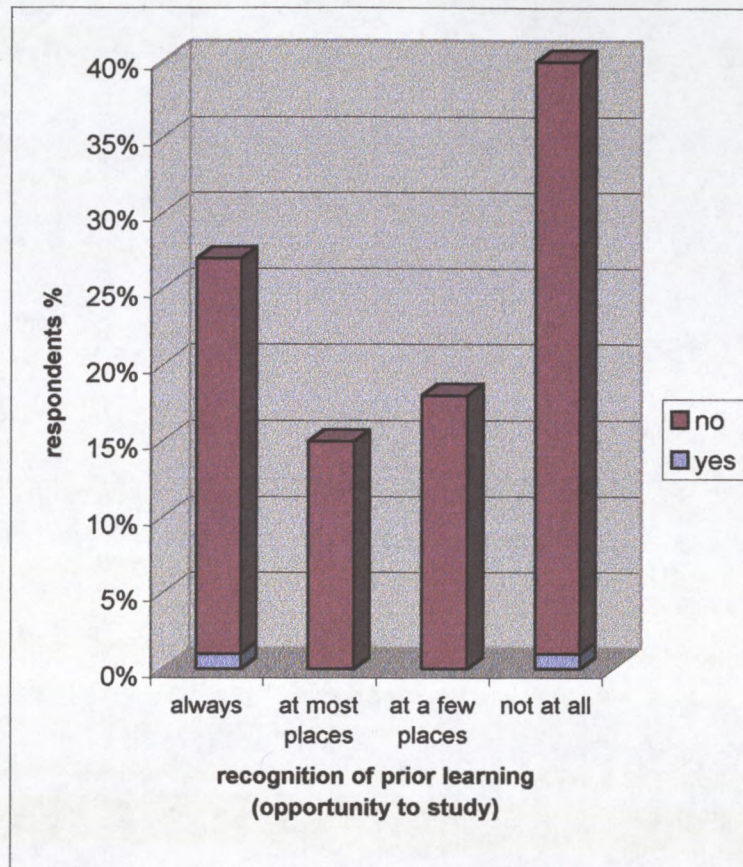


Figure 4.20: Recognition of Prior Learning and Opportunity to Study (n=233)

Furthermore, the results of the McNemar χ^2 test presented in Table 7.4.21 (Annexure 7.4.21: 250) revealed no significant association between Recognition of Prior Learning and the respondents' opportunity to study in the hospitality industry.

4.3.15 The Importance of Recognizing 'Prior Learning'

Questions 24 and 26 measured the importance of the Recognition of Prior Learning. The results in Figure 4.21 revealed that the majority of the respondents thought it was extremely important to have their 'prior learning' recognized, with only a few respondents being undecided. Significantly, the respondents (10%) who were not interested were mostly older and they were satisfied to maintain the status quo.

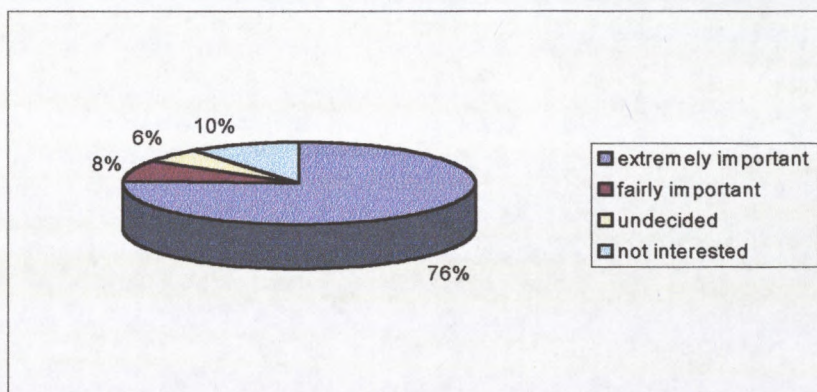


Figure 4.21: How important is it to have your 'prior learning' recognized?(n=233)

In summary, the results presented in Table 7.4.22 (Annexure 7.4.22: 251) showed that: 84.1% of the respondents wanted their 'prior learning' recognized; 51.9% of the respondents was interested in having their 'prior learning' recognized in order to gain a qualification; and 41.2% of the respondents was interested in having their 'prior learning' recognized in order to obtain confirmative status to study.

4.3.16 Skills That Deserve Recognition

Question 27 was an open-ended question that was answered by 41% of the survey group. Every response to this open-ended question was recorded and grouped together as shown in Figure 4.22. The respondents felt that the following skills listed were worthy of recognition in the hospitality industry:

- competition work (11%);
- training skills (9%);
- operational skills (8%);
- pastry work (7%);
- leadership skills (6%)

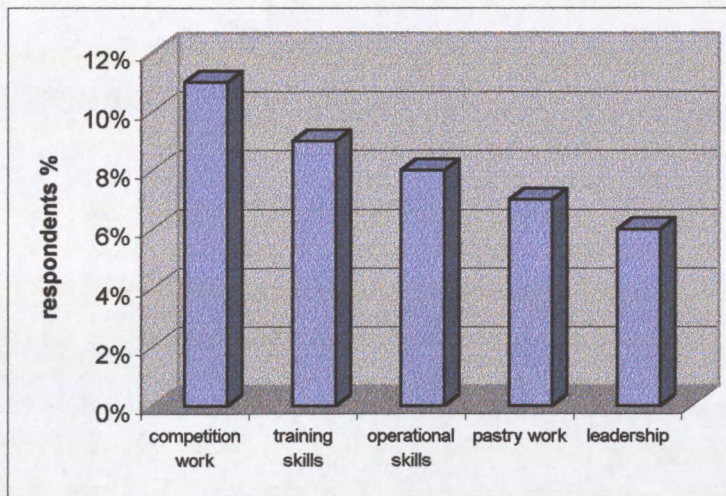


Figure 4.22: Skills that Respondents felt deserved 'Recognition' (n=233)

The results from this question will be significant for future research when a Recognition of Prior Learning model of assessment is drafted to give recognition to 'prior learning', specifically for chefs/professional cooks in the hospitality industry.

4.3.17 Head Chefs' Responses to Recognition of Prior Learning

Table 4.6

The Head Chefs' Preferred Qualification for Employees (Q. 28) (n=29)

Preferred Qualification

Qualification	Frequency	Percentage
Formal Qualification	5	17.4
Industry-based Qualification	13	44.8
No qualification necessary	8	27.5
Either Formal or Industry	3	10.3
Total	29	100.0

The results presented in Table 4.6 revealed that the head chefs that participated in the survey consisted of 12.4% of the entire survey population. Figure 4.23 showed that 44.8% of the head chefs preferred their staff to have an industry-based qualification, in comparison to only 17.4% who preferred their staff to have a formal qualification. This result is significant because if most of the head chefs prefer a more skills-based industry qualification, then the majority of the employees should not experience any employment related problems. The head chefs that said that no qualification was necessary constituted 27.5% of the

survey. They preferred to train staff at their own establishment. These results are represented graphically in Figure 4.23.

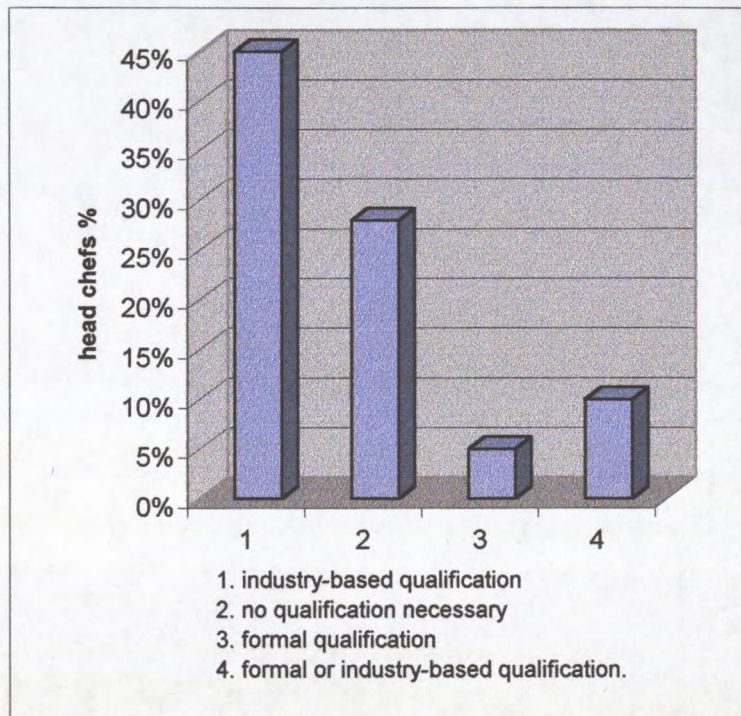


Figure 4.23: Head Chefs' Preferred Qualification for staff (n=233)

The results presented in Table 7.4.23 (Annexure 7.4.23: 252) showed that the majority of head chefs acknowledged Recognition of Prior Learning in the workplace, by giving employees equal opportunity for promotion and a competitive salary. This was significant when compared to results from the employees in Table 7.4.18 and Table 7. 4.19 (Annexure 7.4.18 and 7.4.19: 247-248).

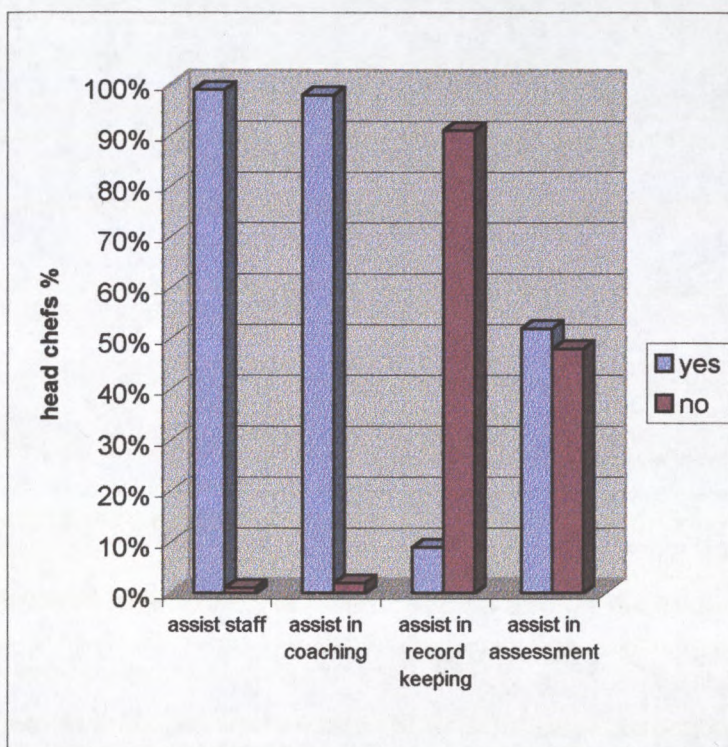


Figure 4.24: Head Chefs' Assistance with Recognition of Prior Learning (n=233)

The results presented in Figure 4.24 showed that 96.6% of the head chefs was willing to assist their staff with Recognition of Prior Learning, which is significant for future reference when a Recognition of Prior Learning model of assessment is developed.

Comparative facts shown in Table 7.4.24 (Annexure 7.4.24: 253) revealed that although the head chefs were willing to assist with training or coaching, they were

less than willing to do the paper work/record keeping that would be necessary to assist with Recognition of Prior Learning.

In summary, the results for sub-problem two were as follows:

- 91.4% of the respondents had 'prior learning' worthy of recognition;
- 66.1% of the respondents had no formal qualification, while 66.5% did not have an industry-based qualification;
- 33% of the respondents had either a formal or industry-based qualification and indicated an interest in obtaining confirmative status or wanted to study further;
- the top levels of the kitchen brigade had equity with/without qualifications: pay structure, promotional prospects;
- 86.7% of the respondents wanted their 'prior learning' recognized;
- 41% of the respondents felt that they had special skills worthy of recognition;
- 96.6% of the head chefs was willing to assist with the Recognition of Prior Learning.

4.4 RESULTS: SUB-PROBLEM THREE

Sub-problem three stated that it was necessary to investigate the various methods used for the assessment of prior learning at tertiary education institutions servicing the hospitality industry in order to formulate recommendations for the development of an assessment model to be used by tertiary education institutions. Integration of the answers of the employers/employees in the hospitality industry using the questionnaire (Annexure 7.2: 210) and the responses to the interviews from the higher education institutions offering hospitality programmes were used to gather information on the following aspects:

- the extent to which prior learning existed and the recognition thereof in the hospitality industry;
- the need and feasibility of assessing prior learning in the hospitality industry;
- the various Recognition of Prior Learning assessment methods used by the tertiary education institutions offering hospitality industry programmes.

The interviews with the tertiary education institutions were not within the scope of the study when the research project was initially started. As the project developed it was felt that this aspect of the study needed to be covered. Data were initially collected only for sub-problems one and two.

4.4.1 Durban Institute of Technology (Steve Biko campus)

Results from the interview held on 8th October 2002 at 13:30pm using the interview questionnaire (Annexure 7.6: 255) were as follows:

- It was felt that the CTP Recognition of Prior Learning policy was too generic and would need to be adjusted to suit the specific area of the hospitality industry. It was also stated that it was imperative to have a balance between practical and theory when the Recognition of Prior Learning assessment model is developed.
- Recognition of Prior Learning had been practised in the department by granting of confirmative status to candidates who wished to enter certain programmes. An Italian-speaking student with a foreign secondary education was given confirmative status to register for three subjects in the Food and Beverage Management programme because she was 35 years of age. The candidate completed the partial qualification without any academic problems despite the fact that English was not her first language. Two candidates were given conferment of status to register for the Master's programme in Food and Beverage Management. Both candidates had managerial working experience at the top level of the kitchen brigade that equated to the qualification level. A committee consisting of an industry representative, the Head of Department and a staff member from the particular programme was tasked to assess the candidates. It was important that the candidates had relevant recent industry

experience in order to be given confirmative status. The candidates presented a detailed CV to the panel who in turn studied the documents and presented them to the Dean and then to the Vice Principal academic. Lastly, a student who had a 2-year certificate with industry experience was given confirmative status to register for the B. Tech Degree programme in Food and Beverage Management. It was expected that the candidate would complete the B. Tech Degree by the end of 2002.

- Vermeer (2002) suggested that the assessment methods used should be a combination of a CV, traceable references from industry, a practical test and an in-depth interview with the candidate.
- It was concluded that the Recognition of Prior Learning assessment model for the hospitality industry needed to be formalized nationally.

4.4.2 Durban Institute of Technology (MLST campus)

Results from the interview held on 26^h September 2002 at 10:00am using the interview questionnaire (Annexure 7.6: 255) were as follows:

- It was felt that the CTP Recognition of Prior Learning policy was more philosophical than giving firm direction towards the implementation of Recognition of Prior Learning. Naidoo (2002) expressed concern that the policy was too general in terms of implementation into the specific area of the hospitality industry. It was also stated that the main emphasis should

be on the accreditation of assessors in order to conduct fair Recognition of Prior Learning as there were so many permutations to assessment methods, and that assessor training should be done by the academic development department of the tertiary education institution.

- Recognition of Prior Learning had been used on one occasion approximately 7 years ago for the purpose of confirmative status to study at the tertiary education institution. The female candidate was 25 years of age and had a standard 9 with some hospitality industry experience. The candidate applied for confirmative status in order to study Catering Management at the tertiary education institution. The assessment panel functioned very loosely and was made up of two employers in the department. The assessment methods used were: a verbal presentation by the candidate covering working experience; questions asked by both employers on the panel; and letters of reference were presented. The references were contacted and verified by the panel and the application was submitted to the faculty board, then to senate where conferment was given to study Catering Management.
- The candidate completed the first year in Catering Management within 2 years following the augmented programme offered at that time (for those students who wished to study 3 instead of 6 subjects per year). At the 2nd level the candidate changed to the Hospitality Management programme through the normal selection processes. However, after 3 months she discontinued the course due to domestic problems. The candidate

attempted to continue the next year, and after 3 months left due to financial difficulties. It was stated that the candidate had no problems with academic achievement.

- Naidoo stated that it was very difficult to use a single method of assessing Recognition of Prior Learning as one area may be over emphasized while other areas are ignored. He stated that the choice of Recognition of Prior Learning assessment methods must be guided by the exit level outcomes of the particular programme. A combination of methods such as tests, practical examinations and submission of a portfolio would be suitable for the hospitality industry.
- It was concluded that in the hospitality industry there was an urgent requirement for the development of Recognition of Prior Learning assessment methods. It was stated that historically people with limited qualifications had dominated the hospitality industry, yet there was no formal process in place to invite these candidates to engage in higher education/lifelong learning (Naidoo, 2002).

4.5 SUMMARY OF CHAPTER FOUR

The results of the research were presented in tabular form after analysis, and discussed according to each of the sub-problems. Each sub-problem dealt with individual issues relating to the specific problem.

The results of the research revealed that a large percentage of employees in the hospitality industry had 'prior learning'. The significance was that only a few employers at some of these establishments recognized their employees' 'prior learning'. In light of this 'prior learning' in the hospitality industry which is not formally recognized as such, there is a significant need to assess this 'prior learning' and therefore follow the ideals of the new South African education system to formalize the assessment of Recognition of Prior Learning in order to access tertiary education institutions.

CHAPTER FIVE

GENERAL DISCUSSION AND RECOMMENDATIONS

5.1 OVERVIEW

In the previous chapter the results of the processed data were presented in Tables and Figures after interpretation and evaluation.

In chapter five, the results and findings are integrated and evaluated using other research and currently published criteria. A discussion of the findings follows in order to identify the objectives needed for the formulation of recommendations for the development of an assessment model to be used by tertiary education institutions. The research process is reviewed and recommendations for further research are made.

5.2 INTEGRATION AND EVALUATION OF THE RESULTS

The information required to evaluate the need and feasibility of assessing prior learning in the hospitality industry as well as the various methods used for the assessment of prior learning at tertiary education institutions was collected from the responses to the structured questionnaire (Annexure 7.2: 210) and the

interviews as described in chapter three. The results were presented in chapter four, sections 4.2, 4.3 and 4.4.

To reach the goal of identifying the need for and feasibility of assessing prior learning in the hospitality industry as well as investigating various methods of assessment used for the assessment of prior learning at tertiary education institutions, the following three areas of focus were identified:

- the incidence of prior learning amongst the employees/employers at establishments in the hospitality industry;
- the need for and feasibility of the assessment of Recognition of Prior Learning in the hospitality industry as identified by the findings of the survey;
- the various methods used for the assessment of prior learning at tertiary education institutions involved the integration of all the survey results including the interviews with the tertiary education institutions and comparative studies of similar programmes in other countries including documentation and public reports relating to Recognition of Prior Learning in South Africa and other countries such as: United Kingdom, United States of America, Canada, Australia and New Zealand.

The impact of these elements needs to be discussed in order to fulfil the aim of this study (section 1.2), which was to identify the objectives for the formulation of

a Recognition of Prior Learning assessment model to be used by tertiary education institutions.

5.2.1 Existence of Recognition of Prior Learning in the Hospitality Industry

With reference to sub-problem one, to investigate the extent to which prior learning exists and the recognition thereof in the hospitality industry, it was hypothesized that recognition of prior learning would exist at certain establishments in the hospitality industry. This study revealed that although there was a high incidence of prior learning in the hospitality industry, only certain establishments recognized their employees' prior learning. On account of these findings the hypothesis can be accepted. The most important findings were the following:

- *Respondents Eligible for Recognition of Prior Learning*

The results showed that the majority of the candidates that would be eligible for recognition of prior learning in the hospitality industry would be the South African Black male. Results revealed that 67% of the respondents was male and 52% was from the Black community (Figure 4.1: 108; Table 7.4.1: 229). This is representative of the socio-demographics of the South African hospitality industry. Figure 4.1 illustrates that the only change in the

hospitality industry in recent times was that more females had been entering the field.

The majority, and predominantly older working adults, had work-related skills and competencies, but were either under qualified for the upper level positions or had a need to attain relevant qualifications. Recognizing their prior learning would improve confidence in their own knowledge and skills and would enhance their chances of continuation of learning over the long term. In Canadian colleges where there has been a long history of the Recognition of Prior Learning, it was noted that mature learners on average had higher than average course grades than the traditional younger candidates and that their pass rate was higher (CAPLA, 2002; Harris, 1997).

- *Levels of Appointment*

There was an association between nationality and levels of appointment in the hospitality industry. The findings reflected that although the hospitality industry was predominantly South African (8.8%), at the head chef level it was biased towards foreign nationalities (11.2%) (Figure 4.3: 112; Table 7.4.3: 231). The literature showed that traditionally chefs were imported mainly from Europe to head up the kitchen brigade. The fact that many of these 'foreign' chefs did not have formal qualifications seemed to make very little difference to the employers. These European chefs were given top

salaries and were preferred to the local South African chefs. Ironically the employers 'recognized' their 'foreign' prior learning without hesitation, whilst the majority Black employees (51.9%) working at the lower levels, and who were initially taught by the 'foreign' chefs, did not obtain recognition for their prior learning (Anonymous, 1999a; Anonymous, 1999b; Gordon-Davis, 1999; Viljoen, 1999).

The Council for Adult and Experiential Learning in the United States of America believed that too few employers provided education and training benefits to low-wage workers; instead the training of corporate chefs was normally targeted at the upper-wage levels. As a result of this, Lifelong Learning Accounts emerged as a self-managed educational advancement for adult workers (Anonymous, 2002; CAEL, 2002).

- *Language Proficiency*

It was found that most of the respondents were proficient in the English language (Figures 4.4(a) and 4.4(b): 113; Table 7.4.4: 232). This was important when the survey was conducted, as it was imperative that the respondents understood the importance and relevance of the study. Language proficiency will also be relevant when research is done in the future in order to develop a Recognition of Prior Learning assessment model for the hospitality industry to assist students to access tertiary education institutions.

Lin (2002) identified that the competencies relating to communication skills and interpersonal relations most influenced success in the hospitality industry.

Although the literature showed that most respondents were proficient in English, this would need to be revisited when the respondents enter tertiary education institutions. In the United Kingdom, a more innovative non-traditional Assessment of Prior Experiential Learning is practised with refugees and asylum seekers where equity and language are at the forefront of prior learning assessment (du Pré and Pretorius, 2001; Hevey, 1996).

- *Levels of Secondary Education*

The results revealed that the Black ethnic group of the survey sample had the lowest levels of education in comparison to the other race groups. It could therefore be argued that this ethnic group would benefit the most from the Recognition of Prior Learning (Figure 4.5: 115; Table 7.4.5: 233). A significant observation revealed that there was an improvement in the levels of education in the younger generation across all race groups. Within 14.2% of the respondents in the age group 18-25, 10.3% had Standard 10 (Grade 12) (Figure 4.6: 117; Table 7.4.6: 234). In comparison, only 6% of the respondents within the 25.8% (36-45) age group had Standard 10 (Grade 12).

A large number of potential candidates with incomplete secondary education or varying levels of academic skills and/or relevant learning through experience could wish to access tertiary education institutions because they have been denied this in the past. These candidates would need to be assessed carefully and given guidance in planning a career path. A suitable bridging course must be developed to ensure that their levels of competencies are equivalent to those required by the National Qualifications Framework levels. International trends showed that it was necessary to have bridge builders between different forms of knowledge (du Pré and Pretorius, 2001).

- *Levels of Formal Qualifications*

Sixty two percent of the respondents in the hospitality industry did not have a formal qualification (Figure 4.7: 119; Table 7.4.7: 235). The hospitality industry in countries such as the United States of America, United Kingdom and Canada all shared similar histories (section 2.5.1). In the United States of America, public policy seems to focus on preparing the unemployed for new and better jobs. The New Brunswick Community College in Canada offers culinary programmes that allow candidates to access institutions through the Recognition of Prior Learning (Anonymous, 2002; The New Brunswick Community College, 2002; CAEL, 2002). The effective key to management of the various departments of a hotel is the human resource component. As a

result, formal education becomes the primary tool to prepare workers for the competencies required by the hospitality industry (Lin, 2002).

The findings showed that the majority of the respondents without formal qualifications was from the Black community (39.4%). Overall, there was a considerably higher percentage of respondents in the study without formal qualifications in comparison to those with formal qualifications. However, the White and Asian ethnic groups showed a fairly even distribution between those with formal qualifications and those without formal qualifications. These results were reflective of the history of training and advancement in the hospitality industry. Historically there were only a few nationally recorded courses/qualifications in this field (French, 1997; Phillips, 1996). The analysis of the various levels of formal qualifications depicted in Figure 4.7 and Table 7.4.7 showed that those respondents who had a formal qualification either had a 3-year diploma that was achieved at a Technikon or a 1-year certificate obtained from a private cooking school. Most of the respondents that had higher formal qualifications were employed in the upper levels of the kitchen brigade.

◦ *Levels of Industry-based Qualifications*

It was found that 67% of the respondents did not have an industry-based qualification. Those respondents that did have an industry-based qualification

were in the 36-45 age group and were mostly from the White and Asian ethnic groups: 12% White, and 11.2% Asian. This was the generation that participated in the original 3-year traineeship programme of the 1980s (Anonymous, 1999b; Gordon-Davis, 1999). It was found that only 0.8% of the respondents of the Black and 0.8% of the Coloured ethnic groups participated in this traineeship programme in the KwaZulu-Natal region. The balance of the industry-based qualifications was made up of certificates ranging from 3 months to 1 year (Figure 4.8: 121; Table 7.4.8: 236).

One of the first National Vocational Qualifications that could be obtained in the United Kingdom in the 1980s was in the hospitality industry. Figure 2.1: 168 illustrates the assessment process used to enter higher education in the United Kingdom (NVQs, 2002; Simosko, 1991).

- *Total Years of Experience*

The findings revealed that 91.4% of the employees in the hospitality industry was eligible for the Recognition of Prior Learning (Figure 4.9: 123; Table 4.1: 123). The vast number of years' working experience that the respondents had, equates to prior learning. Recognition of this work experience or prior learning is intended to assist mainly mature adults to gain the recognition to which they are entitled, on the basis of their achievements (Cosser, Elliot and Mokhobo Nomvete, 1999; Briston, 1997). Forty four point two percent of the

respondents in the survey sample had between 11-25 years of experience with 8.2% having over 25 years of experience. It is argued that such extensive experience is worthy of recognition and therefore assessment.

Years of working experience is the knowledge that workers acquire through experience at work and must be linked to the improvement of access to training, leading to improved wages and working conditions. In South Africa, all the knowledge that people bring to the workplace must be acknowledged and affirmed. The education and training sectors must develop mechanisms that provide access to and integrate prior learning into tertiary education institutions (Strydom and Strydom, 2001; Griesal, 2000a).

5.2.2 Assessment of Recognition of Prior Learning in the Hospitality Industry

With reference to sub-problem two, to determine the need for and feasibility of assessing prior learning in the hospitality industry, it was hypothesized that no formal method of assessing prior learning existed in the hospitality industry. This study revealed that only certain establishments in the hospitality industry recognized prior learning. Moreover, this recognition was by no means a formal method of assessment but rather employees were given equity in employment status regardless of whether they had qualifications or not. On account of these

responses the hypothesis can be accepted. The following most important findings became evident:

- *Experience and Qualifications*

Although the majority of the respondents in the hospitality industry had many years of working experience, the results showed that these employees had neither a formal nor an industry-based qualification (Figure 4.10: 126; Figure 4.11: 128; Table 7.4.9: 237; Table 7.4.10: 239). The history of training and development in the hospitality industry shows that training was incorporated into the industry in a very limited capacity. It was improved marginally in 1997 when the HITB had the national responsibility of running a learnership pilot project for the Department of Labour. This consisted of a 10-month skills development course for the unemployed (Anonymous, 1999a; Anonymous, 1999b; Gordon-Davis, 1999). This placed a burden on the industry, as they needed to support the additional staff. A better approach would have been to give existing staff opportunities to participate in the skills development programmes.

An interesting observation was that most of the employers in the hospitality industry respected an industry-based qualification more than a formal qualification because of the predominantly practical nature of the former qualification. Yet most employees who had an industry-based qualification

expressed the desire to have their industry-based qualification equated to a formal qualification. The employees felt that a formal qualification would grant them improved status, promotional prospects and better salaries in the hospitality industry (Table 4.6: 150; Table 7.4.20: 249).

- *Experience and Levels of Appointment*

The results revealed that a number of the respondents had experience at the upper levels of the kitchen brigade (Figure 4.12: 130; Table 7.4.11: 240). In order to gain access to tertiary education institutions through Recognition of Prior Learning, the candidates' work experience needs to be accurately assessed. Years worked cannot necessarily be equated to levels of learning or capability. Recognition of Prior Learning assessment and accreditation must balance a variety of knowledge systems with suitable assessment methodologies for particular areas of study. The experience of the candidate must match the exit level outcome of the qualification for which Recognition of Prior Learning is being requested as credit can only be awarded for relevant levels of learning (du Pré and Pretorius, 2001; Harris, 1997).

- *Qualifications and Levels of Appointment*

The findings revealed that the majority of the staff at all levels of the kitchen brigade did not have a formal qualification (Table 4.2: 131; Table 7.4.11:

240). The fact that at executive chef level there was parity between those respondents that had a formal qualification and those who did not have a formal qualification is significant. The findings showed that at the top levels of the kitchen brigade there was no discrimination as far as qualifications were concerned. Executive chefs without formal qualifications experienced equity in employment status. The findings revealed a similar response for industry-based qualifications (Table 4.3: 133; Table 7.4.12: 241). Although the majority of the respondents did not have an industry-based qualification, the higher levels of the kitchen brigade experienced equal employment status with or without industry-based qualifications. Many of the employers/head chefs expressed a preference for industry-based qualifications. Perhaps this was due to the fact that they had been part of the privileged few who had participated in the original traineeship programme and therefore had an industry-based qualification (Figure 4.8: 121).

◦ *Qualifications and Remuneration Structure*

The results revealed that there was an association between qualifications (formal or industry-based) and remuneration structure (Figure 4.13: 134; Figure 4.14: 136; Table 7.4.14: 243; Table 7.4.15: 244). Those respondents that had qualifications albeit formal or industry-based earned a higher salary than those respondents without qualifications. This was evident at the lower levels of the kitchen brigade, for example some respondents that had a formal

qualification did not earn less than R1 500 a month, in comparison to many respondents without formal qualifications who earned between R1 000-R1 499 a month (Figure 4.13: 134). Once again, the top levels of the kitchen brigade experienced equity in pay structure status. The survey showed that respondents who had industry-based qualifications enjoyed better pay structures to those who had no qualifications. The findings revealed that even a 3-month industry-based certificate earned some respondents a better salary than those without qualifications. The majority of the respondents who had the 3-year certificate industry-based qualification earned more than R6 000 per month (Figure 4.14: 136) and most of them were employed at executive chef level.

- *Experience and Remuneration Structure*

The findings pertaining to remuneration structures were alarming (Figure 4.15: 138; Table 7.4.16: 245). It was established that there was a low percentage of respondents with any form of qualifications in the hospitality industry. Most of the respondents that made up the survey sample relied entirely on their experience alone to progress in the hospitality industry. The results revealed that some respondents who had over twenty years of experience were earning as little as R1 500 per month and were employed at the lower levels of the kitchen brigade. In comparison 0.4% of the respondents who had less than five years' experience was earning more than

R6 000 per month. On further investigation it was established that these respondents earning over R6 000 per month, had recently acquired formal qualifications at a Technikon. Fehnel (1994) highlighted the importance of working experience and stated that prior learning included all formal and informal learning undertaken to date. This included: learning from credentialed courses, learning from on-the-job training and learning from experience. It seemed that the employers were benefiting from their employees' wealth of experience at a very low cost. Fortunately, in the future these employees should benefit from the Skills Development Act (South Africa, 1998: 19420), which reinforces the importance of training and the development of skills in all industries (SAQA, 2001; Hevey, 1996; Harris, McMillan and Saddington, 1994).

- *Race and Levels of Appointment*

The findings revealed that although the majority of the hospitality industry consisted of the Black ethnic group, only 0.4% of the respondents from this ethnic group held executive chef positions (Table 4.4: 140; Table 7.4.17: 246). The survey revealed that the majority of the executive chefs was from the white ethnic group, with half of them being foreigners. This revealed that the hospitality industry had not changed much from traditional practices, as most of the employers still preferred to employ white foreign males at executive chef level.

It is difficult to understand the need to continue to hire foreign executive chefs at exorbitant salaries when the hospitality industry has locally qualified chefs and chefs that have been trained by these foreigners. It is also common knowledge in the hospitality industry that foreign chefs earn considerably more than their local counterparts, and local executive chefs who eventually manage to replace foreign chefs earn less for doing exactly the same work.

- *The Recognition of Prior Learning in the Hospitality Industry*

One of the significant factors that was established whilst conducting this survey was the conflicting response from both employer and employee on the recognition of prior learning. The employers felt that they did recognize their employees' prior learning by giving all employees equal employment status (Table 7.4.23: 252). On the other hand, 60% of the employees felt that their prior learning was recognized to some degree, while 39.9% felt that their prior learning was not recognized at all (Table 4.5: 141; Table 7.4.18: 247). An interesting observation was that the majority of both employers and employees wanted their prior learning recognized (Figure 4.16: 141). Prior learning is recognized in the hospitality industry in other countries in that provision is made at most of the tertiary education institutions whereby candidates can enter through hospitality industry experience alone (AUT, 2002; The New Brunswick Community College, 2002; University of South Australia, 2002).

- *Employees' Responses to Recognition of Prior Learning.*

The findings revealed that some respondents felt that it was difficult to find employment due to the fact that they were without any qualifications, whilst others felt that their employment prospects were relatively easy because employers recognized their prior learning (Figure 4.17: 142). Most respondents felt that they were disadvantaged in their ability to earn a competitive salary in the hospitality industry directly as a result of their lack of any form of qualifications (Figure 4.18: 144; Table 7.4.19: 248). A number of respondents also felt that they were disadvantaged when it came to promotional prospects (Figure 4.19: 145; Table 7.4.20: 249). Lastly the employees felt that their employers were unwilling to assist them with opportunities to study. The findings showed that only 0.4% of the respondents from the entire survey group had been given the opportunity to study in recognition of their working experience (Figure 4.20: 147; Table 7.4.21: 250).

- *The Importance of Recognizing Prior Learning in the Hospitality Industry*

The results revealed that the majority of the respondents indicated a need to have their prior learning recognized, either in order to obtain a qualification or in order to obtain confirmative status to study further (Figure 4.21: 148; Table 7.4.22: 251). The recognition of prior learning is a firmly established practice

in a number of countries such as: United States of America, United Kingdom, Canada, Australia and New Zealand where instead of using tests to access formal education, alternative assessment models are being used (Anonymous, 2002; CAPLA, 2002; NZQA, 2002; Babb, 1998; Gary and Wilson, 1997; Hevey 1996; Young, 1994). A group of South Africans that attended the 12th Conference of the Canadian Association for Prior Learning Assessment in Canada was shown various methods of Recognition of Prior Learning assessment. One of the successful assessment tools used is the portfolio development method, which is flexible, innovative and learner-centered (Withers, 2001). The results showed that most workers in the hospitality industry were keen to have their prior learning recognized (Figure 4.21: 148). One of the methods that could be used is the portfolio development method, altered to suit South African conditions and circumstances to make it possible for Recognition of Prior Learning assessment specifically for chefs in the hospitality industry. The method must clearly be appropriate to the skills and knowledge being assessed (du Pré and Pretorius, 2001).

Lee-Story (2001) identified practices used by post school education institutions to accommodate adult learners in Florida and how adults could earn college credit through individual assessment of their experiential learning. Many colleges and universities applied standard tests to determine certain competencies and acknowledged success with credits. However, it was estimated that fewer than one-third of the post school education

institutions in the United States of America had programmes through which 'prior learning' was assessed on an individual basis through student-prepared portfolios.

- *Skills that Employees felt deserved Recognition*

Question 27 was the only open-ended question in the questionnaire and was answered by 41% of the survey group. This was specifically included to probe the possibilities for future research to develop a Recognition of Prior Learning model of assessment specifically for chefs in the hospitality industry. It was interesting that 11% of the respondents felt that the competitions that they had participated in, particularly the overseas competitions, deserved recognition (Figure 4.22: 149). It was ironical that until recently the majority of the competitors that represented South Africa in culinary competitions overseas were those Europeans that had been imported to South Africa to raise the standards in the hospitality industry. Secondly, 9% of the respondents felt that the training and coaching that they did on a daily basis deserved some recognition.

◦ *Employers/Head Chefs' Responses to Recognition of Prior Learning*

Forty five point eight percent of the head chefs in the survey expressed a preference for an industry-based qualification in comparison to 17.4% who preferred a formal qualification for employees (Figure 4.23: 151). In fact, 27.5% of the head chefs stated that no qualification was necessary and that they preferred to train employees according to their own particular standards at the individual establishments. Most head chefs that were interviewed stated that they recognized prior learning at their establishments by treating all employees equally irrespective of whether they had a qualification or not. They said that all employees had equal opportunities for promotional and salary prospects (Table 7.4.23: 252). The significant factor was that the employees felt the exact opposite to the sentiments expressed by the employers (Table 7. 4.19: 248; Table 7.4.20: 249). A positive factor was that 96.6% of the head chefs was willing to assist staff with the recognition of prior learning. Generally the response from the head chefs in the industry was a positive one, the reason being that part of their job is coaching, training and motivating staff. Head chefs were willing to assist staff with the Recognition of Prior Learning particularly in coaching staff. They also expressed a willingness to assist with assessment when necessary (Figure 4.24: 152).

5.2.3 Assessment Methods for Recognition of Prior Learning at Tertiary Education Institutions

With reference to sub-problem three, to investigate the various methods used for the assessment of prior learning at tertiary education institutions servicing the hospitality industry in order to formulate recommendations for the development of an assessment model to be used by tertiary education institutions, it was hypothesized that the development of a Recognition of Prior Learning assessment model for the hospitality industry was possible. This study revealed that changes to the South African education system that would accommodate the Recognition of Prior Learning were taking place. At the time of the study, Recognition of Prior Learning pilot studies were in progress and in the development stages within the targeted tertiary education institutions. On the strength of these findings and the observed developments, the hypothesis can be accepted. The following most important findings became evident:

- *Assessment Methods Used by the Tertiary Education Institutions*

Both the tertiary education institutions interviewed had been practising Recognition of Prior Learning in their departments within the last 4-7 years. The methods of assessment used by both tertiary education institutions were very similar, in that they were chosen to suit a particular occasion and that they were applied on a very informal basis. Although the candidates involved

had different needs, namely: to gain entry into the tertiary education institution with a Standard 9 (Grade 11) certificate, and to gain entry into the master's programme using recognition of 'prior learning' respectively, the tertiary education institutions used similar methods of assessment (section 4.4). Some of the tertiary education institutions in South Africa indicated that Recognition of Prior Learning seemed better suited to post-graduate programmes, especially course work Master's programmes (Griesel, 2000b).

A significant observation regarding the Australian situation where Recognition of Prior Learning is a fundamental part of the implementation of the National Qualifications Framework, is that there is little evidence to suggest that Recognition of Prior Learning has significantly increased access to credentialed learning for disadvantaged groups or individuals (du Pré and Pretorius, 2001; Gary and Wilson, 1997).

◦ *Development of an Assessment Model*

The Committee of Technikon Principals' (CTP) generic policy document on Recognition of Prior Learning gives direction to tertiary education institutions on the implementation of Recognition of Prior Learning based on international and local best practice (du Pré and Pretorius, 2001). Alternative entry requirements for candidates will need to be addressed on a generic basis first and secondly by the various departments. The foundation of the CTP policy

on Recognition of Prior Learning for tertiary education institutions provides a possible base for the development of suitable assessment models for the various departments.

The profile of the South African candidate would be different to that of candidates in other countries. Recognition of Prior Learning practitioners and policy makers would need to be aware of candidates that gained their experience and learning under very particular and disadvantaged social and educational conditions, in that they had a wealth of experience but generally low levels of formal education. The South African candidate also has very little experience of academic discourse as they come from the largely working class communities. An added issue would be the medium of instruction, as English is not their first language (Harris, 1997).

Odyseos (1998) stated that working adult learners' expectations should be taken into account in the development of learning programmes for adults. Assessment and Recognition of Prior Learning (ARPL) procedures must respect their 'prior learning' experiences and allow them the opportunities to become part of the higher education sector in South Africa. Adult learners' expectations that needed to be considered were: support structures; time management; transport and coping with success versus failure in the learning programme.

5.3 THE RESEARCH PROCESS

5.3.1 Methodology

The following descriptive survey methods were used for obtaining the data:

- a formally structured questionnaire completed by employers/employees in the hospitality industry under the supervision of the researcher and with the assistance of the employers/head chefs;
- an unstructured in-depth interview conducted by the researcher with the tertiary education institutions offering national hospitality industry programmes in the KwaZulu-Natal area.

The statistical analysis computer software programme, SPSS version 9, was used to capture and process the data collected from the structured questionnaire. The size of the sample group used was 43 hotels and 35 restaurants found on the KwaZulu-Natal Tourism website, of which 28 hotels and 16 restaurants responded to the initial request for permission to do the survey study, constituting a 65% and 46% response respectively of the hospitality industry in the KwaZulu-Natal area. Interviews were done at both tertiary education institutions offering hospitality industry programmes in the KwaZulu-Natal area. It is argued that the results would be the same if the sample group were larger or conducted nationally

for both the employer/employee questionnaire and the interviews with the tertiary education institutions.

5.3.2 The Questionnaire

The questionnaire was devised and administered to test all three hypotheses (section 1.4).

The onus for the distribution of the structured questionnaire was done entirely under the researcher's supervision with the help and support of the employers/head chefs after the initial request for assistance. The researcher interviewed and explained the importance of the research to the employer/head chef who in turn briefed the employees. This resulted in a sample that was accurately represented. Without the backing of the employers/head chefs the research would have been impossible.

The industry as a whole was extremely supportive of the work done in this regard and assisted in the data collection. The distribution of the questionnaire was done with careful planning and timing, as timing in the hospitality industry is of vital importance. A suitable time needed to be found to ensure that all staff in the various establishments could participate. The most suitable time found for all establishments was when the change of shift occurred at approximately 3.00 pm and all staff was present. If a follow-up study of this nature were to be

undertaken, it could only be completed based on the assumption that the hospitality industry would once again provide their support and assistance to gather subsequent data.

The results of the questionnaire supported the fact that the chefs were fluent in English and therefore able to interpret and answer questions. Lack of confusion also showed that employees interpreted questions correctly. Employers/employees' responses were not contradictory in nature, which showed that the assumption that their contribution would be positive, constructive, and honest was valid.

The information based on the responses to the questionnaire facilitated the identification of the existence of recognition of prior learning in the hospitality industry and therefore identified the need for the assessment of recognition of prior learning. The questionnaire was successful in identifying the extent of prior learning in the hospitality industry, and the type of candidate that would be eligible for the recognition of prior learning. The study showed that lifelong learning for chefs was imperative, not only in South Africa but other countries such as the United States of America, United Kingdom, Canada, Australia and New Zealand (AVTS, 2002; CAEL, 2002; CAPLA, 2002; NVQs, 2002; NZQA, 2000). Therefore the assumption that the chefs would be interested in getting recognition for prior learning resulting in advancement in the workplace was valid. The various levels of education namely: secondary, formal qualification

and industry-based qualification were identified and compared to the respondents' working experience and level of appointment. The results indicated that there was a definite need for the assessment of prior learning in the hospitality industry. The difference of opinion to the responses on recognition of prior learning from both employees who felt that their prior learning was not recognized and employers who said they did recognize prior learning was of value to the researcher (Table 7.4.18: 247; Table 7.4.19: 248; Table 7.4.23: 252). It was important to receive both perspectives for further research into the production of assessment models for Recognition of Prior Learning in the hospitality industry.

The use of the employer/head chef in conjunction with the researcher in the administration of the questionnaire was a contributing factor to the success of the questionnaire. Not only did the employers/head chefs endorse the research, they assisted with encouraging staff to complete the questionnaire. Employers/head chefs were also aware of their staff members' language capabilities and could therefore assist with translation in the initial explanation of the questionnaire when necessary. Personal observation showed that the respondents took the research seriously with the guidance of the employers/head chefs and could answer the questionnaire openly when left alone with the researcher.

5.3.3 The Interviews

The interviews with staff from the tertiary education institutions offering hospitality industry programmes were devised and administered to test all three hypotheses (section 1.4). The success of the interviews assisted in accepting the assumption that there was a need for the formal assessment of the Recognition of Prior Learning in the hospitality industry. Moreover, because lifelong learning for chefs is imperative, the assumption that chefs would be interested in getting recognition for their prior learning in order to access tertiary education institutions was shown to be correct. The findings revealed that there was a large number of employees in the hospitality industry who had prior learning. However, although the employers/head chefs were willing to assist with the assessment of prior learning (Figure 4.24: 152) there were no formal means of assessing prior learning in order to access tertiary education institutions. This highlighted the need for the development of a Recognition of Prior Learning assessment model.

5.3.4 The Hypotheses

First Hypothesis

In section 1.4.1 it was hypothesized that although prior learning did exist, the recognition thereof at certain establishments in the hospitality industry in the KwaZulu-Natal area was limited. This hypothesis was accepted as the results of

the questionnaire showed that the levels of education (secondary, formal qualifications and industry-based qualifications) in the hospitality industry were relatively low in comparison to the high levels of working experience (Figure 4.4(a): 113; Figure 4.4(b): 113; Figure 4.9: 123; Figure 4.10: 126; Figure 4.11:128). The large number of years of 'working experience' translates to 'prior learning', and the findings revealed that only certain establishments in the hospitality industry actually recognized 'prior learning'. Unfortunately this was at the upper levels of the kitchen brigade instead of at the lower levels where it is needed most.

Second Hypothesis

In section 1.4.2 it was hypothesized that there was a need for and that it was feasible to assess prior learning in the hospitality industry. This hypothesis was accepted as the results of the questionnaire showed that although 91.4% of the respondents in the hospitality industry had prior learning worthy of recognition, there was no formal method for its assessment. Although prior learning was acknowledged to some degree by equity in employment status and wage structure at the upper levels of the kitchen brigade (Table 4.2: 131; Table 4.3: 133), it did not exist at the lower levels where it was needed most (Figure 4.17: 142; Figure 4.20: 147). The formalization of the Recognition of Prior Learning assessment methods at tertiary education institutions specifically for chefs/professional cooks

would provide access to hospitality industry programmes in order to assist advancement of persons at the lower levels as well.

Third Hypothesis

The third hypothesis in section 1.4.3 stated that it was possible to formulate recommendations for the development of a Recognition of Prior Learning assessment model to be used by tertiary education institutions. This hypothesis was accepted on the strength of current developments in the educational system in South Africa as well as information obtained from the related literature on successful Recognition of Prior Learning models in other countries such as: United States of America, United Kingdom, Canada, Australia and New Zealand. The results of the interviews with the staff of tertiary education institutions showed that there was a need to develop a Recognition of Prior Learning model of assessment specifically for chefs/professional cooks in line with the development of the new education policies and the CTP policy on the Recognition of Prior Learning (du Pré and Pretorius, 2001). The need for a standard/national method of assessment in order to allow access into formal programmes was identified. Further study would be required in the specific field of chefs in the hospitality industry to measure level of experience in order to finally develop a successful Recognition of Prior Learning model of assessment. Positive findings from the survey showed that employers/head chefs were willing to assist staff with the assessment of prior learning (Figure 4.2.4: 152).

5.3.5 Constraints on the Research Process

One of the limitations of the research project proved to be the time factor in which to complete the research. The continual developments and changes occurring within the educational system made it necessary to update literature on a very regular basis and the research needed to be completed alongside the developing systems.

The other limitation was the timing of the distribution of the research questionnaire to members of the hospitality industry. Timing is everything in this particular industry; the first attempt at the questionnaire distribution was during 'peak season', which was not very successful. It became imperative to distribute the questionnaire during 'off season', at the shift changeover, when all participants were available and willing to complete the questionnaire. This ensured that the research was a true representation of the sample population.

5.3.6 Considerations in the Development of an Assessment Model

- There may be a problem with staff reticence in the educational system as well as the employers in the industry. There will be an additional burden on administrative and academic staff with the implementation of the Recognition of Prior Learning assessment model as it will be a labour intensive exercise. Lee-Story (2001) stated that tertiary education institutions had to eliminate

institutional barriers relating to inconvenient time and place scheduling of classes. Time is a limiting factor under any condition in the hospitality industry. Allowing workers time to attend formal study would be an added burden. Employers in the industry would need to be adaptable, as employees' work time may need to be adjusted to accommodate for part-time lectures.

- Employees' expectations may be raised. What happens if they perform badly due to poor levels of education or learning skills? In other words, in the development of an assessment tool there needs to be a balance between theory and practical. Credit should be awarded only for the learning that has occurred and not experience alone. Learning is the specific skills, competencies and knowledge acquired that are credit worthy. The learning or knowledge of the candidate must be at an acceptable level for the purpose of accreditation. If credit is granted for prior learning, it should be balanced by enough theoretical learning to enable the candidate to transfer knowledge and skills at a higher level (Harris, 1997). Tertiary education institutions offering hospitality industry programmes in Florida placed greater emphasis on the value of formal learning, the value of traditional teaching methods, and the preference for experience to follow the learning of theory (Lee-Story, 2001).
- There is a fear of decreasing standards if the assessment model is not properly developed or administered. Widely recognized and accepted standards for assessment are essential to ensure portability of Recognition of Prior Learning credits and to ensure that adult candidates are able to easily move from sector to sector as their lifelong learning needs change (du Pré and Pretorius, 2001).

- Who will be conducting the Recognition of Prior Learning assessment? The CTP Recognition of Prior Learning policy document states that anyone who assesses for the purpose of making a judgement about an achievement resulting in credits towards unit standards or a qualification must be registered with the Higher Education Quality committee. Specialists in the specific subject matter and academic experts are needed in order to determine competence levels and credit awards. The subject expert will determine how much the candidate knows, whilst the academic expert determines the extent and quality of the learning in the academic context (du Pré and Pretorius, 2001; Elliot, 1999).
- The difficulty in measuring work experience is a consideration: how does it equate to proper learning experience? How can you measure what has been learnt over the years, particularly in the South African context? The translation of work experience into academic qualifications needs careful management and would need to be thought through realistically and methodically.

5.4 RECOMMENDATIONS

The compilation and introduction of an assessment model that would assess prior learning within the hospitality industry in order to allow candidates to access formal programmes could make a substantial contribution to the workers' sense of value and ultimately improve productivity in the hospitality industry as a whole.

The following recommendations are made as a result of responses to the structured questionnaire and interviews pertaining to the following three areas covered:

- the existence of prior learning in the hospitality industry;
- the need for and feasibility of the assessment of prior learning in the hospitality industry;
- the various methods used for the assessment of prior learning at tertiary education institutions servicing the hospitality industry in the KwaZulu-Natal area .

Recommendations: To Raise Awareness of Prior Learning in the Hospitality Industry:

The results showed that although Recognition of Prior Learning existed at the upper levels of the kitchen brigade, there was very little at the lower levels where it was needed most. The following recommendations are suggested in order to raise awareness of Recognition of Prior Learning in the hospitality industry:

- An awareness campaign needs to be conducted in order to inform employers and employees about recognition of prior learning in the workplace and its benefits to the hospitality industry as a whole.

- The awareness campaign needs to be done with the assistance of the employers/head chefs on a national basis in order to establish the extent of prior learning throughout South Africa.
- It is important to establish nationally how many workers in the hospitality industry are keen to have their prior learning recognized in order to determine a suitable method of assessment.
- A process needs to be developed in order to assess those candidates in the hospitality industry with prior learning. A standardized method such as an interview, test or a combination of assessment methods would be needed to determine whether they are eligible for Recognition of Prior Learning.

Recommendations: For the Development of a Recognition of Prior Learning Assessment Model for the Hospitality Industry

The results showed that there was a need for and that it was feasible to develop a Recognition of Prior Learning assessment model for the hospitality industry, as 91.4% of the respondents in the survey would be eligible for recognition of 'prior learning'. The following recommendations are made for the development of a Recognition of Prior Learning assessment model:

- Recognized national practices need to be developed for the assessment of Recognition of Prior Learning. The assistance of professional bodies in the hospitality industry like the South African Chefs' Association and THETA in

conjunction with the tertiary education institutions needs to be included. The inclusion of all stakeholders would ensure uniformity and consistency in the assessment of Recognition of Prior Learning assessment programmes which must be regularly monitored, reviewed, evaluated and revised as needed to reflect changes in the needs being served (Naidoo, 2002; du Pré and Pretorius, 2001).

- The Recognition of Prior Learning assessment models needs to be standardized by the Standard Generating Bodies relative to the specific field of hospitality. Boards of examiners and assessment panels have an important role in overseeing assessment practices and maintaining standards.
- Global practices specific to the hospitality industry can be consulted, but Recognition of Prior Learning practices must be adjusted to suit the South African environment. The Recognition of Prior Learning assessment model must be suitable for the mature adult as the majority of respondents in the survey were mature South African adults who had low levels of education (Naidoo, 2002; Harris, 1997).
- The language proficiency of workers in the hospitality industry in the other provinces in South Africa needs to be investigated to assess the need to employ interpreters or translators.
- Partnerships need to be formed among the hospitality industry, the Department of Education and tertiary education institutions.

- Although time in the hospitality industry represents a monetary value, employers need to invest in time initially for the assessment of employees' 'prior learning'.
- Assessment methods need to be tested in order to ascertain their validity. International assessment methods in higher education have changed over the last twenty years, yet these changes have not been analyzed (Harris, 1997).

Recommendations: Formalizing Recognition of Prior Learning Assessment Methods in Tertiary Education Institutions Servicing the Hospitality Industry

Although there was no formal method of assessing Recognition of Prior Learning in the tertiary education institutions offering hospitality industry programmes, both tertiary education institutions interviewed had practised Recognition of Prior Learning to some degree. The assessment methods used were at the discretion of the panel of judges and were devised to suit the particular candidate. Both tertiary education institutions stated a need for the development of a national model of assessment. The following recommendations are made for development of a Recognition of Prior Learning assessment model specifically for chefs/professional cooks in the hospitality industry:

- It is important that strong partnerships be formed between industry and the tertiary education institutions offering the related hospitality industry programmes. Recognition of Prior Learning assessment is important in both

areas as both industry and the academics would need to gain assessor training, and they would have to work together in order to successfully assess 'prior learning' of candidates within the hospitality industry. The representative from industry could be the subject matter specialist but must also have knowledge of the unit standard requirement for which candidates would be registered. On the other hand, the academic would have the assessment expertise and theoretical background to complete the process (JET, 2002; du Pré and Pretorius, 2001; Harris. 1997).

- Staff at the tertiary education institutions would need to develop special skills in order to train these prospective mature adult students. Common reasons against prior learning assessment in Florida included difficulty in assessment of learning outcomes, and lack of staff who are specifically trained in assessment techniques (Lee-Story, 2001). Historically in South Africa there was no provision for the Recognition of Prior Learning, therefore educators are more familiar with the assessment of current knowledge. The educators in South Africa have no experience in the assessment of previous knowledge, therefore will need to draw on international trends first and adopt this information to suit the South African context. All personnel involved in the assessment of prior learning would have to receive adequate training for the functions that they will perform, and there should be provision for their continued professional development (Elliot, 1999).
- Timetables will need to be devised to accommodate the mature adult as they will continue to work while studying. Recognition of Prior Learning tasks

should be officially recognized as formal responsibilities of lecturing staff, therefore teaching loads of academic staff may need to be reduced to allow time for Recognition of Prior Learning work.

- Mixed and alternative methods of teaching and learning will need to occur for the programme to be successful, in order for the educator to successfully educate a broad category of age groups. The draft policy for Recognition of Prior Learning developed by the Joint Education Trust (JET) advocates a holistic approach to Recognition of Prior Learning. The policy has a strong focus on the preparation of learners and assessors to engage not only with the formal and technical aspects of assessment, but also with conditions and compositions of non-traditional ways of learning and assessment (JET, 2002).
- Specific assessors for the assessment of Recognition of Prior Learning will need to be trained and they will need skills to manage mature adult workers. The quality assurance departments of the tertiary education institutions could do this assessor training. The Division for Lifelong Learning (DLL) at the Joint Education Trust is currently working on gaining accreditation as a training provider in the specialized aspects of Recognition of Prior Learning, advisor and assessor training. Linked to this is a project in which the Division for Lifelong Learning and the Committee of Technikon Principles are developing a technology enhanced assessor-training course for academics in higher and further education. This course would assist academics to develop their knowledge and skills in the assessment of adult learners with substantial amounts of experiential learning (JET, 2002; Naidoo, 2002).

5.5 Conclusion

In conclusion, the results of this study suggest that there is a need for the development of a Recognition of Prior Learning assessment model specifically for the hospitality industry in order to formalize access to tertiary education institutions for the following reasons:

- although there was a high incidence of prior learning in the hospitality industry with specific reference to chefs/professional cooks, and there was limited recognition thereof, no formal method of recognition or assessment existed;
- it was identified that there was a need for and that it was feasible to assess prior learning in the hospitality industry;
- tertiary education institutions offering hospitality industry programmes need to develop a Recognition of Prior Learning assessment model in keeping with the CTP policies.

The trends observed in this study suggest the following areas for future study:

- the development of Recognition of Prior Learning assessment models suitable for other departments in the hospitality industry such as housekeeping and the servicing department;

- the measurement of levels of experience in the hospitality industry in relation to years of experience;
- an investigation into the various assessment methods used for the Recognition of Prior Learning .

It is very important to remember that Recognition of Prior Learning is grounded in equity and redress. The assessment of work experience in the South African context would be similar to work experience anywhere in the world, the only difference being, conditions under which it was achieved. To match different forms of practical working knowledge to formal knowledge would be time consuming and difficult, but it is possible. It must be remembered that assessment assesses what is known and not what is unknown. In the assessment of the mature adult we need to be sensitive to the fact that different people work in different ways and at different paces. The new educational system in South Africa states that education is for all citizens. Recognition of Prior Learning is one way in which the disadvantaged workers of the past would have the opportunity to advance in the workplace by obtaining a formal qualification through access into tertiary education institutions.

The results of this study emphasize the need for the development of a Recognition of Prior Learning assessment model specifically for chefs/professional cooks in the hospitality industry in order to access tertiary education institutions.

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ANNEXURE 7.1

Sharmaine Dixon
4 Palm View
125 Bath Road
Glenwood
4001

Dear colleague,

Re: Research questionnaire for employers/employees in the Hospitality Industry.

As a fellow colleague in the Hospitality Industry, I would like to take a few minutes of your time to assist me in the completion of a questionnaire with your staff.

I am currently researching Recognition of Prior Learning (RPL) in the Hospitality Industry for my master's degree: *RPL is a process by which your knowledge and skills are accepted and 'recognized' regardless of how or where you learnt them. In other words, no matter when your informal prior learning was gained, it can be worthy of recognition and credit.*

The information obtained from these questionnaires will be used to assist with aligning informal prior learning (experience) with formal learning (paper qualifications).

Your assistance with my research would be greatly appreciated.

Thank you for your co-operation.

Enclosed please find a copy of the questionnaire to be filled out by you and your staff. Please contact me at your earliest convenience to assist you and your staff with the completion of the questionnaire.

Sharmaine Dixon
Lecturer/Executive Chef: M.L. Sultan Technikon Hotel School Restaurant.
Phone: (work) 031 3085529
Phone/Fax (home) 031 2021097
email: dixi@netactive.co.za

ANNEXURE 7.2

RESEARCH QUESTIONNAIRE FOR EMPLOYEES IN THE HOSPITALITY
INDUSTRY.

*YOU HAVE BEEN CHOSEN AS PART OF A SAMPLE OF EMPLOYEES
IN THE HOSPITALITY INDUSTRY TO ANSWER THIS QUESTIONNAIRE.*

READ THESE INSTRUCTIONS BEFORE COMPLETING THE QUESTIONNAIRE

- ⇒ You can in no way be identified by completing this questionnaire.
- ⇒ It will take approximately 20 minutes to answer.
- ⇒ Please respond to the questions by placing a (x) over each item.
- ⇒ Answer all the questions as honestly as possible.
- ⇒ Please complete all questions.
- ⇒ Do not use the column *"office use only"*.

*THE INFORMATION IS VALUABLE AND WILL HELP SOLVE RELATED PROBLEMS
IN THE HOSPITALITY INDUSTRY.*

THANK YOU FOR YOUR CO-OPERATION.

Office use only

Card no.		1	
Record no.			

2 - 4

A BIOGRAPHICAL DATA

1. Age:

18 - 25	1		5
26 - 35	2		6
36 - 45	3		7
46 - 55	4		8
Over 55	5		9

2. Gender:

Male	1		10
Female	2		11

3. Race:

Black	1		12
White	2		13
Asian	3		14
Coloured	4		15
Other (please specify).....	5		16

4. Nationality:

South African		1	17
Other (please specify).....		2	18

B. EDUCATIONAL BACKGROUND

5. Mark the appropriate block/s :

		1	2	3	4	
		not at all	very little	average	Fluently	
5A	speak English					19
5B	Understand English					20
5C	read English					21

6. At what standard did you leave school?

before standard 4	1		22
with standard 4	2		23
with standard 5	3		24
with standard 6	4		25
with standard 7	5		26
with standard 8	6		27
with standard 9	7		28
with standard 10	8		29

7. Did you study in the Hospitality/Tourism Industry after leaving school?

Yes	1		30
No	2		31

Office use only

8. Where did you study in the Hospitality/Tourism industry?

Technikon	1		
Hotel School	2		
Private cookery school	4		
None	8		
Other (please specify).....	16		

32-33

9. Which of the following formal post-school qualifications do you have?

Certificate (1year full time)	1			
National Higher Certificate (2year full time)	2			
National Diploma (3year full time)	4			
National Higher Diploma (4year full time)	8			
4 year Degree	16			
5 year Degree	32			
None	64			
Other (please specify).....	128			

34-36

10. In which field do you have a formal post-school qualification?

Catering management	1			
Hospitality management	2			
Food service management	4			
Food and Nutrition	8			
Home Economics	16			
Tourism	32			
None	64			
Other (please specify).....	128			

37-39

Office use only

11. Do you have an Industry based qualification?

Yes	1		40
No	2		41

12. Which of these Industry based qualifications do you have?

0 - 3 month certificate	1			
3 month certificate	2			
6 month certificate	4			
1 year certificate	8			
2 year certificate	16			
3 year certificate	32			
None	64			
Other (please specify).....	128			

42-44

13. In which field do you have an Industry based qualification?

Food preparation (chef)	1			
Hospitality management	2			
Food Service	4			
Food and beverage management	8			
Tourism	16			
Bar service	32			
Catering management	64			
None	128			
Other (please specify).....	256			

45-47

C. INDUSTRY EXPERIENCE

14. Number of years experience in the industry in TOTAL.

less than 5 years	1		48
5 years	2		49
6 years	3		50
7 years	4		51
8 years	5		52
9 years	6		53
10 years	7		54
11 - 15 years	8		55
16 - 20 years	9		56
21 - 25 years	10		57
26 - 30 years	11		58
31 - 35 years	12		59
more than 35 years	13		60

15. Please indicate what your job is at the moment:

Commis chef	1		61
Chef de partie	2		62
Sous chef	3		63
Executive chef	4		64
Other (please specify).....	5		65

Office use only

16. How long have you been in the job indicated in question 15?

less than 6 months	1		66
6 months - 1 year	2		67
13 months - 2 years	3		68
25 months - 3 years	4		69
37 months - 5 years	5		70
61 months - 10 years	6		71
More than 10 years	7		72

17. Please indicate your gross monthly salary for the position you hold:

less than R1000	1		73
R1000 - R1499	2		74
R1500 - R1999	3		75
R2000 - R2999	4		76
R3000 - R3999	5		77
R4000 - R4999	6		78
R5000 - R5999	7		79
more than R6000	8		80

18. How many job titles have you had before this one?

Please (x) ALL job titles held.

Trainee	1		
Commis	2		
Chef de Partie	4		
Sous chef	8		
Executive chef	16		
Other (please specify).....	32		

81-82

19. How many years on average did you spend in EACH of the previous positions?

		1	2	3	4	5	6	7	
		under 1 year	1 year	2 years	3 years	4 years	5 years	over 5 years	
A	Trainee								83
B	Commis chef								84
C	Chef de partie								85
D	Sous chef								86
E	Exec. Chef								87
F	Other (specify)								88

20. Please indicate your AVERAGE monthly salary for each of the positions held

		1	2	3	4	5	6	
		under R1000	R1000- R1999	R2000- R2999	R3000- R3999	R4000- R4999	Over R5000	
A	Trainee							89
B	Commis chef							90
C	Chef de partie							91
D	Sous chef							92
E	Exec. Chef							93
F	Other (specify)							94

D. RECOGNITION OF PRIOR LEARNING (RPL)

RPL is a process by which your knowledge and skills are accepted and 'recognized' regardless of how or where you learnt them.

In other words: people, especially mature adults, learn many things inside and outside the formal structures of education and training and that no matter where, how and when learning was gained, it can be worthy of recognition and credit.

21. Has your 'prior learning' been recognized at your various work place/s?

Always	1		95
At most places	2		96
At only a few places	3		97
Not at all	4		98

22. In what way has your 'prior learning' been recognized in the Industry?

Please (x) ALL appropriate answers.

easy to find employment	1		
able to earn a competitive salary	2		
easy access to promotion	4		
given opportunity to study	8		
other (please specify).....	16		
no recognition given	32		

99-100

23. In what way has your 'prior learning' been a disadvantage?

Please (x) ALL appropriate answers.

find it difficult to get a job	1		
find it difficult to get promoted	2		
cannot earn a competitive salary	4		
no opportunity to study further	8		
no disadvantage	16		
other (please specify).....	32		

101-102

Office use only

24. How important is it to you to have your 'prior learning' recognized?

Extremely important	1		103
Fairly important	2		104
Undecided	3		105
Not interested	4		106

25. Would you like to have your 'prior learning' recognized?

Yes	1		107
No	2		108

26. If yes, in what way would you like your 'prior learning' recognized?
Please (x) ALL appropriate answers.

Assessed in order to get a qualification	1	
Given confirmative status to study further	2	
Other (please specify).....	4	

109

27. What skill/s do you have that you feel deserves recognition?

Motivate:.....
.....
.....
.....

110

TO BE ANSWERED BY HEAD CHEF ONLY

28. What qualification do you prefer an employee to have?

formal qualification	1		111
industry based qualification	2		112
no qualification necessary	3		113
other (please specify).....	4		114

29. Does your establishment assess employee's in order to recognize their 'prior learning'?

Yes	1		115
No	2		116

30. If yes, for what reasons do you assess employees and recognize 'prior learning'? Please (x) ALL appropriate answers.

equal opportunity for promotion	1	
equal salary opportunity	2	
other (please specify).....	4	

117

31. As Head Chef, are you prepared to assist your staff in having their 'prior learning' recognized?

Yes	1		118
No	2		119

32. If yes, in which of the following areas are you prepared to assist your staff:

identification of opportunities for assessment	1		
assessment of candidates	2		
remedial training/coaching for assessment	4		
record keeping of assessment	8		
other (please specify).....	16		

120-121

ANNEXURE 7.3: Results from the questionnaire (percentages)

Employers/employees Sample Realisation:

n=233

SECTION A: Biographical Data

Response rate %

Q. 1 Age

18-25	14.2
26-35	49.8
36-45	25.8
46-55	7.7
over 55	2.6

Q. 2 Gender

Male	67.4
Female	32.6

Q. 3 Race

Black	51.9
White	25.3
Asian	18.5
Coloured	4.3
Other	0

Q. 4 Nationality

South African	88.8
Other	11.2

SECTION B: Educational background

Q. 5

		1	2	3	4
		not at all	very little	Average	Fluently
5A	Speak English	0	5.6	37.3	57.1
5B	Understand English	0	3.4	36.5	58.8
5C	Read English	3.9	12.4	27.5	56.2

Response rate %

Q. 6 At what standard did you leave school?

Before standard 4	7.7
With standard 4	4.3
With standard 5	4.3
With standard 6	9.0
With standard 7	4.3
With standard 8	19.0
With standard 9	6.4
With standard 10	44.6

Q. 7 Did you study in the hospitality industry after leaving school?

Yes	33.9
No	66.1

Q. 8 Where did you study in the hospitality industry?

Technikon	14.6
Hotel school	13.7
Private cookery school	5.6
None	61.8
Other	3.9

Q. 9 Which of the following formal post-school qualifications do you have?

Certificate	10.0
National Higher Certificate	3.4
National Diploma	15.0
National Higher Diploma	4.3
4 year degree	0.9
5 year degree	0
None	62.0
Other	3.4

Response rate %

Q. 10 In which field do you have a formal post-school qualification?

Catering management	21.0
Hospitality management	3.9
Food service management	3.0
Food and Nutrition	2.6
Home Economics	1.3
Tourism	0
None	62.2
Other	6.0

Q. 11 Do you have an industry based qualification?

Yes	33.0
No	66.5

Q. 12 Which of these industry based qualifications do you have?

0-3 month certificate	5.6
3 month certificate	2.6
6 month certificate	1.7
1 year certificate	4.0
2 year certificate	1.3
3 year certificate	16.0
None	67.0
Other	2.1

Q. 13 In which field do you have an industry based qualification?

Food preparation	24.5
Hospitality management	0.9
Food service	3.0
Food and beverage management	1.3
Tourism	0
Bar service	1.7
Catering management	0.9
None	66.5
Other	1.3

SECTION C Industry Experience

Q. 14 Number of years experience in the industry in total

less than 5 years	8.6
5 years	8.2
6 years	6.0
7 years	0.9
8 years	9.0
9 years	5.6
10 years	9.4
11-15 years	16.3
16-20 years	16.7
21-25 years	11.2
26-30 years	3.9
31-35 years	2.6
more than 35 years	1.7

Q. 15 Please indicate what your job is at the moment

Commis chef	32.2
Chef de partie	30.0
Sous chef	20.0
Executive chef	12.0
Other	5.6

Q. 16 How long have you been in the job indicated in question 15?

less than 6 months	9.4
6 months – 1 year	3.9
13 months – 2 years	12.0
25 months – 3 years	21.5
37 months – 5 years	11.2
61 months – 10 years	16.3
more than 10 years	25.8

Response rate %

Q. 17 Please indicate your gross monthly salary for the position you hold

less than R1000	0
R1000-R1499	9.4
R1500-R1999	20.2
R2000-R2999	15.5
R3000-R3999	20.6
R4000-R4999	2.1
R5000-R5999	11.2
More than R6000	21.0

Q. 18 How many job titles have you had before this one?

Trainee	76.4
Commis	56.2
Chef de partie	43.3
Sous chef	22.7
Executive chef	3.0
Other	3.9

Q. 19 How many years on average did you spend in EACH of the previous positions?

		1	2	3	4	5	6	7
		under 1year	1 year	2 years	3 years	4 years	5 years	Over 5years
A	Trainee	14.2	7.3	24.5	23.2	0	4.7	3.9
B	Commis chef	5.2	6.4	10.7	15.5	3.0	1.3	14.2
C	Chef de partie	1.7	.9	6.9	8.6	7.7	9.9	9.4
D	Sous chef	1.3	.4	5.6	5.6	1.3	1.7	8.6
E	Exec. Chef	.9	0	0	.4	.9	.4	.9
F	Other (specify)9	0	1.3	1.3	.9	0	0

Q. 20 Please indicate your AVERAGE monthly salary for each of the positions held:

		1	2	3	4	5	6
		under R1000	R1000- R1999	R2000- R2999	R3000- R3999	R4000- R4999	Over R5000
A	Trainee	65.2	11.2	0	.4	0	0
B	Commis chef	15.9	28.3	9.0	.4	0	.4
C	Chef de partie	0	11.2	17.6	18.5	1.7	2.6
D	Sous chef	.4	0	2.6	6.9	6.4	10.7
E	Exec. Chef	0	0	0	0	0	3.4
F	Other (specify)9	.4	.4	.9	0	2.6

Response rate %

SECTION D Recognition of Prior Learning

Q. 21 Has your prior learning been recognized at you various work places?

Always	26.6
At most places	15.0
At only a few places	18.5
Not at all	39.9

Q. 22 In what way has your prior learning been recognized in the industry?

Easy to find employment	46.3
Able to earn a competitive salary	15.9
Easy access to promotion	11.1
Given opportunity to study	1.7
Other	0
No recognition given	46.4

Response rate %

Q. 23 In what way has your prior learning been a disadvantage?

Find it difficult to get a job	53.6
Find it difficult to get promoted	88.9
Cannot earn a competitive salary	84.1
No opportunity to study further	98.3
No disadvantage	33.0
Other	0

Q. 24 How important is it to have your prior learning recognized?

Extremely important	76.0
Fairly important	8.2
Undecided	5.6
Not interested	10.3

Q. 25 Would you like to have your prior learning recognized?

Yes	86.7
No	13.3

Q. 26 If yes, in what way would you like your prior learning recognized?

Assessed in order to get a qualification	51.9
Given confirmative status to study further	41.2
Other	0

Q. 27 What skills do you have that you feel deserves recognition?

Competition work	11.0
Training skills	9.0
Operational skills	8.0
Pastry work	7.0
Leadership skills	6.0

Response rate %

Q. 28 What qualification do you prefer an employee to have?

Formal qualification	17.2
Industry based qualification	44.8
No qualification necessary	27.6
Other	10.3

Q. 29 Does your establishment assess employee's in order to recognize their prior learning?

Yes	86.2
No	13.8

Q. 30 If yes, for what reasons do you assess employees and recognize prior learning?

Equal opportunity for promotion	79.3
Equal salary opportunity	82.8
Other	0

Q. 31 As head chef, are you prepared to assist your staff in having their prior learning recognized?

Yes	96.6
No	3.4

Q. 32 If yes, in which of the following areas are you prepared to assist your staff?

Identification of opportunities for assessment	0
Assessment of candidates	51.7
Remedial training/coaching for assessment	89.7
Record keeping	3.1
Other	0

ANNEXURE 7.4: Results from the questionnaire (cross tabulations)

Table 7.4.1
Age and Gender in the Hospitality Industry (n=233)

age of respondents * gender of respondents Crosstabulation

			gender of respondents		Total
			male	female	
age of respondents	18-25	Count	16	17	33
		% within gender of respondents	10.2%	22.4%	14.2%
	26-35	Count	69	47	116
		% within gender of respondents	43.9%	61.8%	49.8%
	36-45	Count	51	9	60
		% within gender of respondents	32.5%	11.8%	25.8%
	46-55	Count	16	2	18
		% within gender of respondents	10.2%	2.6%	7.7%
	over 55	Count	5	1	6
		% within gender of respondents	3.2%	1.3%	2.6%
	Total	Count	157	76	233
		% within gender of respondents	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.611 ^a	4	.000
Likelihood Ratio	23.232	4	.000
Linear-by-Linear Association	17.849	1	.000
N of Valid Cases	233		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 1.96.

Table 7.4.2:
Age and Race in the Hospitality Industry. (n=233)

age of respondents * race of respondents Crosstabulation

			race of respondents				Total
			black	white	asian	coloured	
age	18-25	Count	18	12	2	1	33
		% within age of respondents	54.5%	36.4%	6.1%	3.0%	100%
	26-35	Count	58	26	25	7	116
		% within age of respondents	50.0%	22.4%	21.6%	6.0%	100%
	36-45	Count	34	14	10	2	60
		% within age of respondents	56.7%	23.3%	16.7%	3.3%	100%
	46-55	Count	10	4	4		18
		% within age of respondents	55.6%	22.2%	22.2%		100%
	over 55	Count	1	3	2		6
		% within age of respondents	16.7%	50.0%	33.3%		100%
Total		Count	121	59	43	10	233
		% within age of respondents	51.9%	25.3%	18.5%	4.3%	100%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.863 ^a	12	.457
Likelihood Ratio	13.650	12	.324
Linear-by-Linear Association	.171	1	.679
N of Valid Cases	233		

a. 10 cells (50.0%) have expected count less than 5.
The minimum expected count is .26.

Table 7.4.3

Division of the Kitchen Brigade in the Hospitality Industry (n=233)

nationality of respondents * what is your job at the moment? Crosstabulation

			what is your job at the moment?					Total
			commis chef	chef de partie	sous chef	exec. chef	other	
nationality	s.a.	Count	74	65	46	15	7	207
		% within nationality	35.7%	31.4%	22%	7.2%	3.4%	100%
	other	Count	1	5	1	13	6	26
		% within nationality	3.8%	19.2%	3.8%	50%	23%	100%
Total		Count	75	70	47	28	13	233
		% within nationality	32.2%	30.0%	20%	12%	5.6%	100%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	63.503 ^a	4	.000
Likelihood Ratio	50.074	4	.000
Linear-by-Linear Association	40.388	1	.000
N of Valid Cases	233		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 1.45.

Table 7.4.4

Language Proficiency: How Well do the Respondents Speak, Understand, or Read English?
(n=233)

speak English

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very little	13	5.6	5.6	5.6
average	87	37.3	37.3	42.9
fluently	133	57.1	57.1	100.0
Total	233	100.0	100.0	

understand English

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very little	8	3.4	3.4	3.4
average	85	36.5	36.5	39.9
fluently	137	58.8	58.8	98.7
8.00	3	1.3	1.3	100.0
Total	233	100.0	100.0	

read English

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not at all	9	3.9	3.9	3.9
very little	29	12.4	12.4	16.3
average	64	27.5	27.5	43.8
fluently	131	56.2	56.2	100.0
Total	233	100.0	100.0	

Table 7.4.5

Levels of Secondary Education and Race in the Hospitality Industry. (n=233)

race of respondents * standard of education Crosstabulation

			standard of education								Total
			< std 4	with std 4	with std 5	with std 6	with std 7	with std 8	with std 9	with std 10	
race	black	Count	18	10	7	16	6	24	8	32	121
		% within race	15%	8.3%	5.8%	13%	5.0%	20%	6.6%	26.4%	100%
	white	Count			3	1	2	13	1	39	59
		% within race			5.1%	1.7%	3.4%	22%	1.7%	66.1%	100%
asian	Count				3	2	6	6	26	43	
	% within race				7.0%	4.7%	14%	14%	60.5%	100%	
coloured	Count				1		2		7	10	
	% within race				10%		20%		70.0%	100%	
Total		Count	18	10	10	21	10	45	15	104	233
		% within race	7.7%	4.3%	4.3%	9.0%	4.3%	19%	6.4%	44.6%	100%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	61.965 ^a	21	.000
Likelihood Ratio	77.796	21	.000
Linear-by-Linear Association	37.516	1	.000
N of Valid Cases	233		

a. 19 cells (59.4%) have expected count less than 5.
The minimum expected count is .43.

Table 7.4.6
Levels of Secondary Education and Age in the Hospitality Industry. (n=233)

age of respondents * standard of education Crosstabulation

			standard of education							Total	
			< std 4	with std 4	with std 5	with std 6	with std 7	with std 8	with std 9		with std 10
age	18-25	Count	2					5	2	24	33
		% within age	6.1%					15%	6.1%	73%	100%
	26-35	Count	4	2	3	12	4	23	8	60	116
		% within age	3.4%	1.7%	2.6%	10%	3.4%	20%	6.9%	52%	100%
	36-45	Count	7	6	7	8	4	11	3	14	60
		% within age	12%	10%	12%	13%	6.7%	18%	5.0%	23%	100%
	46-55	Count	4	2			1	6	2	3	18
		% within age	22%	11%			5.6%	33%	11%	17%	100%
	over 55	Count	1			1	1			3	6
		% within age	17%			17%	17%			50%	100%
Total		Count	18	10	10	21	10	45	15	104	233
		% within age	7.7%	4.3%	4.3%	9.0%	4.3%	19%	6.4%	45%	100%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	62.450 ^a	28	.000
Likelihood Ratio	68.854	28	.000
Linear-by-Linear Association	25.678	1	.000
N of Valid Cases	233		

a. 29 cells (72.5%) have expected count less than 5.
The minimum expected count is .26.

Table 7.4.7

Levels of Formal Qualifications and Race in the Hospitality Industry. (n=233)

race of respondents * formal post-school qualification Crosstabulation

			formal post-school qualification							Total
			cert (1yr)	nat high cert (2yr)	nat dip (3yr)	nat high dip (4yr)	4yr deg.	none	other	
race	black	Count	5	1	17	6		92		121
		% within race	4.1%	.8%	14%	5.0%		76%		100%
	white	Count	9	5	12	4	2	21	6	59
		% within race	15%	8.5%	20%	6.8%	3.4%	36%	10%	100%
asian		Count	9	2	7			25		43
		% within race	21%	4.7%	16%			58%		100%
coloured		Count	1					7	2	10
		% within race	10%					70%	20%	100%
Total		Count	24	8	36	10	2	145	8	233
		% within race	10%	3.4%	15%	4.3%	.9%	62%	3.4%	100%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	61.729 ^a	18	.000
Likelihood Ratio	64.734	18	.000
Linear-by-Linear Association	4.564	1	.033
N of Valid Cases	233		

a. 18 cells (64.3%) have expected count less than 5.
The minimum expected count is .09.

Table 7.4.8
Levels of Industry-Based Qualifications and Race in the Hospitality Industry. (n=233)

race of respondents * type of industry based qualification? Crosstabulation

			type of industry based qualification?							Total	
			0-3mth cert	3mth cert	6mth cert	1yr cert	2yr cert	3yr cert	none		other
race	black	Count	10	4	4	6		2	95		121
		% within race	8.3%	3.3%	3.3%	5%		1.7%	79%		100%
	white	Count	3	1			2	22	28	3	59
		% within race	5.1%	1.7%			3.4%	37%	47%	5.1%	100%
	asian	Count		1		4	1	11	26		43
		% within race		2.3%		9%	2.3%	26%	60%		100%
	coloured	Count						2	6	2	10
		% within race						20%	60%	20%	100%
Total		Count	13	6	4	10	3	37	155	5	233
		% within race	5.6%	2.6%	1.7%	4%	1.3%	16%	67%	2.1%	100%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	80.614 ^a	21	.000
Likelihood Ratio	86.870	21	.000
Linear-by-Linear Association	2.675	1	.102
N of Valid Cases	233		

a. 23 cells (71.9%) have expected count less than 5.
The minimum expected count is .13.

Table 7.4.9
Respondents' Experience and Formal Qualifications. (n=233)

total number of years experience * did you study in the hospitality industry Crosstabulation

			formal study		Total
			yes	no	
total number of years experience	less than 5 years	Count	17	3	20
		% within years experience	85.0%	15.0%	100.0%
	5years	Count	17	2	19
		% within years experience	89.5%	10.5%	100.0%
	6years	Count	8	6	14
		% within years experience	57.1%	42.9%	100.0%
	7years	Count		2	2
		% within years experience		100%	100.0%
	8years	Count	5	16	21
		% within years experience	23.8%	76.2%	100.0%
	9years	Count	6	7	13
		% within years experience	46.2%	53.8%	100.0%
	10years	Count	5	17	22
		% within years experience	22.7%	77.3%	100.0%
	11-15years	Count	7	31	38
		% within years experience	18.4%	81.6%	100.0%
	16-20years	Count	3	36	39
		% within years experience	7.7%	92.3%	100.0%
	21-25years	Count	6	20	26
		% within years experience	23.1%	76.9%	100.0%
	26-30years	Count		9	9
		% within years experience		100%	100.0%
	31-35years	Count	4	2	6
		% within years experience	66.7%	33.3%	100.0%
	more than 35years	Count	1	3	4
		% within years experience	25.0%	75.0%	100.0%
Total		Count	79	154	233
		% within years experience	33.9%	66.1%	100.0%

Table 7.4.9
Respondents' Experience and Formal Qualifications. (n=233)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.909 ^a	12	.118
Likelihood Ratio	19.691	12	.073
Linear-by-Linear Association	.313	1	.576
N of Valid Cases	233		

a. 9 cells (34.6%) have expected count less than 5. The minimum expected count is .67.

Table 7.4.10
Respondents' Experience and Industry-Based Qualifications. (n=233)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.909 ^a	12	.118
Likelihood Ratio	19.691	12	.073
Linear-by-Linear Association	.313	1	.576
N of Valid Cases	233		

a. 9 cells (34.6%) have expected count less than 5. The minimum expected count is .67.

Table 7.4.10
Respondents' Experience and Industry-Based Qualifications. (n=233)

total number of years experience * do you have a industry based qualification
 Crosstabulation

			industry based qualification		Total
			yes	no	
total number of years experience	less than 5 years	Count	9	11	20
		% years experience	45%	55.0%	100%
	5years	Count	11	8	19
		% years experience	58%	42.1%	100%
	6years	Count	4	10	14
		% years experience	29%	71.4%	100%
	7years	Count		2	2
		% years experience		100%	100%
	8years	Count	2	19	21
		% years experience	9.5%	90.5%	100%
	9years	Count	2	11	13
		% years experience	15%	84.6%	100%
	10years	Count	6	16	22
		% years experience	27%	72.7%	100%
	11-15years	Count	15	23	38
		% years experience	39%	60.5%	100%
	16-20years	Count	12	27	39
		% years experience	31%	69.2%	100%
	21-25years	Count	10	16	26
		% years experience	38%	61.5%	100%
	26-30years	Count	4	5	9
		% years experience	44%	55.6%	100%
	31-35years	Count	1	5	6
		% years experience	17%	83.3%	100%
	more than 35years	Count	2	2	4
		% years experience	50%	50.0%	100%
Total		Count	78	155	233
		% years experience	33%	66.5%	100%

Table 7.4.11

Experience and Levels of Appointment (n=233)

total number of years experience * what is your job at the moment? Crosstabulation

			what is your job at the moment?					Total
			commis chef	chef de partie	sous chef	exec chef	other	
total number of years experience	< 5 yrs	Count	10	8			2	20
		% of Total	4.3%	3.4%			.9%	8.6%
	5yrs	Count	9	9		1		19
		% of Total	3.9%	3.9%		.4%		8.2%
	6yrs	Count	6	5	3			14
		% of Total	2.6%	2.1%	1.3%			6.0%
	7yrs	Count	2					2
		% of Total	.9%					.9%
	8yrs	Count	12	6		1	2	21
		% of Total	5.2%	2.6%		.4%	.9%	9.0%
	9yrs	Count	6		4	3		13
		% of Total	2.6%		1.7%	1.3%		5.6%
	10yrs	Count	10	5	6	1		22
		% of Total	4.3%	2.1%	2.6%	.4%		9.4%
	11-15yrs	Count	9	10	12	4	3	38
		% of Total	3.9%	4.3%	5.2%	1.7%	1.3%	16.3%
	16-20yrs	Count	8	12	13	5	1	39
		% of Total	3.4%	5.2%	5.6%	2.1%	.4%	16.7%
	21-25yrs	Count	3	8	4	7	4	26
		% of Total	1.3%	3.4%	1.7%	3.0%	1.7%	11.2%
	26-30yrs	Count		6	2	1		9
		% of Total		2.6%	.9%	.4%		3.9%
	31-35yrs	Count		1	1	4		6
		% of Total		.4%	.4%	1.7%		2.6%
	> 35yrs	Count			2	1	1	4
		% of Total			.9%	.4%	.4%	1.7%
Total	Count	75	70	47	28	13	233	
	% of Total	32.2%	30.0%	20.2%	12.0%	5.6%	100%	

Table 7.4.11
Experience and Levels of Appointment (n=233)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	102.798 ^a	48	.000
Likelihood Ratio	120.773	48	.000
Linear-by-Linear Association	32.799	1	.000
N of Valid Cases	233		

a. 48 cells (73.8%) have expected count less than 5.
The minimum expected count is .11.

Table 7.4.12
Formal Qualifications and Levels of Appointment. (n=233)

did you study in the hospitality industry * what is your job at the moment?
Crosstabulation

			what is your job at the moment?					Total
			commis chef	chef de partie	sous chef	exec chef	other	
formal study	yes	Count	18	25	18	12	6	79
		% within formal study	22.8%	31.6%	22.8%	15%	7.6%	100.0%
	no	Count	57	45	29	16	7	154
		% within formal study	37.0%	29.2%	18.8%	10%	4.5%	100.0%
Total		Count	75	70	47	28	13	233
		% within formal study	32.2%	30.0%	20.2%	12%	5.6%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.662 ^a	4	.226
Likelihood Ratio	5.777	4	.216
Linear-by-Linear Association	4.980	1	.026
N of Valid Cases	233		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 4.41.

Table 7.4.13

Industry-Based Qualifications and Levels of Appointment. (n=233)

do you have a industry based qualification * what is your job at the moment?
Crosstabulation

			what is your job at the moment?					Total
			commis chef	chef de partie	sous chef	exec chef	other	
industry based qualification	yes	Count	15	16	27	13	7	78
		% within industry based qualification	19.2%	21%	34.6%	17%	9.0%	100.0%
	no	Count	60	54	20	15	6	155
		% within industry based qualification	38.7%	35%	12.9%	9.7%	3.9%	100.0%
Total		Count	75	70	47	28	13	233
		% within industry based qualification	32.2%	30%	20.2%	12%	5.6%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26.319 ^a	4	.000
Likelihood Ratio	26.031	4	.000
Linear-by-Linear Association	18.026	1	.000
N of Valid Cases	233		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 4.35.

Table 7.4.14
Formal Qualifications and Remuneration Structure. (n=233)

formal post-school qualification * gross monthly salary for position that you hold Crosstabulation

			gross monthly salary for position that you hold							Total
			R1000- R1499	R1500- R1999	R2000- R2999	R3000- R3999	R4000- R4999	R5000- R5999	> R6000	
formal qual	cert (1yr)	Count		4	1	2	2	8	7	24
		% within qualif		16.7%	4.2%	8.3%	8.3%	33.3%	29.2%	100%
	cert (2yr)	Count		1	2				5	8
		% within qualif		12.5%	25.0%				62.5%	100%
	dip (3yr)	Count		7	2	11	1	4	11	36
		% within qualif		19.4%	5.6%	30.6%	2.8%	11.1%	30.6%	100%
	dip (4yr)	Count		5			1		4	10
		% within qualif		50.0%			10.0%		40.0%	100%
	4yr deg	Count							2	2
		% within qualif							100.0%	100%
	none	Count	22	30	31	30	1	12	19	145
		% within qualif	15.2%	20.7%	21.4%	20.7%	.7%	8.3%	13.1%	100%
	other	Count				5		2	1	8
		% within qualif				62.5%		25.0%	12.5%	100%
Total		Count	22	47	36	48	5	26	49	233
		% within qualif	9.4%	20.2%	15.5%	20.6%	2.1%	11.2%	21.0%	100%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	91.136 ^a	36	.000
Likelihood Ratio	96.559	36	.000
Linear-by-Linear Association	22.958	1	.000
N of Valid Cases	233		

a. 38 cells (77.6%) have expected count less than 5.
The minimum expected count is .04.

Table 7.4.15

Industry-Based Qualifications and Remuneration Structure.(n=233)

type of industry based qualification? * gross monthly salary for position that you hold Crosstabulation

			gross monthly salary for position that you hold						Total	
			R1000- R1499	R1500 -R199 9	R2000- R2999	R3000- R3999	R4000- R4999	R5000- R5999		more than R6000
industry based qualif	0-3mth cert	Count		4		7			2	13
		% within qual		30.8%		53.8%			15.4%	100%
	3mth cert	Count	2			3			1	6
		% within qual	33.3%			50.0%			16.7%	100%
	6mth cert	Count		2		2				4
		% within qual		50.0%		50.0%				100%
	1yr cert	Count		4		4	2			10
		% within qual		40.0%		40.0%	20.0%			100%
	2yr cert	Count							3	3
	% within qual							100.0%	100%	
3yr cert	Count		2		5		6	24	37	
	% within qual		5.4%		13.5%		16.2%	64.9%	100%	
none	Count	20	35	34	27	3	18	18	155	
	% within qual	12.9%	22.6%	21.9%	17.4%	1.9%	11.6%	11.6%	100%	
other	Count			2			2	1	5	
	% within qual			40.0%			40.0%	20.0%	100%	
Total		Count	22	47	36	48	5	26	49	233
		% within qual	9.4%	20.2%	15.5%	20.6%	2.1%	11.2%	21.0%	100%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	135.259 ^a	42	.000
Likelihood Ratio	134.204	42	.000
Linear-by-Linear Association	.231	1	.631
N of Valid Cases	233		

a. 46 cells (82.1%) have expected count less than 5. The minimum expected count is .06.

Table 7.4.16: Experience and Remuneration Structure. (n=233)

total number of years experience * gross monthly salary for position that you hold Crosstabulation

			gross monthly salary for position that you hold							Total
			R1000- R1499	R1500- R1999	R2000- R2999	R3000- R3999	R4000- R4999	R5000- R5999	> R6000	
years exp.	less than 5 years	Count		10		8			2	20
		% within yrs exp		50.0%		40.0%			10.0%	100.0%
	5years	Count		9	2	7			1	19
		% within yrs exp		47.4%	10.5%	36.8%			5.3%	100.0%
	6years	Count	2	5	1	2	1	1	2	14
		% within yrs exp	14.3%	35.7%	7.1%	14.3%	7.1%	7.1%	14.3%	100.0%
	7years	Count			2					2
		% within yrs exp			100.0%					100.0%
	8years	Count	4	4	9	1		1	2	21
		% within yrs exp	19.0%	19.0%	42.9%	4.8%		4.8%	9.5%	100.0%
	9years	Count	2	3			1	3	4	13
		% within yrs exp	15.4%	23.1%			7.7%	23.1%	30.8%	100.0%
	10years	Count	6	4	2	6	1	2	1	22
		% within yrs exp	27.3%	18.2%	9.1%	27.3%	4.5%	9.1%	4.5%	100.0%
	11-15yrs	Count	2	9	6	1		8	12	38
		% within yrs exp	5.3%	23.7%	15.8%	2.6%		21.1%	31.6%	100.0%
	16-20yrs	Count	6	2	7	8		7	9	39
		% within yrs exp	15.4%	5.1%	17.9%	20.5%		17.9%	23.1%	100.0%
	21-25yrs	Count		1	4	9	2	2	8	26
		% within yrs exp		3.8%	15.4%	34.6%	7.7%	7.7%	30.8%	100.0%
	26-30yrs	Count			2	6		1		9
		% within yrs exp			22.2%	66.7%		11.1%		100.0%
	31-35yrs	Count			1				5	6
		% within yrs exp			16.7%				83.3%	100.0%
	> 35yrs	Count						1	3	4
		% within yrs exp						25.0%	75.0%	100.0%
Total		Count	22	47	36	48	5	26	49	233
		% within yrs exp	9.4%	20.2%	15.5%	20.6%	2.1%	11.2%	21.0%	100.0%

Table 7.4.16: Experience and Remuneration Structure (n=233)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	165.503 ^a	72	.000
Likelihood Ratio	177.738	72	.000
Linear-by-Linear Association	24.738	1	.000
N of Valid Cases	233		

a. 80 cells (87.9%) have expected count less than 5.
The minimum expected count is .04.

Table 7.4.17: Division of the Kitchen Brigade and Race. (n=233)

race of respondents * what is your job at the moment? Crosstabulation

			what is your job at the moment?					Total
			commis chef	chef de partie	sous chef	exec chef	other	
race	black	Count	57	46	13	2	3	121
		% within race	47.1%	38.0%	10.7%	1.7%	2.5%	100%
	white	Count	6	15	10	20	8	59
		% within race	10.2%	25.4%	16.9%	33.9%	14%	100%
	asian	Count	10	6	20	5	2	43
		% within race	23.3%	14.0%	46.5%	11.6%	4.7%	100%
	coloured	Count	2	3	4	1		10
		% within race	20.0%	30.0%	40.0%	10.0%		100%
Total		Count	75	70	47	28	13	233
		% within race	32.2%	30.0%	20.2%	12.0%	5.6%	100%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	91.644 ^a	12	.000
Likelihood Ratio	89.114	12	.000
Linear-by-Linear Association	24.613	1	.000
N of Valid Cases	233		

a. 7 cells (35.0%) have expected count less than 5. The
minimum expected count is .56.

Table 7.4.18

Recognition of Prior Learning and Ease of Employment. (n=233)

has your rpl been recognized? * easy to find employment Crosstabulation

			easy to find employment		Total
			yes	no	
has your rpl been recognized?	always	Count	59	3	62
		% within has your rpl been recognized?	95.2%	4.8%	100.0%
	at most places	Count	23	12	35
		% within has your rpl been recognized?	65.7%	34.3%	100.0%
	at only a few places	Count	26	17	43
		% within has your rpl been recognized?	60.5%	39.5%	100.0%
	not at all	Count		93	93
		% within has your rpl been recognized?		100.0%	100.0%
Total		Count	108	125	233
		% within has your rpl been recognized?	46.4%	53.6%	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	148.472 ^a	3	.000
Likelihood Ratio	195.025	3	.000
Linear-by-Linear Association	136.606	1	.000
N of Valid Cases	233		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 16.22.

Table 7.4.19
Recognition of Prior Learning and Ability to Earn a Competitive Salary. (n=233)

has your rpl been recognized? * able to earn a competitive salary Crosstabulation

			able to earn a competitive salary		Total
			yes	no	
has your rpl been recognized?	always	Count	16	46	62
		% within has your rpl been recognized?	25.8%	74.2%	100.0%
	at most places	Count	16	19	35
		% within has your rpl been recognized?	45.7%	54.3%	100.0%
	at only a few places	Count	5	38	43
		% within has your rpl been recognized?	11.6%	88.4%	100.0%
	not at all	Count		93	93
		% within has your rpl been recognized?		100.0%	100.0%
Total	Count	37	196	233	
	% within has your rpl been recognized?	15.9%	84.1%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	46.033 ^a	3	.000
Likelihood Ratio	53.973	3	.000
Linear-by-Linear Association	29.367	1	.000
N of Valid Cases	233		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.56.

Table 7.4.20
 Recognition of Prior Learning and Access to Promotion. (n=233)

has your rpl been recognized? * access to promotion Crosstabulation

			access to promotion		Total
			yes	no	
has your rpl been recognized?	always	Count	15	47	62
		% within has your rpl been recognized?	24.2%	75.8%	100.0%
	at most places	Count	5	30	35
		% within has your rpl been recognized?	14.3%	85.7%	100.0%
	at only a few places	Count	4	39	43
		% within has your rpl been recognized?	9.3%	90.7%	100.0%
	not at all	Count	2	91	93
		% within has your rpl been recognized?	2.2%	97.8%	100.0%
Total	Count	26	207	233	
	% within has your rpl been recognized?	11.2%	88.8%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.733 ^a	3	.000
Likelihood Ratio	19.770	3	.000
Linear-by-Linear Association	18.473	1	.000
N of Valid Cases	233		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 3.91.

Table 7.4.21

Recognition of Prior Learning and Opportunity to Study. (n=233)

has your rpl been recognized? * opportunity to study Crosstabulation

			opportunity to study		Total
			yes	no	
has your rpl been recognized?	always	Count	2	60	62
		% within has your rpl been recognized?	3.2%	96.8%	100.0%
	at most places	Count		35	35
		% within has your rpl been recognized?		100.0%	100.0%
	at only a few places	Count		43	43
		% within has your rpl been recognized?		100.0%	100.0%
	not at all	Count	2	91	93
		% within has your rpl been recognized?	2.2%	97.8%	100.0%
Total	Count	4	229	233	
	% within has your rpl been recognized?	1.7%	98.3%	100.0%	

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.303 ^a	3	.512
Likelihood Ratio	3.464	3	.326
Linear-by-Linear Association	.124	1	.725
N of Valid Cases	233		

a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .60.

Table 7.4.22

The Importance of Recognition of Prior Learning to Employees in the Hospitality Industry. (n=233)

is it important to have your rpl recognized?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	extremely important	177	76.0	76.0	76.0
	fairly important	19	8.2	8.2	84.1
	undecided	13	5.6	5.6	89.7
	not interested	24	10.3	10.3	100.0
	Total	233	100.0	100.0	

assessed in order to get a qualification?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	121	51.9	51.9	51.9
	no	112	48.1	48.1	100.0
	Total	233	100.0	100.0	

confirmative status to study further?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	96	41.2	41.2	41.2
	no	137	58.8	58.8	100.0
	Total	233	100.0	100.0	

Table 7.4.23

Head Chefs' Acknowledgement of Recognition of Prior Learning. (n=29)

consider/assess employees rpl?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ^a .00	204	87.6	87.6	87.6
yes	25	10.7	10.7	98.3
no	4	1.7	1.7	100.0
Total	233	100.0	100.0	

a. .00 refers to employees who did not answer this section

do you give equal opportunity for promotion?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ^a .00	204	87.6	87.6	87.6
yes	23	9.9	9.9	97.4
no	6	2.6	2.6	100.0
Total	233	100.0	100.0	

a. .00 refers to employees who did not answer this section

equal salary opportunity?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid ^a .00	204	87.6	87.6	87.6
yes	24	10.3	10.3	97.9
no	5	2.1	2.1	100.0
Total	233	100.0	100.0	

a. .00 refers to employees who did not answer this section.

Table 7.4.24

Head Chefs' Assistance with Recognition of Prior Learning. (n=29)

are you prepared to assist staff with rpl?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	204	87.6	87.6	87.6
	yes	28	12.0	12.0	99.6
	no	1	.4	.4	100.0
	Total	233	100.0	100.0	

a. .00 refers to employees who did not answer this section

assist in coaching for assessment?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	204	87.6	87.6	87.6
	yes	26	11.2	11.2	98.7
	no ^a	3	1.3	1.3	100.0
	Total	233	100.0	100.0	

a. .00 refers to employees who did not answer this section.

assist in record keeping?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	204	87.6	87.6	87.6
	yes	9	3.9	3.9	91.4
	no	20	8.6	8.6	100.0
	Total	233	100.0	100.0	

a. .00 refers to employees who did not answer this section

assist in assessment of candidate?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid ^a	.00	204	87.6	87.6	87.6
	yes	15	6.4	6.4	94.0
	no	14	6.0	6.0	100.0
	Total	233	100.0	100.0	

a. .00 refers to employees who did not answer this section

ANNEXURE 7.5

Letter to the tertiary education institutions

Sharmaine Dixon
4 Palm View
125 Bath Road
Glenwood
4001

Dear colleague,

Re: Research interview for tertiary education institutions offering hospitality industry programmes

As a fellow colleague in a tertiary education institution, I would like to take a few minutes of your time to interview you with regard to Recognition of Prior Learning in your department.

I am currently researching various methods used for the assessment of prior learning at tertiary education institutions servicing the hospitality industry in the KwaZulu-Natal region in order to formulate recommendations for the development of an assessment model to be used by tertiary education institutions.

Your assistance with my research would be greatly appreciated.

Thank you for your co-operation.

Sharmaine Dixon
Lecturer/Executive Chef: Durban Institute of Technology (MLST campus)

ANNEXURE 7.6:

Interview: Tertiary education institutions

To investigate the various methods for the assessment of prior learning at tertiary institutions servicing the hospitality industry in the KwaZulu-Natal region in order to formulate recommendations for the development of an assessment model to be used by tertiary education institutions.

QUESTION 1

How familiar are you with the CTP policy document on Recognition of Prior Learning?

QUESTION 2

What is your opinion of the document?

QUESTION 3

What examples can you give of the Recognition of Prior Learning in the department?

QUESTION 4

What methods of assessment did you use?

QUESTION 5

What methods of assessment would you recommend specifically for the hospitality industry? Give reasons.

QUESTION 6

Give a summary of the progress of individuals who were given Recognition of Prior Learning.

QUESTION 7

Is there any additional information that you would like to add to this questionnaire/interview?

Thank you for your co-operation

ANNEXURE 7.7
KwaZulu-Natal area map



ANNEXURE 7.8

LIST OF ACRONYMS

ABET

This refers to Adult Basic Education and Training. This includes all learning and training programmes for adults from level one to four where four is equivalent to grade 9 in public schools or level one on the NQF.

APEL

This refers to the assessment of prior experiential learning. This is the term used in the United Kingdom for the assessment of informal learning from life experience.

APL

This refers to the Accreditation of Prior Learning. This is the term used in Britain for the term Recognition of Prior Learning.

CAEL

This refers to the Council for Adult and Experiential Learning. It is a professional body established in the United States of America that implements and monitors progress of RPL.

CHE

This refers to the Council on Higher Education. This South African governing body for higher education must comply with policies and criteria formulated by SAQA. It promotes quality assurance in higher education, accredits programmes and promotes access to students to higher education institutions.

FET

This refers to Further Education and Training. All learning and training programmes leading to qualifications from levels two to four of the NQF as contemplated in the SAQA act or the equivalent of grade 10-12 in the school system.

HET

This refers to Higher Education and Training. All learning and training programmes leading to qualifications from levels five to eight of the NQF as contemplated in the SAQA act or higher than grade 12 in the school system.

LET

This refers to Learning from Experience Trust. It is the United Kingdom equivalent to CAEL.

PLA

This refers to Prior Learning Assessment. A term used in Canada for accessing and recognizing learning that is equal to college level learning, gained outside a traditional classroom.

TAFE

This refers to the Technical and Further Education system. A professional body established in Australia that monitors technical and further education that includes RPL.