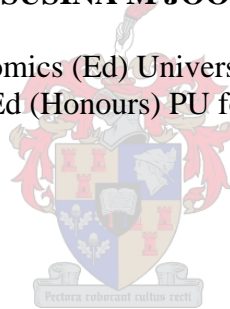


A CURRICULUM FRAMEWORK FOR CONTINUING PROFESSIONAL DEVELOPMENT IN CULINARY STUDIES

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DECLARATION

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

Signature: _____ Date: _____

ABSTRACT

Culinary studies is a relatively young and unfamiliar field of study which engages the application of life and natural sciences, business and technology in a food-specific environment. The growth in the demand for training, re-training and continuing professional development in the culinary arts can be attributed to factors such as enhanced culinary programmes at high school level, an increased level of education and expectation about food in general, growth in culinary tourism and highly polished food magazines or other publications. The celebrity status of high-profile chefs and a stronger economy that enables more people to explore fine dining and gourmet food can be added to the list of factors that influence the interest in culinary arts as a profession.

The number of qualified culinary professionals has increased over the last 10 years in South Africa, providing a large corps of people with a good understanding of this field of study and a need for continuing professional development opportunities. This study was a response to the challenges of the demand for continuing professional development opportunities from this growing body of culinary professionals.

The demand for continuing professional development opportunities in culinary studies is becoming more complex and challenging for both learner and teacher. Although institutions that provide training in hospitality are also in the business of culinary education, their perspectives and focus are quite diverse. Culinary education can therefore be improved through a deeper understanding of the curriculum development process combined with the expectations of both the industry and the individual.

A fundamental shortcoming in the field of culinary education is often that persons with limited expertise in the field of curriculum studies bear the primary responsibility for addressing curriculum challenges. The development of curricula for professional development in culinary studies subsequently happens at the expense of understanding the *curriculum*. The primary aim therefore of this study was to identify and propose a curriculum framework for continuing professional development in culinary arts. This framework might contribute to providing a curriculum foundation, credibility to the broad hospitality industry

and specifically to culinary studies, as well as to the securing of some uniformity of standards over the spectrum of culinary qualifications.

A scientifically validated situational analysis was executed by means of focus group discussions, personal interviews, curriculum comparisons and an electronic mail questionnaire survey, which mainly generated qualitative data. These techniques were used in triangulation as research instruments to investigate the needs for continuing professional development in culinary arts and the availability of curricula to address these needs.

The greatest challenges in culinary studies were reflected in the complexity and multi-disciplinary nature of this relatively undefined industry and field of study. The intricate relation, interaction, collaboration and contexts between secondary schools, various culinary training institutions, industry and culinary professionals were investigated. The data generated confirmed the need for training and development opportunities to improve the professional status of culinary professionals in South Africa

The promotion of a change in direction for culinary studies development in South Africa could ensure future growth as a discipline cognitively and professionally, in line with international standards, procedures and practices. The range of challenges and changes facing the industry varies from social issues to the educational issues of qualifications and credible accreditations, which are addressed in the proposed curriculum framework.

The lack of more empirical research in this field of study is an indication that both students and professionals should be encouraged to do the relevant research and that higher education institutions should provide the opportunities and structures for such research.

OPSOMMING

Die studie van kullinêre wetenskap is 'n veld wat nog braak lê in Suid-Afrika. Dit integreer natuur- en lewenswetenskappe, sowel as besigheidstudies en tegnologie en maak al hierdie dissiplines van toepassing op die studie van kos as studieveld. Die toename in aanvraag vir opleiding, voortgesette indiensopleiding asook voortgesette professionele ontwikkeling kan onder andere toegeskryf word aan verwante vakke wat by hoërskole aangebied word, die toenemende bewuswording en verwagting van kos in die algemeen, toename in kos-toerisme en glansryke kos-tydskrifte van hoë gehalte. Hierbenewens kan die hoë profiel wat aan sjefs wêreldwyd gegee word, bydra tot 'n groter bewustheid van die studie van kos in die algemeen.

Die hoeveelheid kullinêre kundiges in Suid-Afrika spesifiek, het oor die afgelope tien jaar toegeneem en hiermee saam 'n goedopgeleide korps mense met 'n professionele agtergrond van kos en die gasvryheidsbedryf – wat weer die aanvraag na opleiding op hierdie terrein skerp laat styg het. Hierdie studie is dus gemotiveerd vanuit en ook afgestem op die toenemende aanvraag na professionele ontwikkeling op hierdie terrein om hierdie behoefte aan te spreek. Die aanvraag na voortgesette professionele ontwikkelingsgeleenthede op die gebied van kullinêre wetenskap word meer kompleks en uitdagend vir beide leerder en onderwyser. Alhoewel instansies wat opleiding gee vir die gasvryheidsbedryf meestal ook betrokke is by kullinêre opleiding, is sodanige instansies se fokus uiteenlopend. Kullinêre studies kan as dissipline toenemend gevestig word deur 'n deeglike begrip van kurrikulumontwikkeling, gekombineerd met die verwagting van die kos-industrie sowel as die individu daarby betrokke, te bevorder.

'n Fundamentele leemte op die gebied van kullinêre opleiding is dat persone met min of onvoldoende kennis van kurrikulumontwikkeling soms die volle verantwoordelikheid daarvan dra en ook die uitdagings aanvaar vir die opstel van kurrikula vir voortgesette opleiding. Die primêre fokuspunt van hierdie studie is dus om 'n teoretiese raamwerk, gebaseer op goedgefundeerde navorsing, daar te stel vir die voortgesette professionele ontwikkeling ten opsigte van die kullinêre wetenskap. Hierdie raamwerk kan bydra om 'n

wetenskaplike kurrikulum-onderbou te gee en sodoende geloofwaardigheid te verleen aan die kullinêre studieveld as 'n sistematiese wetenskap. Die breër gasvryheidsstudierigting behoort daarby te baat en daarbenewens behoort dit ook die noodsaaklike uniforme standarde daar te stel vir die breë spektrum van kullinêre opleiding en kwalifikasies.

'n Wetenskaplik geëvalueerde situasie-analise is uitgevoer deur middel van fokusgroep-onderhoude, 'n vergelykende studie van kurrikula, asook 'n e-pos vraelys wat uiters bruikbare en toepaslike data opgelewer het. Hierdie tegnieke is as triangulasie benut ten einde deurlopend beide die behoefte aan professionele ontwikkeling op die gebied van kullinêre wetenskap te evalueer, sowel as die beskikbaarheid van toepaslike en goed-geïntegreerde kurrikulums na te gaan.

Die grootste uitdaging vir die kullinêre wetenskap blyk te wees die komplekse multi-dissiplinêre aard van hierdie nog relatief ongedefinieerde dissipline. Die interaksie, samewerking en verhoudinge tussen hoërskole en ander opleidingsinstansies, tesame met die kos-industrieë en sy professionele persone is in hierdie studie ondersoek. Die bevindinge van hierdie studie bevestig die toenemende behoefte aan opleidings- en ontwikkelingsgeleenthede wat nodig is om die professionele status van die kullinêre bedryf in Suid-Afrika te bevorder.

'n Koersaanpassing en konsolidasie op die gebied van kullinêre studies kan verseker dat hierdie studierigting wetenskaplik gefundeerd is en sodoende professioneel-gesproke meer erkenning geniet. Dit sal Suid-Afrika ook in lyn bring met internasionale standarde, prosedures en praktyke. Die breë spektrum van uitdagings en aanpassings in hierdie studieveld wissel vanaf sosiale kwessies tot opvoedkundige kwessies, soos kwalifikasies en geloofwaardige akreditasies, waarvan laasgenoemde in die teoretiese kurrikulumraamwerk vir voortgesette ontwikkeling vervat is.

Die tekort aan empiriese navorsing op hierdie gebied toon duidelike dat studente en professionele persone aangemoedig moet word om sodanige navorsing te doen en dat hoër onderwysinstellings geleenthede moet skep en strukture daar moet stel vir sodanige studies.

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For the abilities and opportunities to complete this study...

For of Him and through Him and to Him are all things, to whom be the glory forever.
(Romans 11:36)

FOREWORD

Life is a storied reality...

I am the second youngest daughter of my parents' seven children. My life has undoubtedly been moulded by my experience of having grown up in the 'sixties and 'seventies on a cattle and game farm in the northern part of the former South West Africa, now known as Namibia. While focusing on what has shaped my life as well as on the shape my life has taken, I suddenly saw how I, being a much loved daughter of a pioneering father, inherited his unique drive and spirit to conquer new ground, a legacy I am privileged to hand over to the next generation.

After my grandfather's early death, my father, as the eldest son – 17 years old at that stage – was left with the task of taking care of his eight siblings and so was forced into an early job, without having had the opportunity of pursuing a formal education. This incident became a very strong motivating force in his life, especially visible in his encouragement of us, his children, never to stop exploring and making use of all possibilities to further our education. In this regard, he was a shining example. He did all the possible exams his job offered and did not stop until he had the highest qualification in his work.

My father and I had a very special bond. I fondly recall the many wonderful 'adult' discussions I had with my father while driving around on our 6 616 hectares farm, on topics such as ideologies, politics, history and values, while reveling in his sound wisdom.

I am deeply grateful to both my parents for having given me such a strong foundation, which made venturing into unfamiliar ground so much less frightening. Their inputs in my life, together with the privilege of having grown up on our farm, Ruimte ("Space"), where I was never aware of any boundaries, are amongst the strongest influences in my personal and career development. From them, I inherited a deep sense of knowing that one can always choose to respond in a positive way to whatever happens, that there are abundant opportunities available under all circumstances and that in reaching out to others, one is actually enriching oneself.

There was no hesitation as to the next step I would take after I had finished school at Etosha High School: I would continue my education at the University of Stellenbosch. My choice of study was either for a career in sport or in food. I did well in sport at school and food was a natural passion of mine, having gained lots of practice at home in cooking for my large family (that grew even larger over holidays as the 'Ark was open' to be filled with friends, family and almost any one who needed a place to linger in a homely environment – especially young men involved in the bush war and far away from their homes). A career in teaching was also strong motivation, as some my elder brothers and sisters were already established in teaching careers and because of the availability of bursaries.

In 1978 I enrolled for B. Home Economics (Ed), a four-year degree course, with a diploma in Education. The strongest remaining influences from those early study years were the impact our lecturer in Community Nutrition, Dr Alberts had on me with her clear, scientific approach and admirable professionalism. I also became aware of my deep interest in the methodology of teaching and more specifically that of how to involve learners in taking ownership of their own learning processes.

After having obtained my B. Home Economics (Ed) degree in 1981, the direction of my life was steered by my marriage at the age of 22. My husband and I both got management positions at Uizip Youth Centre, 27 km outside Upington, almost 800 km north of the stimulating buzz of Stellenbosch. Uizip was a newly developed community project and we had to establish an open-air school in the Northern Cape. I vividly recall making a conscious decision at the time, never to stagnate in whatever way, but to stay true to my father's legacy in actively pursuing opportunities for education and development. This drive became even stronger after he was killed during a terrorist attack on Ruimte in 1982.

My first employment mainly involved catering for large groups of people, for which my degree in Home Economics had not prepared me. I was thrown in at the deep end and had to learn very quickly indeed, before the next group of people would arrive! It was in these beginning years of my career, under adverse circumstances, that the first seeds were sown towards my quest for relevant training for careers in the food and hospitality industry.

After two years of catering, I started teaching General Science at the local Technical High School. My Home Economics degree course had included first-year Chemistry, Physics and Physiology. For the next 11 years I taught Science and sometimes Mathematics for Grades 8 - 12. I completed refresher courses for Science and Mathematics teachers at the Institute for Mathematics and Science Teaching at Stellenbosch University (IMSTUS), offered via distance learning and practical workshops at the university at that time. This rekindled my interest in the methodology of teaching and consequently I enrolled for a B Ed honours degree at the University of Potchefstroom in 1992 and 1993. This programme was also offered as a distance learning programme.

My honours studies centred on the radical developments in education in South Africa and the scope of home economics/consumer studies as a study field. It was the time just before the first democratic election in SA when major upheavals in the status quo of all layers of society were being experienced. My honours degree research sensitised me to the fundamental tension that existed between the two areas of my study. At one end was the strong demand for career-oriented education in the 'new' South Africa and directly opposed to this was what I experienced as stagnation in what the field of home economics was offering at the time.

In Uppington things were changing rapidly too; in 1994, the Technical High School where I was teaching, amalgamated with the Commercial High School. This process opened up opportunities to include other school subjects, with the emphasis, more than ever before, on preparing the learners for a future career. In the discussions I had with Frank Markram, the newly appointed headmaster, who was an economist and entrepreneur at heart, the possibility of offering Home Economics was raised.

In 1995 I started to teach Home Economics at the 'new' Duineveld High School. Also in 1995, a small newspaper article on a new subject being taught at a school in the Free State, namely 'Hotelkeeping and Catering', drew my attention. This tiny piece of information came at a very opportune time, exactly when I was evaluating the direction for the subject Home Economics at Duineveld High. Another interesting observation I made at the time that fuelled my desire for innovation, was my colleagues' and the learners', as well as the general

public's differing approaches to a Science teacher teaching Science in the laboratory or the Home Economics teacher, teaching 'Cooking' in the kitchen!

I set out to explore every possible opportunity to educate myself for this 'new' school subject. I enrolled for teachers' courses offered by the high schools in Nelspruit and Phalaborwa where this subject was being taught, had some discussions with staff of the faculty of the Hotel School of the Free State Technikon, attended a course presented by the HITB and did shadowing at the Pro Arte School in Pretoria that offered this subject. I made an in-depth study of the core curriculum for this subject and with my freshly gained education in and enthusiasm for Hotelkeeping and Catering, together with a very supportive headmaster and governing body, we were able to convince the Western Cape Department of Education of the merit of this endeavour. Permission to introduce this new subject as an alternative to Home Economics at Duineveld High was granted in 1996: "Die Departement wil die betrokke vakpersoneel en die skool gelukwens met die besondere inisiatief en vertrou dat die huidige en toekomstige leerlinge by die ontwikkeling sal baat. Die Departement sal dit op prys stel as die Hoërskool Duineveld enige toekomstige ontwikkeling en verwante verwikkelinge betreffende die infasering van Hotelhouding en Spyseniering met eersgenoemde sal deel, aangesien die betrokke vak mettertyd ook in die Wes-Kaap ingevoer behoort te word." (Letter to the principal, Mr. Frank Markram, 13 October 1995)

The nature of this subject fuelled the development of professional opportunities for learners, such as an annual Food and Wine Festival, the Northern Cape Junior Chefs' competition and an exciting development of a 40-seater public restaurant, two training kitchens, conference facilities and a cafeteria for the learners. This was established without any financial support from the government.

A strong desire for my own professional growth as well as for that of my learners, culminated in an educational tour to Europe in 1998, giving the Duineveld High School learners exposure to international standards. In Europe, we all completed short training courses in Paris at the Le Cordon Bleu Cooking School and at the Ritz Escoffier. Our tour started in Switzerland and included culinary-related highlights such as a stay on a traditional

cheese-producing farm high up in the Alps, visits to more cheese factories, chocolate-producing companies and a variety of restaurants and hospitality institutions.

The enthusiasm for this subject was soon caught by other teachers of the area and from 1999 to 2007 I presented annual workshops, sharing my experience with teachers of this subject. During these workshops a representative of the South African Chefs' Association, as representative of the industry, was always invited to contribute. Exposure to the leading institutions in the hospitality industry was also organised for these educators. I was appointed by the Northern Cape Department of Education as chief examiner for Hotelkeeping and Catering from 1998 to 2002.

In retrospect, I can now see how my determination to take 'cooking' out of the confines of the kitchen into the public social arena had been rewarded. Learners from Duineveld High School won a scholarship for tertiary studies in 1999, 2002 and 2004. Jacques Erasmus, one of the first Grade 12 learners in Hotelkeeping and Catering at Duineveld High School, came third in the National Nestlé Mini-plated Salon Culinaire competition (1998) and also received a special prize from Dr. Bill Gallagher, president of the World Chefs' Association for being the youngest participant in the competition. Now (2007) Jacques is the creative driving force at the popular Cape Town restaurant Manna Epicure, and is frequently interviewed and quoted in leading food and lifestyle magazines.

I left the field of secondary education and accepted a lecturing post at the Institute of Culinary Arts (ICA) at Spier, Stellenbosch, in 2002. True to my quest for professional development, I immediately researched my possibilities for further education once I was appointed at the ICA. This led me to the Culinary Institute of America in New York, where I completed continuing education modules in culinary fundamentals, wine studies, baking and pastry. When I explored the post-graduate possibilities for further professional development in SA, I was disappointed to find that the Home Economics / Consumer Science Department at the University of Stellenbosch was about to close. It was sad to witness this ending, while the food industry in the world – and consequently culinary arts as professional career – was experiencing phenomenal growth.

The time at ICA was invaluable in bringing me closer to my vision for my future career as a culinary professional. I realised that professional training for the culinary arts is very expensive and not easily accessible. Does a solid foundation at grassroots level exist, with clear career paths for someone who wants to embark on the ‘culinary journey’ and professional acknowledgement? My own desire to make a difference in this spectrum of training and education grew stronger. It was also during this time that the realities of my personal life, those of being diagnosed with cancer and now as a single parent, not able to spend enough time with my family, forced me to re-evaluate my position at ICA.

A two-week retreat on my own amidst the beauty and rich culinary heritage of France gave me the last push towards taking the plunge. I knew I had to embark on a new direction. I was sure that I wanted to start my own business. Early in 2007, I finalised the logo for *Joy of the Table*, the business plan and a clear picture of the way forward. *Joy of the Table* offers food and wine exploration and education.

Global exposure stimulates people to explore new tastes; restaurants have started competing on the world circuit and food is forever flowering in the media in full colours, while world famous chefs have become household names. With this happening in the world, the question: “What are we doing in South Africa in terms of professional culinary education?” became a strong motivation for me to enroll for a master’s degree in which I could research the possibilities for continuing professional development in culinary studies.

In this research, I’ve sifted through and synthesized a great deal of information, and have tried to stay close to the subject at all times. I have tried to ascertain both facts and my interpretation of the facts. I am greatly indebted to many authors, mentors, culinary professionals, colleagues, friends and food lovers on whose knowledge, experience and wisdom I have been able to draw.

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DEFENITIONS OF TERMS, CONCEPTS AND ACRONYMS

ABET	Adult Basic Education and Training
ACE	Advanced Certificate in Education Programme
APEL	Accreditation of professional experiential learning
APL	Accreditation of professional learning
CASS	Continuous Assessment or cumulative assessment
CEM	Council of Education Ministers
CEP	Career entry profile
CHE	Council of Higher Education
CHRIE	Council of Hotel, Restaurant and Institutional Education
CIA	Culinary Institute of America
CSIR	Council of Scientific and Industrial Research
CPD	Continuing Professional Development
DoE	Department of Education
EDI	Education Development International
EPD	Early professional development
ETDP	Education, Training and Development Practitioners
ETDQA	Education, Training and Development Quality Authority
ETQA	Education, Training & Quality Assurance body
EU	European Union
FDE	Further Diploma in Education
FET	Further Education and Training
FETC	Further education and Training certificate
GDE	Gauteng Department of Education
GET	General Education and Training
GICD	Gauteng Institute of Curriculum Development
GOAL	Global Online Assessment and Learning

HACCP	Hazard Analysis Critical Control Points
HE	Higher Education
HEI	Higher Education Institution
HET	Higher Education and Training
HEQC	Higher Education Quality Committee
HSS	Human and Social Sciences
HITB	Hospitality Industries Training Board
ICA	Institute of Culinary Arts
ICT	Information and communications technology
IT	Information Technology
LCCI	London Chamber of Commerce
LCCIIQ	London Chamber of Commerce International Qualifications
NCED	Northern Cape Education Department
NCHE	National Commission on Higher Education
NCS	National Curriculum Statement
NGO	Non-Governmental Organization
NQ	National qualification
NQA	National Qualification Authority
NQF	National Qualifications Framework
NSA	National Skills Authority
NSB	National Standards Body
NSDS	National Skills Development Strategy
NTB	National Training Board
OBE	Outcomes Based Education
OBET	Outcomes Based Education and Training
OECD	Organisation for Economic Co-operation and Development
PVET	Professional and Vocational Education and Training
QA	Quality Assurance
RPL	Recognition of Prior Learning
RSA	Republic of South Africa
SACE	South African Council for Educators

SANEP	South African National Education Policy
SAQA	South African Qualifications Authority Act, 1995 (Act No 58)
SETA	Sector Education and Training Authority
SGB	Standards Generating Body
THETA	Tourism, Hospitality and Sport Sector Education and Training Authority
UK	United Kingdom
USA	United States of America
WCED	Western Cape Education Department

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CHAPTER 1

INTRODUCTORY PERSPECTIVES ON CURRICULUM DEVELOPMENT IN CULINARY STUDIES

1.1 INTRODUCTION

This chapter reflects on issues arising from the development of a curriculum framework for continuing professional development in culinary studies. Culinary Studies is a relatively unfamiliar field of study which engages the application of life and natural sciences, business, and technology in a food-specific environment.

The terms *liberal* and *vocational* are often employed to indicate two distinct paradigms in education, in which the first one places a high premium on knowledge, while the second one values the way knowledge is applied in practice. Both terms have broad and general connotations in a specific context, and are at the core of current discourses of curriculum development in hospitality studies in general and culinary studies in particular.

The question arises: Why should we occupy ourselves with the study of food, gastronomy and culinary arts at the beginning of the 21st century? From a purely historical point of view the history of food and hospitality forms part of the development of civilisation. Gastronomy and the culinary studies represent a field so vast that it could be an independent and interdisciplinary field of study, yet it has not acquired academic recognition. It is often divided into separate topics or limited to a technical skill, with little academic respect. Hospitality education has tended to remain introspective, partially because it is a *novel* field of study and still has to concern itself with many fundamental issues, long since resolved in the more *mature* academic subject fields. This introspection of culinary arts as a field of study refers to the disregard for frameworks, methodologies or insights from other disciplines.

A fairly fixed perception and expectation of the role and responsibility of the ‘professional’ comes to mind when reference is made to a doctor, lawyer, engineer, or schoolteacher, but a culinary professional is not defined that clearly. Culinary professionals with a multiplicity of

qualifications and experiences – often with limited acknowledgement – are playing major roles in the professional culinary world. Such a situation indicates that additional training, learning and knowledge have been acquired through non-traditional programmes or intensive self-study efforts.

The number of qualified culinary professionals has increased over the last 10 years in South Africa, providing a large corps of people with a good understanding of continuing professional development in culinary studies. There is a growing tendency in the hospitality industry to view employees as a resource and to consider money spent on training and development as an investment and not an expense. The need for training and re-training has become the primary factor influencing the continuing education programmes for culinary professionals.

The proliferation of culinary training programmes at tertiary level in South Africa is indicative of the relevance of this field of study and confirms the need for training and curriculum development. The growth in the demands for training, re-training and continuing professional development in the culinary arts can be attributed to factors such as enhanced culinary programmes at high school level, an increased level of education and expectation about food in general, growth in culinary tourism and highly polished food magazines. The celebrity status of high-profile chefs and a stronger economy that enables more people to explore fine dining and gourmet food can be added to the list of factors that influence the interest in culinary arts as a profession.

Parallel growth in culinary studies has been recorded in the United States (USA) and the rest of the world. The director of international programmes at the Culinary Institute of America (CIA), Larry Lopez, is quoted in the internet version of the *Chicago Tribune* (<http://chicagotribune.com>) as follows: “In 1946 there was only one school specialising in culinary training and today (2004) there are close to 1 100 schools – professional, vocational, degree, non-degree, diploma and certificate granting – in the USA, and it hasn’t peaked yet, it keeps growing.”

Skills-based programmes in culinary studies are available in South Africa, but academic qualifications at the undergraduate level in culinary arts and gastronomy are very limited. The usual way of obtaining an undergraduate qualification in hospitality studies is through management programmes at hotel schools, universities of technology (formerly known as technikons) and privately owned cookery schools. This route has its limits because the main focus and alignment seem to be towards vocational and industry needs and often draw down the intellectual to the practice. Such an approach restricts culinary studies as a field of study from a holistic education that reflects the best of both practices, and excludes sociological, philosophical and ethical issues by which intellectual and moral capabilities can be developed.

Culinary qualifications up to a postgraduate level are internationally available. In the prospectus of the *Università di Scienze Gastronomiche*, (University of Gastronomic Sciences), Petrini (2003:3) writes: “The Social Sciences have always focused on what are considered *higher* themes, and the absence of systematic links to the science and technology of food has resulted in a serious cultural vacuum.”

It is the early opinion of the researcher that a real need for continuing professional development in the field of culinary studies exists, specifically in South Africa, to keep up with the demands of a dynamic profession. In considering culinary studies for continuing education there is always a danger of over-balancing, either into its inherent practical application and transferable skills at the expense of its liberal and theoretical potential, or vice versa.

Three possible reasons why culinary and gastronomy education has received little serious academic attention to date are provided by Hegarty (2004:1):

- A lack of theoretical underpinning that would allow it to become a discipline;
- Difficulty in separating this transitory nature and link with physical work and industry needs from education in science and art and theory; and
- An absence of doctoral programmes in this field of study.

The continuing training and skills demanded in culinary studies are becoming more complex and challenging for both learner and teacher. Although curricula that satisfy immediate and

often short-term needs can limit the future careers of culinary professionals, the demand from industry for trained, qualified and competent culinary professionals is not being met. A scientifically validated curriculum framework for continuing development in culinary arts is essential to build and sustain a professional body of culinary art professionals in South Africa.

1.2 CULINARY TRAINING IN SOUTH AFRICA: A BACKGROUND

The non-formal training and development of culinary skills dates back as far as the history of food and cooking, while formal training only developed in the late 20th century. South Africa does not have a long history of training for the hospitality professional, and traditionally culinary professionals were brought to this country mainly from Europe. There is very little evidence of independent tertiary training providers at that time in South Africa, and almost none with the fervour to offer specialised training in a broad range of aptitude for culinary professionals.

In the early 1990s the demand for training in the field of culinary studies grew and by the end of the decade more than 100 establishments provided a platform for the training and qualification of culinary professionals (Gordon-Davis in Gallagher, 1999:168). Most of these training programmes tend to address the immediate need for skilled culinary workers and range from in-service training, apprenticeships and skills training to the recognition of prior learning (RPL). Training was also addressed through more conventional methods at technikons (now known as universities of technology) in Johannesburg, Durban and Cape Town. The following paragraphs will briefly discuss the development of culinary studies at different levels of training.

1.2.1 Culinary related subjects offered at high school level

In the early 1970s, John Orr Technical School in Johannesburg was the first to implement a school subject called Hotelkeeping and Catering at secondary (high school) level to provide learners with hands-on and career-oriented skills. Other schools in Northern provinces soon followed their lead, and since then this subject has contributed largely to the exploration of careers in culinary studies and the hospitality industry in South Africa.

The Hospitality Industries Training Board (HITB) was instrumental in facilitating and developing a new National Qualification-based pilot programme for Hospitality Studies, which was piloted during 1999 in six schools the Western Cape. This programme remained in the pilot stage until 2006, when it was implemented in Grade 10 as part of the National Curriculum Statement (NCS). The first group of learners will be launched into the industry or job market at the end of 2008. They will either start as entry-level workers or as students seeking formal training and further professional development.

Hospitality Studies encompasses the development of operational and organisational skills and contributes to the macro vision of hospitality and tourism in the development of an ethic of service excellence in South Africa. The learning in the Further Education and Training (FET) band will allow for the development of “skills, knowledge, values and attitudes to equip learners to enter different career pathways in the hospitality industry or to further their studies within the workplace, thus meeting the principle of lifelong learning through the National Qualifications Framework (NQF)” (NCS: Hospitality Studies, 2003 a):10). This subject does not provides learners with the underpinning knowledge and skills to enter programmes in the Higher Education (HE) band in the areas of food or –related studies.

The school subject previously referred to as Home Economics was adapted to Consumer Studies, with its focus on life skills rather than on specific professional career orientation. This subject lays the foundation for consumer education to develop learners into responsible and informed consumers, *to improve their quality of life*. Consumer Studies involves integrated theory and practical skills that may create opportunities for self-employment and entrepreneurial ventures related to food, clothing and furnishing. This subject provides learners with the underpinning knowledge and skills to enter programmes in the Higher Education (HE) band in the areas of food, nutrition, clothing, textiles, housing and interior design (NCS: Consumer Studies, 2003 b):10).

Both above mentioned subjects provide a foundation and interest towards culinary-related careers in the current South African situation. The tendency is for learners with a background of Hospitality Studies to seek further training and development mainly from vocational and

career-oriented institutions, while learners with Consumer Studies as background more often enrol at formal higher education institutions.

1.2.2 Hotel schools and universities of technology

Mornet's description (in Gallagher, 1999:193 – 196) of the history of hotel schools in South Africa is presented as a listing in the following paragraph:

- The School of Catering Services was the first to award a Practical Hotel Services Certificate in 1956 and presently offers qualifications up to a B.Tech. degree in Hospitality Management.
- The Witwatersrand Hotel School presented a National Diploma: Food and Clothing in 1972, which was replaced by a National Diploma: Food Service Management in 1984. It currently offers B.Tech., M.Tech. and D.Tech. degrees in Food Service Management.
- The Cape Technikon Hotel and Catering School at Granger Bay opened in 1989. It offers both Hospitality and Food Service Management courses.
- The Hotel School, Technikon Free State, was founded in 1993. It offers the Hospitality and Food Service Management programmes, including the National Diploma, B. Tech., M. Tech. and D. Tech.
- The Department of Food and Hospitality Management at the Pretoria Technikon introduced its Hospitality Management programme during 1997 and also offers Food Service Management programmes up to the D.Tech. level.

The above-mentioned institutions that are currently providing training and education, are mainly Universities of Technology. They are offering programmes in Hospitality and Management with end qualifications up to the degrees B. Tech., M. Tech. and D. Tech.

1.2.3 Privately owned service providers for culinary development

A large number of training institutions and establishments offering culinary related programmes were launched during the last decade. Qualifications awarded are mainly certificates or diplomas, some with national (THETA) or international (City and Guilds of London) accreditations. Because these privately owned institutions are not subsidised by government, training and learning tends to be very expensive, often making it possible for only a selected few who can afford to enrol. These programmes and their accreditations will be discussed in depth in Chapter 4 in an attempt to compare available curricula to make recommendations towards a proposed curriculum framework in culinary studies.

1.2.4 The National Skills Development Strategy

The National Skills Development Act (1998) as well as the Skills Development Levies Act (1999) and the subsequent National Skills Development Strategy (NSDS) are initiatives to develop the people of South Africa and to provide educational and economic opportunities for all. Twenty-five Sector Education and Training Authorities (SETAs) have been established within different economic sectors of the South African economy, in order to implement the NSDS. The SETA *Education, Training and Development Practices* (ETDP) is responsible for promoting and facilitating the delivery of education, training and development. As Steyn (2004:217) points out –

Delivering quality education and training is currently one of the most important endeavours for the restoration of the culture of teaching and learning. The ETDP SETA can play an important role in investigating ways to get large numbers of under qualified teachers to upgrade their qualifications.

Transformation of the HITB into the new organisation, SETA, has taken place since 1999 in order to oversee training and development, with THETA (Tourism, Hospitality and Sport Education and Training Authority) as the qualifying body for workers in the food-preparation industry. The qualifications registered by THETA are strongly work-place oriented and focus on qualifying workers who are competent to perform specific outcomes and demonstrate

specific skills. These qualifications, which have been developed for workers in the food preparation industry (hospitality), bring together elements of food and drink preparation and service as well as management. The aim is to professionalise the industry in all sectors, from small restaurants to large-scale hotels.

The gaps in training for culinary professionals are evident from the summary provided as Table 1.1. The table shows that there are no professional culinary qualifications available for culinary studies development on the HE level even though the NCS (2003:5) states that “learners emerging from FET must have access to, and succeed in, lifelong education and training of good quality”.

Culinary-related THETA qualifications registered by the South African Qualifications Authority (SAQA) on the National Qualifications Framework (NQF) are summarised in Table 1.1:

Table 1.1 A summary of culinary-related qualifications registered by SAQA

Band	NQF Level	Types of general qualifications	Registered culinary related qualifications	Learning Locations
HE	9 - 10	Master's, Doctoral and higher research qualifications	(M. Tech; D. Tech)	Universities, research and professional institutions
HE	8	Higher degrees and professional qualifications	Bachelor Honours Degree Post Graduate Diploma	Universities, research and professional institutions
HE	7	1 st degree and higher diplomas	Bachelor's degree (B. Tech.)	Universities, universities of technology and professional training institutions
HE/ FET	5, 6, 7	Higher Certificate Advanced Certificate Advanced Diploma	Diploma in Food and Beverage Management (THETA: FSD 15) Diploma in Fast Food Service (THETA: FSD 05) Diploma in Professional Cookery (THETA: FPD 05)	Technical universities, colleges and privately owned cookery schools,
FET	4 Grade 12	Certificate	Certificate in Food and Beverage Service ((THETA:FCS 04) Certificate in Professional Cookery (THETA: FPC 04) School subjects*	Training colleges, cookery school, In-service training at registered hospitality institutions, schools
FET	3 Grade 11	Certificate	Certificate in Fast Food Service (THETA: FSC 03) School subjects*	In-service training at registered hospitality institutions, schools
FET	2 – 4 Grade 10		<u>School subjects</u> *: (Home Economics) Consumer Studies (Hotelkeeping and Catering) Hospitality Studies (Travel and Tourism) Tourism Studies	Formal schools Private schools (not compulsory)
GET	1 Grades R – 9			Government subsidised formal schools (compulsory)

[Adapted from information available from the Government Gazette, 5 October 2007 (Number 30354) and online: www.nqf.org.za and www.saqqa.org.za]

Since South Africa does not have a long history of training for culinary professionals, it is essential that a holistic approach to curriculum development should take place. It is the early observation of the researcher that the presentation of courses in culinary studies in South

Africa is often not properly planned and is adapted while it is being presented. These adaptations include the objectives of such programmes, the name of the programme or course, the length, the content, the outcomes and the methods of assessment. It is therefore essential that this situation be researched since many students are launched into the industry without proper preparation for a professional career in culinary studies. Curricula for the training and professional development in culinary studies should not only be relevant, but also credible and scientifically liable.

1.3 PROBLEM STATEMENT

A study to specifically investigate continuing education needs in the field of culinary studies has not yet been undertaken in South Africa. Investigation into the training of and opportunities for continuing professional development for culinary professionals has become relevant. Although institutions that provide training in hospitality are in the business of culinary education, their perspectives and focus are quite diverse. Culinary education can be improved through a deeper understanding of the curriculum development process combined with the expectations of both the industry and the individual.

The extent of the contribution from the hospitality industry towards the global economy demands an attentive approach to curriculum development in this subject area. Culinary professionals experience an urge to stay informed in their industry, which is possible through continuing professional development. The following dilemmas provide some context for this study:

- Globalisation pressurises markets to provide the necessary knowledge and skills to be economically, politically and socially competitive in a rapidly changing environment (Steyn, 2004:217).
- Culinary educational programmes tend to provide curriculum content, which is functional (skills-based), often leading to satisfy the immediate demands of industry requirements and market materialism. This approach results in the neglecting of liberal and scientific development and is seldom founded in pedagogical philosophies.

- The Tourism and Sport National Skills Audit (Von Maltitz, 2007: 16) indicated that the South African tourism industry requires about 24 000 trained chefs over the next three years. With the demand for culinary professionals being defined, the industry concern is about the delivery of credible qualifications.
- A fundamental shortcoming in the field of culinary studies is that persons with no, or limited, expertise in the field of curriculum studies bear the primary responsibility for addressing curriculum challenges. The development of curricula for culinary studies often happens at the expense of understanding *curriculum*. According to Tanner and Tanner (1980:41), one of the key activities of educational or training institutions is that of curriculum planning.
- The subject area of hospitality and culinary studies is complex because of its multidisciplinary nature.
- Teachers and trainers at academic institutions appear to lack practical and industry-related skills and experience.
- Co-coordinators at private training centres often have little professional, academic or educational qualifications and experience, but are usually highly experienced culinary professionals.

1.4 AIMS OF THE RESEARCH

1.4.1 Primary aim

The primary aim of this study is therefore to propose a curriculum framework for continuing professional development in culinary arts. The complex relation, interaction, collaboration and contexts between schools, various culinary training institutions, industry and the culinary professional will be investigated, where after a proposal for a curriculum framework will be presented.

In the development of this proposed framework, the researcher will focus on the requirements for practical work application in industry, linked with the accepted criteria for higher education on the level of continuing development. The neglected issues of culinary arts

education in higher education, and the limitations and possibilities of a new model of innovation, merging theoretical and vocational approaches, will be considered.

1.4.2 Secondary Aims

The secondary aims of this research are the following:

- (i) The identification of continuing professional development prospects for
 - teachers and trainers in hospitality-related programmes
 - culinary professionals actively involved in the hospitality industry
 - students in their final stages of a first tertiary qualification in culinary arts who want to further their academic or professional studies
 - career changers who are considering a professional career in culinary arts
- (ii) The identification of present and anticipated future competencies for continuing professional development in culinary arts
- (iii) The promotion of a change in direction for culinary studies development in South Africa that could ensure future growth as a discipline cognitively and professionally, in line with international standards, procedures and practices.

The research results in this study will be applied to develop a theoretical curriculum framework for continuing professional development in culinary studies. It is expected that this framework might contribute towards providing a curriculum foundation, credibility to the broad hospitality industry and specifically to culinary studies, as well as the securing of some uniformity of standards over the spectrum of culinary qualifications. The final chapter of this research document will reflect upon the achievement of the aims as discussed above.

1.5 PROPOSED RESEARCH DESIGN BY MEANS OF A CONCEPTUAL FRAMEWORK

A conceptual framework can be compared with lenses through which the researcher views the world or the research (Henning, Van Rensburg & Smit, 2004:250). The main function of a conceptual framework is to position the researcher in relation to the research, because it covers the main features of the research design as well as their presumed relationships (Holliday, 2001:52).

A conceptual framework for this study is illustrated schematically in Figure 1.1. It is important to acknowledge that this conceptual framework is provisional or tentative, that it may expand and that it can create possibilities to follow up as part of the conclusion. The curriculum-process as reflected in the conceptual framework was designed to offer a perspective on this research about the requirements of culinary professionals for continuing development programmes. This framework may also contribute towards the design of a higher educational dimension for culinary studies programme where none currently exist. This flowchart is presented in a linear fashion to simplify interpretation, however a much more integrated and dynamic process will be involved.

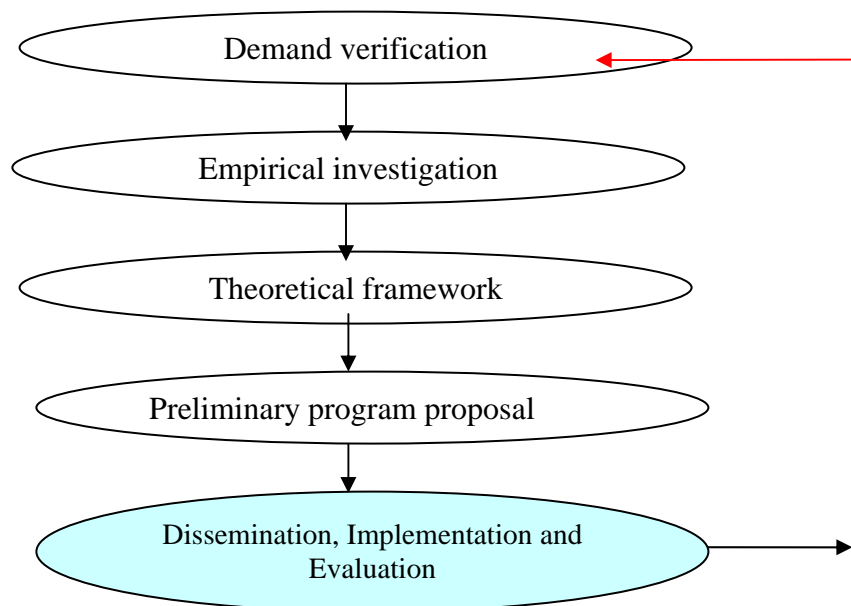


Figure 1.1: A conceptual framework for this study towards continuing professional development in culinary studies

In this research, the demand verification is presented as background to the research (Paragraph 1.2) the problem statement (Paragraph 1.3) and the aims of the research (Paragraph 1.4). A literature study on curriculum development will support both the demand verification and the empirical investigation. This literature study on a curriculum framework will be presented as Chapter 3. The research procedure and methodology, as described in Chapter 2, together with the data analysis as presented in Chapters 4, 5 and 6, provide the necessary information to write a proposed theoretical framework. This proposal is discussed in detail in Chapter 7 as part of the conclusion of this research. Limitations and constraints of this work will be presented, which may open possibilities of implementation and evaluation as a follow-up of this research.

1.6 LAYOUT OF THE THESIS

A brief overview of the layout of the thesis is included in order to clarify the way in which the document is written.

Chapter 1 includes the introduction, historical background and aims of the research. A schematic illustration of the conceptual framework for this study is presented as a ‘map’ to guide the research, both in an attempt to set specific boundaries for this research and to create a view of the ‘bigger’ picture or scope for this research.

Chapter 2 outlines the research paradigm and design to place this study in a specific research tradition. Different research approaches are discussed and compared and a specific approach to this research is motivated. Reference to and discussions of triangulation, the qualitative and quantitative debate, objectivity, reliability, and validity are included in this chapter. Triangulation of qualitative methods includes focus group discussions, personal interviews and an electronic mail survey questionnaire, which are discussed in more detail.

Chapter 3 reports on the process of curriculum development and professional development by means of a literature study. The literature review focuses on curriculum development to offer benchmarks against which existing culinary programmes are compared. The possibility to

identify a 'model' suitable for culinary arts training is investigated. Aspects that repeat in existing models in the literature are identified and compared with aspects that repeat in existing culinary training programmes. This repetition of aspects will contribute towards a curriculum framework for professional development in culinary arts. Professional development in culinary studies is addressed by means of a concept clarification where after Chapter 3 concludes with a brief historical background of culinary studies.

Document analysis of existing culinary arts programmes registered by SAQA on FET and HE levels are presented in Chapter 4, together with a discussion of internationally available culinary-related programmes.

Chapters 5 and 6 report and discuss the results of the research. Values and perspectives relating to professional training in culinary studies are critically analysed, and shortcomings are identified. Recommendations on how to address these shortcomings via formal, accredited training are discussed.

Chapter 7 presents major findings of the research and includes a theoretical curriculum framework for continuing professional development in culinary studies. Final recommendations and final conclusions regarding the results and conceptual framework are discussed and offered as a conclusion to this study.

1.7 SUMMARY

The aim of this chapter is to launch the need for continuing professional development in culinary arts. The accelerating changes in the hospitality industry and related careers for culinary professionals drove the agenda for this research.

This study is relevant and important because no scientific and holistic research could be found that reported on the training needs and continuing professional development for culinary professionals. There seems to be great ignorance and unawareness about the culinary arts as a profession. In a world of changing food trends and an industry that is constantly evolving, it is

important that culinary professionals should be recognised as professionals and that clear pathways are established in becoming a culinary professional.

This chapter has attempted to point out the importance of undertaking an investigation into the curriculum needs of the culinary professional in the hospitality industry in South Africa. Reference was made to the gaps and shortcomings in the training needs of culinary professionals in South Africa in contrast with the well-developed international programmes. These programmes will be discussed more comprehensively in the chapters to follow. The next chapter will focus on the research design.

CHAPTER 2

RESEARCH PARADIGM AND DESIGN

2.1 INTRODUCTION

This chapter will deal with the literature of research paradigm and research design as a theoretical foundation and with the application of theory in the context of the study. In Chapter 1 it was suggested that there might be gaps in the training of culinary professionals as well as opportunities for continuing professional development. These dilemmas, as identified at the outset in Chapter 1, will be addressed by means of an in-depth inquiry into the need for curriculum design and professional development in culinary arts.

The term *method* denotes a way of doing something and *methodology* refers to the coherent group of methods that complement one another (Henning et al., 2004:36). These methods must have a ‘goodness to fit’ to produce data and findings that will reflect the research question and suit the research purpose. Harding (1987:2) argues that *method* refers to techniques that are used to gather evidence or conducting research inquiry, while *methodology* refers to an interpretative framework that guides a particular research process, providing a rationale for the way the researcher proceeds.

The paragraphs to follow will report on different philosophies, methodologies and methods, with reference to their value in this study and why they have been selected.

2.2 RESEARCH PARADIGMS

2.2.1 Introduction

The way in which the research is conceived and executed, and how findings are eventually put together, is referred to as a design *type* by Mouton (2001:144) or research *genre* (Henning et al., 2004:31). A research genre reflects a selection of methods that will suit the research question optimally, and indicates the researcher’s ability to apply it meaningfully. A research

genre also captures the role theory plays in the interpretation and understanding of the research, and how ideology and politics manifest in research (Henning et al., 2004:32). Thoughts and ways of viewing and understanding the world constitute a *paradigm*. A paradigm is sometimes referred to as a ‘grammar of thinking’, ‘a form of discourse’, ‘a shape of consciousness’ or a ‘form of rationality’ (Marrow, as quoted in Waghid, 2000:26). According to Waghid and Le Grange (2003:6), paradigms can therefore be considered as frameworks to serve as maps or guides for specific research communities.. These guides or maps can be of assistance to the researcher in determining important problems and issues, in order to identify acceptable theories and select methods to solve the identified issues.

In an attempt to place this study in a specific context, the paragraph that follows will critically discuss the theory of the different research traditions, i.e. positivist, interpretivist/constructivist, critical paradigm and the post-modernism/deconstructive approach. Researchers such as Babbie, et al (2001), Denscombe (2003) and Henning et al. (2004) refer to established research approaches or traditions or paradigms. For the purpose of this study, these phrases and words will be considered interchangeable.

2.2.2 Research traditions

The specific methodology employed in research is synchronised by theoretical paradigms in a consistent and logical design. Le Grange (2000:192) argues that if philosophical underpinnings, particularly epistemological and ontological assumptions, are not scrutinised in relation to the research process, it can lead to research being understood as a ‘technology’ or simple set of methods.

The different philosophies of knowledge as offered by Denscombe (2003: 61 - 109), Terre Blanche and Durrheim (1999: 3 - 13), Henning et al. (2004:17 - 24) and Gough (1993:1 - 8) are compared by the researcher in the Table 2.1 in an effort to gain a perspective of the philosophy that supports this research. Each approach will be discussed in more detail following the comparison below.

Table 2.1: A comparison of research approaches

Theoretical framework	Ontology Specifies the nature of the reality under study	Epistemology Specifies the nature of the relationships between the researcher (knower) and phenomenon (knowledge)	Methodology Specifies how the researcher may go about practically to study whatever can be known	Action verbs that dominate in this theoretical framework
Positivist	Law-like Empirical Analytical Natural sciences Stable and external reality	Objective Detached observer Fixed categories Outsider's perspective	<i>Quantitative:</i> Observation Measurement Objective quantification Experimental Hypothesis testing	Predict Test Confirm Control Explain Reject
Interpretivist / Constructivist	Internal reality of subjective experience Human sciences	Empathetic Observer subjectivity Insider's perspective Emergent categories	<i>Discursive qualitative:</i> Unstructured observation Open interviewing and prescriptions	Understand Construct Enlighten
Critical	Socially constructed reality Discourse Critical Science	Suspicious Political Observer constructing versions	<i>Participatory or action research:</i> Participation Involvement Collaboration Engagement	Emancipate Improve Change Empower
Deconstructive / Post-modernist	Discourse analysis	Working out of academic theory	Demonstrates that different meanings can be used by different readings. Pressing the literal meaning of a metaphor until it yields unintended meaning.	Deconstruct Identify gaps, looking for contradictions, using irony

2.2.2.1 Positivist approach

According to Babbie et al (2001:44), the positivist tradition refers to the French philosopher, Auguste Comte, who argued that the phenomenon of social sciences should be studied scientifically. In such a scientific study, the researcher controls what is being researched, leaving no room for emotion, thought or subjectivity to influence the outcome of the research. The objectivity of research is a key principle of this paradigm. The implication is that methods associated with scientific research must be applied to study the social sciences. Methods such as observation and measurement, which are at the core of scientific endeavour, are applied to build an empirical theory of knowledge for the social sciences. Personal insight is rejected as being too subjective to be 'true'.

Henning et al. (2004:18) summarise the methodology for a positivist approach as “a quantitative research methodology which centres on experimental control, structured and replicable observation and measurement, quantification, generalization and objectivity”. According to McMillan and Shumacher (1989, as quoted in Waghid, 2000:26), the intentions of quantitative research may be generally organised into four interrelated categories: to describe, to predict, to control, to explain. For several decades this approach to research has dominated the research enterprise.

Since the positivist approach does not consider the social dynamics and interaction of professional development in culinary arts, it was not considered as a methodological foundation for this research.

2.2.2.2 Post-modernist / deconstructive approach

Although linked, there exists a subtle difference between the post-modernist and the deconstructive frameworks. Post-modernism, working out of academic theory, refers to socially constructed elements and ‘something that comes after’ modernism. The key features are that it focuses on the power of language and discourse and the deconstruction of relationships of power. The purpose of the deconstructive paradigm is to do something ‘new’ and to organise that which is being disregarded. It focuses on issues that might have been ignored, reduced or repressed.

Le Grange (2000:192 - 195) argues that post-modernism challenges positivism, interpretivism and the critical theory as it reflects a decline of absolutes and questions the belief that research, which follows ‘universally’ defined rules and methods, will guarantee ‘true’ results: “Post-modern approaches seek to subvert this dichotomy and suggest alternatives, which wholly challenge dominant epistemological discourse in all its forms.”

According to Lather (1986:63), the foundation of post-positivism is the “cumulative, trenchant and increasingly definite critique of the inadequacies of positivist assumptions in the face of the complexities of human experience”.

The epistemology of a post-modern or deconstructive approach was not preferred to apply in this research of curriculum design and continuing professional development, and is therefore not discussed in more detail.

2.2.2.3 Interpretivist / constructivist approach

In contrast with the positivist approach of ‘proving the truth’, interpretivists aim to prove that there might be more than one truth without referring to the extremes of relativity. The emphasis of this approach is on experience and interpretation of different viewpoints that construct the social world. Because measurement can fail, different varieties of data, different sources of information and different qualitative methods are applied to contribute towards validity (Henning et al., 2004:20).

The methodology employed for an interpretivist / constructivist research centres on observation and qualitative data collection and analysis. Qualitative methods specifically enable the researcher to gain knowledge and understanding of the values, actions, needs and concerns of the participants in the study.

In an attempt to gain *understanding* of the perceptions, values, actions, needs and concerns of culinary professionals under study, the interpretivist / constructivist paradigm could have been employed to become a theoretical framework for this study. The ontology and epistemology of this approach, which values an internal reality and subjective experience of the researcher, also confirms the validity to apply it as framework for the study. However, understanding of the social phenomenon alone is not the primary aim of this research. The primary aim of this research is to investigate and analyse the gaps in training and training needs of culinary professionals, and to *address* the identified gaps of professional development in culinary arts by means of a *constructed* theoretical curriculum framework. This compels the researcher to also consider the critical theory as a possible research tradition to frame her research.

2.2.2.4 Critical theory

Where the interpretivist theory focuses on understanding a social phenomenon, the critical theory adds the practical transformation of social circumstances. “Researchers are no longer satisfied with predicting (positivist) or understanding (interpretivist), but want to *address* social issues in and through their research” (Henning et al., 2004:23). Aspects of emancipation and empowerment are associated with the critical theory. Although understanding is important, the emphasis is on improvement and positive changes.

Waghid and Le Grange (2003:7) credit Habermas (1972) for the identification of this “knowledge-constitutive interest” which involves the unmasking of ideologies and the linkage with actions of emancipation. According to Tierney (1994, as quoted in Waghid, 2000:27 - 28), “research is meant to be transformative; we do not merely analyze or study an object to gain greater understanding, but instead struggle to investigate how individuals and groups might be better able to change their situations” Critical theory does not produce ‘theory’, it develops theories specific to the particular historical situation with which it is concerned to change an unsatisfactory situation.

Culinary arts as a profession often suffers from perception as not being worthy of intellectual enterprise. These issues of perception and lack of professional acknowledgement can be addressed meaningfully by means of the critical paradigm. Reconstruction of the ‘world’, to address perceptions and to empower participants, can become a motivation for the application of a critical research approach in this study.

However, this critical theory can be criticised as being indicative in its attempt to promote change and improvement. Action research, as a methodology of the critical theory, can be applied to political and ideological issues, often with a noticeable presence of activism. “Research using the critical theory aims at promoting critical consciousness and breaking down the institutional structures and arrangements that reproduce oppressive ideologies, and social inequalities that are produced, maintained and reproduced by these social structures and ideologies” (Henning et al., 2004:23). According to Johnson and Christensen (2000:6), *action research* aims to answer “real world” problems in order to provide solutions.

Denscombe (2003:73 - 74) provides four defining characteristics of action research:

Firstly, it is aimed at dealing with real-world *practical* issues; secondly, *change* is regarded as an integral part of research; thirdly, it entails *a cyclical process*, involving feedback of initial findings leading to the implementation of changes and evaluation as a prelude to further research or investigation; and fourthly, active *participation* of practitioners is crucial.

Action research has become a powerful methodology that is usually driven by a sense of social action. It is implemented with the participation of the people for whom the intervention is designed with the aim of emancipation for the participants (Henning et al., 2004:47). Participatory action research aims at finding practical and workable solutions, or at least, the generation of knowledge to address concerns (Terre Blanche and Durrheim, 1999:235 -236).

2.2.3 Research approach in this study

The importance of locating the research design in a specific tradition becomes evident in Paragraphs 2.2.2.1 – 2.2.2.4. Applied research would typically involve locating a gap or problem, someone who acts on this problem in terms of planning and execution of a research study, the development of new knowledge based on this research and finally the implementation of the findings to solve or improve the existing situation. This study, involving the identification of continuing professional development needs for culinary professionals, and an attempt to address these needs by a proposed curriculum framework, will therefore be framed in terms of both an interpretivist and the critical paradigm, although the methodology of action research was not applied.

A comparison of research approaches was done in Table 2.1. This included the listing of dominating action verbs in each approach. The collaborative employment of the interpretivist and critical approaches in this study are further confirmed with the correlation of the following action verbs as stated in the aims for this research (see Paragraph 1.4): “... can be improved through...”, “...expectations of individual and industry alike...”, “... providing a sound foundation ...”, “... complex relation, interaction, collaboration and context ...”, “... to

promote a change ...”, “... to ensure future growth ...”, “ ... to improve the nature and interpretation ...”

The first phase of this research involved interviews with four focus groups, specifically identified to represent distinct areas in the field of culinary arts. The purpose was to obtain values and attitude about the nature of academic, vocational and continuing professional development of culinary professionals. The concerns identified during these initial group discussions and the possibilities to address these concerns established a point of departure for this research. Phases that followed this first phase include personal interviews (Phase Two), an electronic mail questionnaire (Phase Three) and a document comparison as final phase.

This study aimed to develop a theoretical curriculum framework for continuing professional development in culinary studies. The hospitality industry is constantly evolving and change has almost become synonymous with development. Denscombe (2003:75) confirms the viewpoint that change is both inevitable and desirable: “

One of the most common kinds of change involved in action research is at the level of *professional self-development*. It is in keeping with the notion of professional self-development that a person should want to improve practices and that this should involve a continual quest for ways in which to change practice for the better.

2.2.4 The distinct role of the researcher in this study

The mode of inquiry in this study is primarily of a qualitative nature; therefore the researcher plays a significant role in the production and interpretation of the data. Personal interviews and structured focus group discussions, as a means to identify broad-spectrum concerns regarding professional development in culinary arts, preceded an electronic mail survey. Miles and Huberman (1994:9) refer to these concerns as “patterns and processes, commonalities and differences”, which the researcher investigated by means of the proposed methodology.

Because the researcher has spent many years in teaching and practising a career in culinary arts, and may have shared comparative experiences with some of the participants, she would be attentive to subjectivity in the qualitative stages of the research, recognising it as a valid implement to interpret the outcome of the interviews, but also in applying the neutral outcome of a quantitative electronic mail questionnaire to promote reliability and accountability. The outcome of the research would describe truthfully and openly the void for continuing professional development in culinary arts as a profession and would propose a curriculum framework to address the identified shortcomings and support the curricula that are currently available.

2.3 RESEARCH DESIGN

2.3.1 Introduction

The development of an appropriate design for data collection reflects the kind of data that the researcher wished to obtain in combination with practical considerations related to the specific subject, time, resources and access to the sources of data. The most appropriate methods of data collection in practice were implemented, without reflection on other methods as being inferior.

Merriam (1998:6) compares a research design with an architectural *blueprint*: a plan for assembling, organising and integrating data and results in a specific end product.

Henning et al. (2004:142 - 148) view research design as a management plan, incorporating the six specific steps summarised as follows:

1. The selection of methods and motivation for using these methods
2. A description of the methodology
3. An explanation of data-management procedures with reference to the *when*, *how* and *with whom* in research mode
4. The discussion of processes of recording and filing of raw data
5. The transcribing and consolidating of raw data

6. An analysis and final discussion of data, including comments on validity, credibility and reliability of the research design.

The understanding and explanation of this management plan articulates the phenomenon of a research design, and not the presentation of organised and rearranged data. Decrop (1999:158) states that the choice of the appropriate research design and methods is directed by the relationship between the knowledge (phenomenon) and the knower (person possessing the knowledge). He agrees that triangulation, as a combination of methods, could be used to improve the validity and reliability of qualitative findings.

2.3.2 Triangulation

No single technique can claim a monopoly in the world of research. A combination of methods is often applied with qualitative research. According to Denzin and Lincoln (1994:5), qualitative research is inherently “multi-method in focus”, reflecting an attempt to secure an in-depth understanding of the phenomenon under study. Triangulation in research means looking at the same phenomenon or research question from more than one viewpoint, offering an alternative to validation.

Denzin (1987, as quoted in Decrop, 1999: 159) identifies four basic types of triangulation:

1. *Data* triangulation involves the use of a variety of data sources in a study.
2. *Method* triangulation refers to the use of multiple methods to study a research question.
3. *Investigator* triangulation concerns different researchers to interpret the same data.
4. *Theoretical* triangulation involves the use of multiple perspectives to interpret a single set of data.

The researcher applied data triangulation by producing different types of material resulting from interviews, a questionnaire and documents, including textbooks and promotional material. Method triangulation was also applied in this research by means of a combination of qualitative and quantitative techniques, including an electronic-mail questionnaire and

focus group discussions. Theoretical triangulation in this study involved the interpretation of data from an educational perspective of curriculum development, a vocational perspective of industry requirements and a social perspective of professional development. Strengths and weaknesses of the proposed methods for this research were compared by compiling Table 2.2. Sources consulted in drawing up this table include Wood (1992), Marcinkowski (2000), Denscombe (2003).

Table 2.2: A comparison of strengths and weaknesses of the applied research methods

	Strengths / Advantages	Weaknesses / Disadvantages
Focus groups	Method is economical of time and expense for researcher and participants	Analysis is time-consuming and tedious
	Participants have freedom to express opinion and raise issues	Reserved participants could prefer to be silent and the different sizes of the groups may have an affect on group dynamics
	Discussion provides stimulating and supportive environment to generate values, attitude and new ideas	Moderator must be familiar with the topic and skilful in group dynamics and leadership
	Consensus is desirable as it generates a strong motivation for the topic under discussion	Disagreement is acceptable – often leading to deeper insights into the research question
	Forum is provided to discuss relatively unresearched topics and ignite interest in professional development and research in culinary arts	Moderator bias in leading the group and analysis of data must be considered
	A once-off, simple 90-minute meeting with no follow-up paperwork or meetings for participants is relatively easy to motivate	Some preparation is required as participants receive a questionnaire as a guide to prepare for the discussion
	Obtained data is based on personal experience, as focus groups bring together participants to discuss topics of mutual interest	Discussions can become lengthy and should be managed well by the researcher, moderator or chairperson
Informal individual interviews	Provide deeper probing of the topic under investigation Respondents can ask for clarification if they do not understand any of the questions	Questions and answers could be limited to the range imposed by the interviewer and subject to possible interviewer bias
	Easier to arrange in terms of date, time and venue as only two people are involved	Time-consuming as only individual opinions are obtained
	Informal atmosphere and immediate reward of stimulating debate and discussion	Participants must be made aware not to become side-tracked from points under discussion
Electronic mail survey questionnaire	Method measures attitude and opinion and encourages elaboration of experience by inclusion of open-ended questions	Time-consuming to analyse and interpret open-ended answers
	Method can measure objective and quantifiable opinion in the absence of personal interaction	Subjective, experiential data is missing and impersonal, causing a lack of stimulus and response of a personal encounter
	Additional information on computer literacy of culinary professionals was obtained	Lower response rate due to generic e-mail contacts (e.g. info@institutions)

It is not only in the use of a variety of data collection methods and sources, but also in the use of different approaches to build the theoretical text, that the strength of an inquiry is built (Henning et al., 2004:103). In triangulation of research, biases can be limited by the implementation of more than one method. The researcher can thus increase both the validity and the credibility of the research and simultaneously gain an enriched interpretation of the research question.

The summary of the strengths and weaknesses as provided above, were documented in an attempt to indicate that the specific research methods were not selected uncritically. The researcher considered some strengths and weaknesses of the different research methods and endeavoured to manage them by means of balancing the strengths and weaknesses of each method, as explained by the following two examples:

- Focus group discussions are economical in terms of time and expense for both the researcher and the participants, in comparison with individual interviews. However, both techniques are considered valuable for their specific strength to produce sought-after personal opinion from the participants.
- Because of the possibility that the researchers' subjective involvement could bias the data generated from focus group discussions and personal interviews, an electronic mail survey could provide 'impersonal' data. This data was not analysed by the researcher, but by means of a statistical programme with the assistance of the Central Statistical Services of Stellenbosch University.

The techniques that were applied to produce data for this research involved the participation of hospitality professionals. These methods or techniques included semi-structured focus group discussions, semi-structured personal interviews, an electronic-mail questionnaire survey and document analysis. The application of these methods to generate data is considered relevant due to the limited documentation that exists regarding training needs and professional development of culinary professionals. The mode of inquiry in this study was both qualitative and quantitative. In an attempt to respond to the initial research question, a process of analysis and synthesis was applied to work through the data obtained.

2.3.3 Locating this research in the qualitative / quantitative debate

Etymologically the term *qualitative* is the opposite to *quantitative*. Lather (1991:9) argues that qualitative is ‘the other of quantitative’ and therefore a discourse only at the level of method and not methodology. It is important to point out that an array of established educational researchers has contributed to the qualitative-quantitative debate. The researcher therefore drew upon writings from a considerable body of literature, including Babbie et al (2001), Bryman and Burgess (1994), Denscombe (2003), Denzin and Lincoln (1994), Gough (2000), Guba and Lincoln (1982), and Henning, Van Rensburg and Smit (2004), together with others as recorded in the list of references.

Qualitative researchers such as Guba and Lincoln (1982:233 - 252) regard qualitative and quantitative methods as irreconcilable and argue that they should be seen as two different paradigms. Others (Denzin, Henning, Van Rensburg and Smit) consider the two paradigms compatible and propose that they could be used to complement one another. Another group of researchers (Waghid, Le Grange and Gough) argue that educational research should transcend the qualitative-quantitative debate and consider a postmodern approach.

Qualitative research design includes the application of ethnographic, historical and policy research. Denzin and Lincoln (1994:3) offer a generic definition of qualitative research as “a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible”. These practices can include case studies, personal experience, narratives, interviews, questionnaires, artefacts, cultural text and productions. Accordingly, qualitative researchers deploy a wide range of interconnected interpretive practices, hoping to get a better understanding of the subject under study. *Qualitative* therefore implies an emphasis on the qualities of units, processes or meanings that are not experimentally examined or measured in terms of quantity, amount or frequencies and accentuate the socially constructed nature of reality and the intimate relationship between the researcher and what is being researched (Denzin & Lincoln, 1994:8).

In research methods text and manuals, authors generally portray survey correlation and experimental research designs as typical examples of quantitative design. Oosthuysen

(1997:29) states that quantitative research emphasises the quantification of the phenomena under investigation, and that virtually all things are quantifiable, either in terms of a numerical unit or in terms of a sensory impression. In the quantification of subtle experiences, trends or attitudes, the qualitative researcher is able to describe the results of the research in specific terms and conditions. Le Grange (2000:192) refers to this interpretation of qualitative research as “the other quantitative” and argues that etymologically the distinction between quantitative and qualitative is appropriate only at the level of data.

Le Grange (2000:194) contends that the distinction between quantitative and qualitative at levels of method and research paradigm is indefensible. He states that the term qualitative, when it is used in the discourse of educational research, is burdened with a specific epistemological perception and proposes that the term qualitative should be abandoned when describing social research. He suggests that the term *post-positivist* may be more useful for describing contemporary educational research. This view is built on that of Denzin and Lincoln (1994:7), who state:

Qualitative research embraces two tensions at the same time. On the one hand, it is drawn to a broad, interpretive, post-experimental, post-modern, feminist and critical sensibility. On the other hand, it is drawn to more narrowly defined positivist, post-positivist, humanistic, and naturalistic conceptions of human experience and its analysis.

The qualitative-quantitative research methodology dichotomy can be transcended if research methodology is framed in a critical paradigm (Waghid, 2000:25). This author argues that the complementary relationship between qualitative and quantitative research activities aims to improve human actions in educational research, and that “educational research does not have to view quantitative and qualitative research as competitive or absolute types of the research process. None of the research approaches is without its contradictions and weaknesses.”

Since very little research has been done on continuing professional development in culinary arts, the researcher was of the opinion that the qualitative approach would assist her in her attempt to understand and interpret curricula for culinary professionalism. Van Maanen,

Faulkner and Cabbs (1982:53) agree that a qualitative approach assists in uncovering and understanding any phenomenon about which little is known.

The researcher applied the qualitative approach as a basis to generate a broad theory towards the need for continuing professional development. This data was generated in different phases: Phase One (semi-structured focus group interviews), Phase Two (semi-structured personal interviews or informal discussion), and Phase Three, which comprised an electronic mail questionnaire. These methods presented qualitative and quantitative data. These phases brought together aspects of both quantitative and qualitative research methodologies. This generated data was analysed and possible suggestions to address the current situation of continuing professional development for culinary professionals in South Africa were put forth.

2.3.4 Objectivity, reliability and validity in this research

As a result of the 'tension' between positivism and post-positivism, the methodological principles of objectivity, reliability and validity are often questioned by empirical analysts. Traditionally these principles are considered to be purely positivistic. Objectivity takes on a new dimension in qualitative research if it becomes related to attitudes, values and actions of the researcher and participants in the research, while reliability and validity stay traditionally concerned with procedures and results. The purpose of this section is to view objectivity, reliability and validity as research principles in order to apply them as guidelines to enhance the reliability and validity of this qualitative research and as a means to account for selected methodologies and methods.

2.3.4.1 Objectivity

In quantitative research the intersubjectivity of the researcher is regarded as a hindrance, while qualitative researchers view subjectivity as a valuable instrument (Niemann, Niemann, Brazelle, Van Staden, Heyns & De Wet, 2000:284). From this perspective, objectivity is not viewed as an escape from subjectivity, but rather as an intelligent and acquired use of

subjectivity, to analyse a situation. Mouton (1996:169) refers to the “insider perspective”, which requires the researcher to stay close to the subject.

The researcher is seen as a person with specific ideas and narratives, in terms of which the gathering, interpretation and reporting of data will take place. Niemann and Niemann (2000:284) have the following viewpoint:

Qualitative researchers must therefore not become trapped in the quantitative reference of objectivity, but must take their own stance concerning objectivity which bears a contra-factual regulative character: contra-factual because ‘absolute’ objectivity is never achieved and regulative because the researcher continuously has to aim at achieving as objective a ‘picture’ as possible by letting ‘the object speak for itself’.

As stated in Paragraph 2.2.4, the researcher was attentive to subjectivity because she had spent many years in teaching culinary-related subjects. It is likely that this background provided the necessary ‘insider’s perspective’ to interpret the outcome of the interviews. To further contribute towards objectivity in this research, triangulation with the ‘neutral’ electronic mail questionnaire was put into operation.

2.3.4.2 Reliability

Reliability in quantitative research methods is traditionally associated with accuracy, stability, consistency and repeatability of the research. Qualitative researchers regard reliability as the absence of random errors. Two types of reliability can be distinguished (Niemann & Niemann, 2000:285):

1. *Internal reliability* refers to the reliability during the research process. Measures such as data triangulation and method triangulation were applied to contribute towards internal reliability. The opinions, values and attitudes of four distinct focus groups, each from a specific area of expertise in culinary arts, were explored to establish general consensus and to limit random errors.

2. *External reliability* refers to the verification of the findings. The qualitative research report, as discussed in Chapters 4 and 5, contains a ‘thick’ description of aspects such as relevant characteristics of participants, theoretical ideas and methods of research, together with a clarification of the underlying theoretical arguments.

2.3.4.3 Validity

According to Johnson and Christensen (2000:106), validity refers to the empirical evidence and theoretical rationales that support the interpretations, actions and inferences of the research results. Niemann *et al* (2000:285) credit the following researchers for listing measurements to increase internal and external validity of data: Smalling (1994: 83 - 87), Cambell (1988: 72), Goetz and Le Compte (1984: 222 - 228), Miles and Huberman (1984: 231 - 243) and Denzin (1970: 201). These measurements can be summarised as follows:

- Preparing a comprehensive register of data, notes of relevant actions or events, theoretical and methodological memoranda and categories of data to be used
- Establishing member checks, peer briefing and audit trails to make corrections to categories and concepts formed
- Guarding against bias and perspectives that the researcher may instil in the participants, as well as their prejudices
- Indicating whether the researcher’s attitude has changed through exposure to the research
- Striving towards a representative investigation by making use of participants who are able to supply the needed information
- Gathering data until the *point of saturation* has been reached – i.e. until no new affirmative or contrasting information is obtained.
- Comparing data and indicating differences and similarities in the data
- Giving an accurate description of the research process, reasons for selecting specific methods, and context in which the research was conducted
- Providing a ‘thick’ description of the research situation and context so that others can ascertain to what extent the results are valid.

According to Lather (1991:69), objectivity and validity of research can be enhanced by measurements as mentioned above. “If we do not develop such procedures, our theory-building will suffer from failure to protect our work from our own passions and limitations.” To guard against researcher bias distorting the logic of evidence in post-positivist research, triangulation of data sources, methods and theoretical schemes can become a guideline for validity.

Terre Blanche and Durrheim (1999:314) state that the key consideration for internal validity is whether the findings and conclusions follow from data and the procedures that were applied, and the key consideration for external validity refers to the extent to which results can be extrapolated beyond the study context.

Different methods will be used complementary to one another to produce data on the same topic. This is referred to as ‘triangulation’ in the literature. Denscombe (2003: 133) describes this process in the following way:

Seeing things from a different perspective and the opportunity to corroborate findings can enhance the *validity* of the data. It does not *prove* that the researcher ‘has got it right’, but it gives some confidence that the meaning of the data has some consistency across methods and that the findings are not too closely tied up with a particular method.

Method triangulation was applied in this research to produce data as a means of comparison and contrast and to access information.

The references in this paragraph to validity, reliability and objectivity in this research provide a motivation for selected techniques. A comprehensive register of raw data, including the researcher’s field notes, questionnaires and computed data have been kept should it be necessary for the researcher or any supervisor to audit the data.

The measures taken to ensure the validity and reliability of the selected techniques and the objectivity of the researcher will subsequently be substantiated in the detailed discussion of the research process and procedures, presented as a three-phased research process.

2.4 RESEARCH PROCESS AND PROCEDURE

The research procedure will now be discussed as a three-phased process. Each phase refers to the selection and implementation of specific research techniques and methodologies, which will be discussed and motivated.

2.4.1 Phase 1: Semi-structured focus group interviews

2.4.1.1 Motivation for using semi-structured focus group interviews

Focus groups are generally regarded as a reliable and valid way of exploring attitudes and opinions on non-sensitive and non-controversial topics: “They can excite contributions from interviewees who might otherwise be reluctant to contribute and, through their relatively informal interchanges, focus groups can lead to insights that might otherwise not have come to light” (Denscombe, 2003:169)

Four diverse groups of professionals in culinary arts were identified for these interviews as a means of triangulation by using different sources of information and in an attempt to generalise data over the broad spectrum of culinary professionals. According to Morgan (1997:43), the ideal number of focus groups for a research study is three to five, depending when a point of saturation is reached. As mentioned earlier on, this point of saturation in research refers to that point where data collection no longer generates new understanding or insight into the research topic. The decision to implement four focus group discussions was based on this recommendation. Furthermore, it was possible to identify four specific groups, which could contribute meaningfully to the research of curriculum needs for continuing professional development in culinary arts.

The sampling of the focus groups was purposive and not random, as knowledgeable, information-rich and willing participants were included. Vaughn, Schumm and Sinagub (1996:62) recommend that in the selection of focus groups, the participants should be selected to be as homogeneous as possible in terms of social background, qualifications and demographics. The following, relatively homogeneous groups were identified: industry professional, faculty of leading culinary training institution, career changers and teachers or trainers for culinary-related subjects at GET and FET level. Because the researcher was full-time employed as a senior lecturer at the above mentioned training institution during this period of research, the inclusion of the training staff from this institution as one of the focus groups was based on the principles of convenience sampling.

The size of the groups was respectively 11 industry professionals, eight faculty members (including the researcher), nine career changers and 24 educators. Each group was selected to represent a distinct domain in culinary studies as a profession in order to establish subject-specific vocabulary, to provide possible options to test in the mail survey and to contribute towards the reliability and validity of the research.

Morgan (1997:43) further advises that focus groups should not be smaller than six but not larger than 10. If fewer than six, interaction can be limited and if more than 10, controls can be difficult and individual contributions might be limited. In this study it was noted to be very true, specifically in the case of the large group of educators. The first three focus group meetings were of 'ideal' size and more conducive to the production of research data. Wilson (1997:216) also recommends the use of small groups where the purpose is to understand and interpret homogeneous needs, experiences and values of the specific group.

The employment of semi-structured interviews with four focus groups as the first phase in this study presented the researcher the opportunity to investigate deeply into the experiences of culinary professionals. Being qualitative in nature, this method is based on gathering descriptive data which is rich in meaning. The interviews therefore provided the researcher with a valuable insight into the status of continuing professional development in culinary arts. The advantages of group interviews are that "they help to reveal consensus views, may generate richer responses by allowing participants to challenge one another's view, may be

used to verify research ideas of data gained through other methods and may enhance reliability of responses” (Lewis, as quoted in Denscombe, 2003:168)

The aims of these focus group interviews were the following:

- To obtain opinions, attitudes, values and a diversity of views, needs and perspectives
- To contribute towards accountability and validation of this research
- To determine the profile of a culinary professional, the extent of training needs and the most appropriate teaching/learning techniques possible for this industry.

2.4.1.2 Interview procedure

After the identification of the four focus groups, the researcher approached potential participants in each group telephonically or personally, in order to establish their individual willingness to take part in such a group interview. There after a specific date, time and venue was confirmed for each group interview. It was agreed that these meetings would not be longer than 90 minutes, as time restraints were the primary objection for not being able to participate. Once that was established, each participant received a guideline in the form of a questionnaire consisting of open-ended questions, at least two days before the meeting. The participants were expected to prepare for the meeting by answering these questions before the meeting, allowing them time to develop ideas and the opportunity to speak widely on the issues addressed during the meeting.

The group discussions revolved around the themes addressed in the questionnaire, with the researcher playing an active role as moderator to focus these discussions. The five themes that were discussed included the following:

1. Views and perspectives on culinary arts training programmes
2. Skills and competencies required of a culinary professional
3. Values and attitudes regarding professional development in culinary arts
4. Challenges and changes facing culinary studies as a sector of the hospitality industry
5. Focus areas for continuing professional development in culinary studies.

The schedule used for focus group interviews is listed as Appendix 2.1, and the questionnaire that participants received before the interviews is included as Appendix 2.2.

Because of time limitations, these meetings started promptly and without any type of food and beverage catering. The moderator started these meetings by thanking all the participants for their willingness to contribute towards this research and expressed appreciation for their time, effort and opinion. She also encouraged them to enjoy the experience of sharing their views with peers, and to consider the time spent as an investment into the culinary profession at large but also in their own career development as part of her motivation for the research. Participants were not expected to address the researcher or the 'chair' during the discussions, but to speak freely to the meeting about the specific topic under discussion. Participants could use the questionnaire and written preparation as a guide and were requested to keep minutes about new information or fresh views generated during the meeting.

These completed questionnaires, with the additional information gathered during the meeting, were handed back to the researcher for further analysis, because it was difficult to record the discussions as speakers sometimes interrupted one another or talked simultaneously. Another advantage of these records was that the researcher could gain information about opinions that had not been expressed during the group discussions, either because participants may have regarded it to be inappropriate in the group, or because of personal reservations of more reticent participants.

Included in this questionnaire were blocks to the right of each question, where the researcher and each participant recorded the group consensus on each point of discussion.

E.g. **SKILLS AND COMPETENCIES**

Please list the most important attributes (qualities) of a
culinary professional: _____

Group consensus

This technique turned out to be very valuable, since it gave the researcher access to each participant's original view or interpretation of the question, together with the way it expanded or changed during the focus group discussion. Some of these questions were included in the

electronic mail survey questionnaire. Possible difficulties with interpretation were identified at this early stage.

2.4.1.3 An overview of the four focus groups involved in the interviews

(a) Industry professionals

Group 1 involved 11 industry professionals, with job descriptions including Senior Sous Chef, Executive Chef, Food Editor, Product Development Manager and Food Entrepreneur. (Refer to Appendix 1 for clarification of career titles.) Participants in this group were selected because of the leading role that each was playing in his/her specific work environment and in culinary arts in general in the Western Cape. A summary of the applicable biographical details will be presented as Table 5.2 in Chapter 5.

(b) Faculty members of specific training institutions

Group 2 involved seven faculty members of the Institute of Culinary Arts (ICA) with participants being primarily involved with teaching and training of culinary professionals. This group was able to contribute specifically towards curriculum aspects of the research. At the time of the research the researcher, whose biographical detail is also listed, was employed as head of department at this institute. One of the part-time faculty members was included in Focus Group 1 as an industry professional, since he spends more time as practising professional and entrepreneur than in training. A summary of the applicable biographical detail of this focus group is included as Table 5.3 in Chapter 5.

(c) Career changers

Group 3 involved career changers, who had started a new career in culinary arts. This group contributed mainly towards the different perspectives and expectations that exist about culinary professionals and the diversity of careers in the culinary arena. Motivations for their career change are included. A summary of applicable biographical detail of this focus group is included as Table 5.4 in Chapter 5.

(d) Educators involved with hospitality-related subjects at FET colleges and GET schools

Group 4 involved educators in culinary related subjects at formal schools and FET colleges from four provinces in South Africa, and one participant from Namibia. This group was selected to contribute towards curriculum needs for the professional development of teachers and trainers. A summary of applicable biographical detail of teachers and trainers in this focus group is included as Table 5.5 in Chapter 5. The need for the re-training of teachers and the re-planning of curricula was confirmed during the personal interviews with provincial curriculum-planners, which constitutes Phase 2 of this study.

2.4.2 Phase 2: Personal interviews

2.4.2.1 Motivation for using personal interviews

The sampling for the interviews was purposive, as selected individuals represented a theoretical population. They acted as spokespersons for a selected topic under discussion, which was curriculum development in this research. Respondents who are experts in their subject field can contribute meaningfully to the interview and add information and depth that was not initially intended (Denscombe, 2003:165).

Informal interviews were conducted with the two representatives of the Western Cape Education Department (WCED): (1) Senior Curriculum Planner, Travel, Tourism and Hospitality Studies (GET Directorate) and (2) Deputy Chief Education Specialist – Occupational Programme Development and Assessment (FET Directorate). Both were selected because of the position each one holds in the WCED and their unique association with and insight into curriculum involvement of educators of hospitality-related subjects. Teachers and trainers were identified as one of the focus groups of culinary professionals. These interviews provided invaluable information and confirmation about the existing need and urgency for re-training and up-skilling of teachers who are involved in culinary-related subjects. The procedures for and approaches to the re-training of educators employed in the WCED were also discussed.

2.4.2.2 Interview procedure

Henning et al. (2004:50) identify two main types of interviews, namely the conventional standardised interview and the discursive, constructionist interview. Because this research operated from a qualitative methodology, the researcher made use of non-standardised informal interviews, where the interviewer and interviewee were involved in a one-to-one discursive practice. Although the ownership of the interview belonged to the interviewer, she allowed the interviewees to contribute to a dialogue during the process. “Ultimately, the discourse of empowerment is a valuable tool and suggests an honourable positioning of both researcher and respondent” (Henning et al., 2004:69). It remained the responsibility of the researcher to manage the procedural elements such as time, depth of discussion and exploration of important debate, together with an element of guidance in the process.

By way of introduction, the interviewees were informed about the motive (enrichment to other techniques), methods (unstructured, to permit answers to be more flexible and of greater qualitative format) and objectives (to determine the extent of curriculum development needs and to determine interviewee response to current changes in curriculum planning and development – including OBE and NQF in the WCED) of the research. Permission to be quoted in the final proposal of the research was obtained from the interviewees.

A set of prepared questions was provided to the interviewees so that they could scan and reflect on them. Due to the unstructured nature of the interview, many of the pre-set questions were addressed without being explicitly posed by the researcher. This contributed to establishing a climate in which the interviewees could feel comfortable and able to respond authentically to the initial set of questions. The venues, time and dates for each interview was set according to the preference of each participant. The researcher arranged for beverage and refreshments to be served.

In order to avoid disturbing the flow of the discussion, the researcher kept cryptic field notes during the interviews. The researcher summarised the essence of the dialogue towards the end of the interview and invited the respondents to add any information that they thought should

be included. Each interview was concluded with a word of appreciation for their time, effort and valuable contribution to this research.

2.4.3 Phase 3: Electronic mail questionnaire

2.4.3.1 Motivation for using an electronic mail questionnaire

The inclusion of an electronic mail questionnaire as part of this research provided an additional source of data, which was used to support and intensify the data obtained in the preceding phases. The researcher distributed 60 questionnaires to culinary professionals, both in South Africa and internationally. The supervisor for this research distributed 32 questionnaires, to training institutions on behalf of the researcher to guarantee confidentiality and validity. All the questionnaires were distributed electronically via e-mail because it was expected that all respondents would be able to read, understand and respond to the questions through this medium of communication. “‘E-surveying’ is an obvious extension of traditional data collection methods, offering researchers the potential to reach numbers of respondents in a potentially efficient and cost-effective manner” (Litvin & Kar, 2001:30).

The immediate delivery of the instrument and the opportunity of an equally quick response, together with the fact that responses can be received around the clock (especially applicable to overseas respondents), were the major considerations for an electronic mail survey. This method also proves to be cost-effective in terms of time and money. All the questionnaires, with a covering letter, were sent as an attachment with the topic of the mail indicated as “Research - curriculum development for culinary professionals”. The content of the direct mail was a single sentence request to open the attachment and read the explanatory covering letter and complete the questionnaire. The covering letter and questionnaire are listed as Appendices 2.3 and 2.4 respectively.

2.4.3.2 Design, format, length and structure of the electronic mail questionnaire

Each questionnaire was sent with a covering letter that provided background information on the purpose of the study. It also explained how the information and results would be used and that respondents' confidentiality would be guaranteed. Furthermore, it gave general instructions on how to complete and return the questionnaire.

The questionnaire was structured into five sections. Biographical information was gathered in Section 1. This included additional demographic information – age, gender, citizenship, ethnic group, education and qualifications, experience in the industry, title, job description and management level – to determine whether these variables were related to practices and attitudes to professional status as a culinary professional.

In Section 2, basic competencies for a culinary professional were provided, applying a Likert-type scale to determine the importance of each item. Six scales, ranging from very important, important, fairly important, fairly unimportant, unimportant to totally unimportant were implemented. This scale left no space for a neutral answer and participants were 'forced' to make a decision on the importance of each item. Section 2 was sub-divided into seven sections of basic competencies, including administrative, financial, management, human resources management, training and teaching, general culinary, and specific culinary competencies. In total, 41 items were listed. The advantage of this section was that a standardised set of responses from all respondents was gathered, allowing for easier comparative data analysis.

In Section 3, areas for continuing professional development were listed and the same Likert-type scale was applied. Respondents were requested to comment on each item in the space provided for these additional comments. The items listed in this section followed as an advancement on the items that had been listed as basic competencies, with the addition of entrepreneurial and business, labour law and legislation, arts and design, marketing and public relations, as well as multi-media food promotion and communication competencies. In total, 12 items were listed.

Section 4 referred to professionalism in culinary arts as a profession. A five-point scale was included in this section, allowing participants to opt for a neutral stance. Participants were requested to indicate their degree of agreement on each statement, ranging from strongly agree, agree, neutral, disagree to strongly disagree. This variation of scale was considered useful, since it captured subtle gradations of opinion or perception. An invitation to add any comment was again included in this section, which comprised of eight items.

Section 5 list opinions about training, continuing professional development and available qualifications in culinary arts. Open-ended questions were included in a combination of statements on which the participants could comment. These open-ended questions allowed respondents to communicate their experiences of or opinions about continuing professional development in culinary studies in their own words, thus supplying valuable information to access values and attitudes.

2.4.3.3 Relevancy, validity and reliability of the electronic mail questionnaire

The inclusion of an e-mail questionnaire survey in this research served to establish a representative picture of anonymous respondents, allowing for ‘more truthful’ answers. Following focus group discussions, this method was relatively easy to manage, and it was considered to be an economical form of survey in terms of time, money and materials. Additional information about the respondents’ computer literacy was established simultaneously. Respondents could not ask for clarification if they did not understand the question. (If respondents do not understand the questions some questions could be misinterpreted and be of no use in the analysis of the data.)

2.4.3.4 Sample unit and methodology

The ideal respondent in this survey was a practising, experienced and qualified culinary professional. This description seemed to pose problems of its own for two reasons: no comprehensive list of culinary professionals exists and many successful, practising professionals in this industry are not formally qualified. Mouton (1996:135) describes the

identification of a population as a two-step process: firstly to identify the target population and secondly to construct the sample frame, a process that was carried out in this research.

E-mail addresses of culinary professionals or establishments and training institutions were sourced via free access commercial e-mail directories available on Internet or telephone directories 2004/2005 of Boland, West Coast and Cape Peninsula. If the required information (as mentioned below) was not available, or if it was impossible to access it, the establishment was not considered for the database. These establishments were listed in an alphabetical order where after a systematic random sampling methodology was applied to select the research sample. The first establishment (with a number as a name and used as in the example below) was selected and there after one was skipped and two included until the list was exhausted. Questionnaires were sent to 60 culinary professionals, mainly in the Western Cape, but also to professionals in the rest of South Africa and internationally. Although the hospitality industry is a very large and diverse one, there are not very many culinary professionals in the industry and 60 were considered to be representative of the population.

The researcher compiled a database of 94 establishments and culinary professionals. The data was summarised in an Excel document as shown in the table below:

Table 2.3 Example of the listing of establishments

Name of establishment	96 Winery Road
Type of establishment	Restaurant, renowned for Cape country flavours
Location	Off the R44 between Stellenbosch and Somerset West
Owners / Founders	Ken Forrester and Martin Meinert
Operating period	Since 1996 – Hence their name
Operating hours	Lunch daily, dinner Mondays – Saturdays
Telephone number	021 – 842 2020
E-mail address	wineryrd@mweb.co.za
Chef or culinary professional	Natasha Harris
Seating	Elegant yet relaxed ambience, 60
Guide of symbols	Vegetarian-friendly menu Easy wheelchair accommodation Smoking section Member of the American Express Platinum Fine Dining Club
Average spent on visit per person	R100 – R150
Special achievements or rewards	Chaîne des Rotisseurs Blasson Selected as one of Johnnie Walker Top 10 Restaurants 2002

A number of 32 privately owned training institutions in South Africa were sourced at this stage of the study, and were listed on a separate database. Because the researcher was employed as a full-time lecturer at a specific training institution, to guarantee anonymity to other training institutions, the study leader in this research distributed the same questionnaires to these training institutions, using a different covering letter. This covering letter is included as Appendix 2.5.

2.4.4 Conclusion

Different methods of data generation were discussed in the paragraphs above, each one with specific strengths and weaknesses. In agreement with Field (2000:329), the researcher chose to analyse the data generated by means of focus groups and personal interviews manually. This created an opportunity for the researcher to “be close to raw data”, which was valuable for a constructive understanding of individual significance and group nuances. Data generated by means of the electronic mail questionnaire was analysed with the assistance of Dr Martin Kidd, from the Centre for Statistical Consultation. This selection of more than one method for data generation and analysis contributed to the validity and reliability of the research process.

2.5 SUMMARY

This chapter reflected on research paradigm and design as a theoretical foundation in order to create a platform for the research. The researcher endeavoured to motivate the choice of a research tradition to frame her study. After the positivist and post-positivist approaches were reported on, the interpretivist and critical paradigms were identified to frame this research, applying mainly qualitative methodologies. In triangulating the three techniques, focus group discussions, informal personal interviews and an electronic mail questionnaire survey, the researcher attempted to cross-check the generated data.

The research process and procedure were discussed by means of a three-phase approach, in which three research techniques of semi-structured group interviews, personal interviews and an electronic mail questionnaire were implemented. Motivations for using each technique and

procedure of applying each technique were discussed in detail. The execution of the research process and the analysis of generated data will be discussed in detail in Chapters 5 and 6.

Because the primary aim of this research is to investigate the need for continuing professional development and to propose a theoretical curriculum framework, the next chapter will present a theoretical orientation towards continuing professional development and a curriculum framework.

CHAPTER 3

CURRICULUM DEVELOPMENT AND CONTINUING PROFESSIONAL DEVELOPMENT WITHIN CULINARY STUDIES: RELATED THEORY

3.1 INTRODUCTION

In Chapter 1 an outline was given indicating that gaps might exist in the training and continuing professional development of culinary professionals without any specific reference to the concept of professional development or curriculum theory per se. This chapter will describe related theoretical aspects of the process of curriculum development and continuing professional development. This literature review provides a foundation and sets the stage for the research on the curriculum needs of culinary professionals. According to Henning et al. (2004:27) the purpose of a literature review is firstly, towards the contextualisation of the study, to argue a case or to identify a niche, secondly to engage critically with literature, and thirdly to show the relevance of findings in relation to the existing body of literature.

Before a significant evaluation of the existing culinary studies programmes and a possible contribution towards improved or new curricula for such programmes can be attempted, a clear and consistent definition of curriculum and curriculum development and a curriculum framework must be formulated, together with a concept clarification of *culinary professionals*.

To place this study in the perspective of curriculum theory and curriculum development, different definitions for *curriculum* will be considered; thereafter a working definition for the purpose of this study will be described. The co-existence of development and change will be described and linked to the concept of a curriculum framework for continuing professional development in culinary studies. Approaches to and principles of curriculum development will be discussed. The focus of this research will be on curriculum development and curriculum design. However, curriculum delivery – which entails dissemination and

implementation – together with curriculum evaluation, will be addressed insofar as it affects the processes of development and design.

Curriculum development, design and delivery are the focus of most educational ventures. Some of the principal functions in educational institutions are to plan and design, to prepare and deliver, and to assess and examine the curriculum and its outputs in ways that foster and support student learning (Organisation for Economic Co-operation and Developments, 1998:55). This is also an important point of observation for enquiry into the professional credibility of teachers, trainers and lecturers in terms of subject authority (Helsby & McCulloch, in Hegarty, 2004:19).

Many problems in the educational arena can be directly related to *curriculum*. Reflection on and the study of curriculum theory are therefore essential to be able to address related issues meaningfully and to ensure that dynamic and relevant curriculum development takes place (Carl, 2002:24). Much of curriculum development has “historically been a hit-or-miss procedure; patching, cutting, adding, plugging in, shortening, lengthening and troubleshooting” (Oliva, 1988:43). Comprehensive planning is essential to avoid “a mere shifting of pieces from one place to another, taking one piece and replacing it with another without a reappraisal of the whole pattern” (Taba, 1962:8).

The level on which curriculum development is focused will have an influence on the outcome and the direction of the research and on the proposed curriculum framework. A curriculum at national (macro-) level will differ from one for a specific institution (meso-level) and that will be different from a curriculum for a specific subject or field of study (micro-level). For the purposes of this research the focus will be on the development of a theoretical curriculum framework for culinary studies as a specific field of study. An orientation and alignment towards the meso-level will prevail when the existing curricula from different institutions are compared. This study will also touch on the macro-curriculum when the availability of national qualifications in culinary studies is considered.

Curricula for continuing professional development of culinary professionals in South Africa will also be compared with some of the programmes that are available internationally, which will be presented as Chapter 4. This comparison of programmes, both national and international, will site the availability and accessibility of culinary programmes over a broad spectrum of the different levels of education and training. It will also contribute towards the identification of shortcomings and weaknesses in existing curricula. The primary aim of investigation and analysis in training needs of culinary professionals, as described in Chapter 1 will be supported by these comparisons.

This chapter will close with a short synopsis of *professionalism* in culinary studies, offered as a concept clarification. This concept clarification will also refer to *lifelong learning*, *continuing professional development* and *experiential learning*. A brief overview of the development of culinary studies and the contribution of major historical figures will conclude this chapter.

3.2 CURRICULUM DEFINED

3.2.1 Introduction

There is an abundance of literature covering the spectrum of curriculum studies and what it entails (Bourner, 2004; Carl, 2002; Oliva, 1988; Pinar, 1995; Pratt, 1994). The word *curriculum* has taken a complex and sometimes elusive connotation, and is therefore difficult to define. It is generally regarded as the way in which learners move on an educational track, under the leadership of their mentors, to a higher level of knowledge and understanding (Oliva, 1998:2). This knowledge and understanding may be applied in adulthood or it may assist in the preparation for a professional career.

The origin of *curriculum* can be traced to the Latin word *curro*, which refers to “running on a racetrack” (Sönghe in Carl, 2002:35). This connotation evokes images of a start and finish, a track, competitors, events and programmes and even a winner and rewards. Cicero applied the term metaphorically when he referred to *vitae curriculum* as the course of one’s life (Pratt, 1994:5). Zais (1976:16) applied this meaning of *curriculum* in terms of the proverbial

distance to travel in order to complete a specific course, including several subjects, to obtain a specific qualification. Wheeler (1979:11) recorded another popular interpretation of *curriculum* as the planned learning experiences that are offered to the learner under the guidance of a specific school. The curriculum is concerned with the presentation of knowledge, and it involves a pattern of learning experiences, both instrumental and expressive, designed for the students within the educational institution (Eggleston in Hegarty, 2004:20)

According to the above, a curriculum constitutes a formal arrangement for the pursuit of learning. The original meaning of *curriculum* was extended entirely from a bona fide racecourse to a comprehensive abstract concept with a particular focus on education.

3.2.2 The dilemma of the definition and paradigm concept of *curriculum*

In the previous paragraph it became clear that *curriculum* is more complex to define than initially perceived, because it can delineate a high level of generality and a lower level of precision. There are many explanations and applications of the word *curriculum*, making it essential that it should always be interpreted in a specific context. The term *curriculum* is often equated with an educational programme, including the subjects or a course taught at an educational institution. It is sometimes limited to a subject syllabus.

The ideological role of curriculum in society advocates for a broader interpretation of the meaning of *curriculum* and includes a 'hidden' curriculum (Oliver, 1977:8). Attention is focused on the unplanned but nevertheless systematic ways in which the curriculum functions to initiate learners into cultural, economic and political life in their society. Learning can occur within a given situation without being stipulated or planned in a curriculum, including elements such as the values and norms of the curriculum planners, the immediate social environment and availability of facilities. Olivier (1977:8) added the concept of a hidden curriculum, which encompasses values promoted by the school; diverse emphasis given by different teachers within the same subject area, together with the social climate of the school, to the basic elements of studies, experiences and services.

The nature of *curriculum* has a narrower and wider meaning and application, according to the context in which it is used (Pratt, 1980:10, Barrow, 1984:40, Carl, 2002:37 and Oliva 1988:6). The curriculum cannot be defined in terms of outcomes only if practitioners – inconsistently – proceed to treat the prescribed content as the essence. In most conversations *curriculum* is used as a convenient synonym for *content*. If content stays unchanged, curriculum becomes an interpretation or theory of content. Curriculum cannot be content only, but becomes an interpretation of the educative potential of content. Any type of content in a classroom is filled with social and pedagogical meaning apart from itself. It is therefore easier to recognise that a curriculum, defined relatively narrowly in terms of content, may have unintended consequences and that prescribed content must obviously relate to educational goals and objectives. A programme of activities, designed in such a way to ensure that learners will accomplish certain educational and other schooling ends, represents a relatively specific definition of curriculum (Barrow, 1984:9-11).

According to Marks, Stoops, King-Stoops (1974:457) the curriculum can be seen as

[T]he sum total of the means by which a student is guided in attaining the intellectual and moral discipline requisite to the role of an intelligent citizen in a free society. It is not merely a course of study, nor is it a listing of goals or objectives; rather, it encompasses all of the learning experiences that students have under the direction of the school.

Tanner and Tanner (1975:48-49) describe the curriculum as

[t]he planned and guided learning experiences, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner's continuous and willful growth in personal-social competence.

From the preceding paragraphs it is clear that a dilemma exists with regard to the definition and paradigm concept of *curriculum*. While Marks et al seems to have a holistic notion of the concept curriculum, Tanner and Tanner provides a much more concrete definition. It can therefore be concluded that no single definition can substantiate or justify the many, even conflicting, conceptions of *curriculum*. *Curriculum* incorporates all these literal and institutional meanings as discussed in the previous paragraphs, but is by no means limited to them. In this sense curriculum adopts nuances that could have historical, political, racial, gendered, phenomenological, theological and international connotations.

In Pinar's (1995:847 - 489) view, a curriculum should

... goad us into caring for ourselves and our fellow human beings, to help us think and act with intelligence, sensitivity and courage in order to establish a democratic society ... it is more than a process. It becomes a verb, an action, a social practice, a private meaning and a public hope. It is not just the site of our labour, it becomes the product of our labour, changing us as we are changed by it.

In defining the broad field of curriculum studies, curriculum specialists attempt to develop the field by the application of their unique combination of knowledge and skills, which generate new concepts and allow for innovation to take place (Carl, 2002:31). Curriculum studies are an inter-disciplinary field of studies with the implication that various disciplines must work together in order to establish relevant curricula. Curriculum practitioners must at various times be philosophers, psychologists, sociologists, historians, evaluators and researchers, amongst others (Oliva, 1988:19).

Thus interpreted, *curriculum* will not only be applied to school and formal education but will also be viewed from a perspective of work and lifelong learning. It can be seen as a process to negotiate change, also in the field of culinary studies. It is therefore not only limited to formal qualification-based learning, but it includes non-formal and informal forms of learning.

3.2.3 Curriculum as reflected in culinary studies

The definitions discussed above have major implications for reflection on the curriculum development of culinary studies. Curriculum development in culinary studies has hitherto mainly occurred in ‘learning by doing’ and reconstruction of knowledge and experience rather than from a theoretical proposal. A theoretical framework can therefore offer benchmarks against which to interpret what is really happening in culinary arts curricula and assist in the development of a reliable curriculum framework for professional culinary development.

The word *curriculum* in education and in practical teaching has undergone a change in meaning, which makes it necessary to differentiate at least between institutional curriculum, course curriculum and subject curriculum. In the context of culinary studies as applied in this study, each of the above-mentioned curricula can be explained as follows:

- *Institutional curriculum* refers to the courses and their compositional subjects offered by the institution, for example a National Diploma in Culinary Arts or a Diploma in Food and Beverage Management or Diploma in Professional Cooking.
- *Course curriculum* includes the subjects and subject compositions offered for a particular course. It can, for example, comprise Human Nutrition, Food Science, Professional Cooking Food and Cultures, Food Photography, Food Journalism, Customer Service and other related subjects.
- *Subject curriculum* includes detail for a specific subject (such as Human Nutrition or Practical of Cooking) and comprises a description and systematic ordering of goals, objectives, content, learning activities and experiences, teaching methods and evaluation procedures for that subject (Carl, 2002:41).

Curriculum is often applied in a narrow and traditional way to refer to content or subject matter that is transmitted to the learner by educators. In the proposed curriculum framework the researcher will apply a more expansive definition that encompasses wider aspects of thinking and learning.

The proposed framework will not contain a description of specific subject matter, but a set of proposals indicating the following:

- The broad educational purposes to be served or outcomes to be achieved
- Possible organisation and composition of subject matter
- Some suggestion to achieve and evaluate the proposed learning outcomes.

A curriculum framework for continuing professional development in culinary studies should contain the broad objectives together with the core contents. The same principles as for curriculum development apply, i.e. a situation analysis, formulation of goals and objectives and selection and classification of content and evaluation.

3.2.4 Conclusion

From the different perspectives as discussed briefly in the preceding paragraphs, it can be derived that no single definition of curriculum will apply to all given orientations, situations and contexts. It is therefore important that the particular theoretical structure of curriculum should be interpreted and applied in a specific context. For the purpose of this study the researcher will be guided by the fact that neither curriculum nor curriculum development is ever static or fixed, but always a reflection of the society in which it is evolving.

As early as 1975 (48-49), Tanner and Tanner capture an essence that will be applied throughout this study, with their reference to “continuous and willful growth in personal-social competence.” Their definition of curriculum relates both to the dynamic nature of a curriculum and the dynamic nature of culinary arts as a field of study. Both are subject to continuous change and are inextricably linked to the given social, cultural and vocational situations. The fluid and changeable nature of both these fields of study had an impact in this research and on the proposed curriculum framework.

In the following paragraphs, curriculum development will be discussed, where after various approaches to curriculum development and principles of curriculum development will be considered before the researcher will focus on curriculum design. A situational analysis as the

first phase of curriculum design will be emphasised. This will be followed by a presentation of the processes of implementation and evaluation. These aspects of curriculum development will be placed in the perspective of this study in order to offer culinary studies some structure and to allow culinary professionals some possibilities to excel in a demanding industry that is constantly expanding.

3.3 CURRICULUM DEVELOPMENT

3.3.1 Introduction

After considering different definitions of a curriculum in terms of a plan or an educational track for the achievement of specific competencies, it is important to confirm the dynamic nature of a curriculum in general and particularly a curriculum for culinary arts development. A curriculum should be considered a social phenomenon that is dynamic and subjected to continuous changes and linked to a social-cultural setting. Curriculum development must therefore allow for the consideration of values outside the immediate subject field or specific society (Pratt, 1994:10).

There is a need in South Africa for dynamic curriculum development in education and training so that relevant education may prepare students for the world of work (Carl 2002:25). Many problems in education and training can be traced back to improper or poorly planned curricula: “For South Africa to have any hope of competing in the same league as the global economic society, education will have to be more relevant to employment and the quality of both education and the work force will have to improve” (Van Rensburg in Carl, 2002:26).

Curricula for culinary arts training and development will therefore have to reflect this dynamic nature by staying rationalised while also being industry-related. With innovation and new technologies, academic programmes must adapt constantly to consider the current and future needs of culinary professionals.

3.3.2 Defining curriculum development

Regardless of the level or field of study on which curriculum development focuses, the processes will be similar. A basic cycle from needs analysis, design and implementation to evaluation will guide a programme-improvement process, applying the methodology of action research. Curriculum development is consequently also a process whereby values are interpreted and integrated into learning experiences. These processes are applicable at all levels of conceptualisation and substantiate all efforts to improve educational programmes (Wiles & Bondi, 1984:18 - 19).

Curriculum development can be viewed as an umbrella concept, referring to the dynamic and ongoing process which is based on systematic planning. It includes the phases from dissemination to evaluation (Carl, 2002:44, 53, 80). The six phases of curriculum development, each with its own set of actions includes initiation, planning, development, testing, implementation and evaluation. These phases imply an ongoing process and constant change.

3.3.3 Curriculum development and change

Since educational systems are affected by changes in society and curriculum, changes are normal and expected consequences of changes in the environment (Oliva, 1988:45).

Bourner (2004:39 - 49) offers an explanation for the changes in the higher education curriculum by describing four phases of focus over a period of three decades:

- Up to the 1970s, the interest was on the so-called 'traditional' curriculum which focused on the delivery of *knowledge and understanding*. It was widely believed that a student's understanding of a subject could be achieved by the application of critical thinking to subject knowledge that was up-to-date, and that this key skill would ensure employability.
- In the 1980s the focus shifted to *transferable skills*, and advocates for more vocational relevance in higher education were foremost. Efforts were directed at identifying what

employers wanted students to be able to *do*. Long lists of transferable skills that could contribute to ‘work-readiness’ were compiled. Some of the identified skills seemed to be at a remarkably low level, as though higher education was lowering its vista from a pursuit of excellence to one of competence. Some concerned professionals saw this development of skills of direct applicability to professional employment as a ‘dumbing-down’ of higher education, as was specifically the case in culinary studies as a field of learning.

- The early 1990s saw a curriculum with the focus on *preparation for lifelong learning*, as higher education institutions were forced to cope with rising numbers of students, because there was a movement away from an elite few who had access to higher education to a mass system of higher education. Students would receive less content input and more process input in support for their autonomous learning. Universities and training institutions had to prepare for people who would enter at different times of their lives and for the development of courses for professionals who would return for ‘topping-up’ with the latest knowledge at regular intervals throughout their lives.
- During the second half of the 1990s the term *reflective learning* was increasingly heard in connection with the term lifelong learning. In addition to being able to plan and manage the achievement of their own learning outcomes, effective lifelong learners needed to be able to capture emergent learning.

This *broadening* of the higher education curriculum over the last three decades can be summarised as follows: The dominant paradigm that persisted until the 1970s was based on the delivery of knowledge and the development of critical faculties. This was challenged in the 1980s by the curriculum of competence based on skills to ensure employment, which was challenged by the lifelong learning paradigm in the early 1990s. This paradigm stressed the importance of the ability to plan and manage one’s own learning. It was in turn challenged by a reflective-based curriculum since the later 1990s.

National realities for the 2000s in South Africa include workforce changes, skills shortages, employment equity drives, declining numbers of enrolment at higher education institutions,

high drop-out rates from educational programmes, extensive HIV infection rates and mergers of educational institutions. All of these issues have an immense influence on curriculum development in a changing context for higher education and further education and training, specifically in the areas of hospitality and culinary studies.

Development and change often coexist and therefore any change should receive serious thought. In introducing changes to an existing curriculum, most models of curriculum development require that a situational analysis or needs assessment be undertaken in which the needs and demands of students, the society and industry are duly considered and aligned with the needs derived from the subject-specific matter (Oliva, 1988: 221 - 239).

Barrow (1984:218-219) makes two assumptions: firstly that curriculum design and development imply change and secondly that constant change is inevitable and desirable. People involved in planning and designing programmes should therefore be able to “view forces of change” with perspective (Wiles & Bondi, 1984:361). Short-range decisions and long-range chaos will result if curriculum change and development is not seen and interpreted in terms of some overriding framework and in historical context. The researcher is therefore acutely aware of the responsibility for research in this field of study and the presentation of a curriculum framework for continuing professional development in culinary arts. This study aims to propose a theoretical curriculum framework based on reliable and credible market research, and current and future needs of culinary professionals that is in line with international practices in the field.

3.3.4 Curriculum development in culinary studies

The world is getting ‘smaller’ due to factors such as fast transport and tourism, an intermix of cuisines and cultures, advanced information technology and globalisation. These factors highlight the importance of developing curricula that guarantee high-level, empowered culinary professionals. Young (2002:2) compares educational programmes with primary sales products that are being dictated by supply and demand:

Research into and development of a programme's need-satisfying capabilities are therefore just as important as they are to the most current version of any other consumer product. Institutions of education are under pressure to produce a quality product (programme) which satisfies the needs of a given clientele.

This observation also emphasises how important it is for culinary arts curricula to stay current and market-related.

A curriculum for culinary arts training and development is very much a product of its own time and should meet the needs and expectations of the individual and industry alike. Researchers such as Pearson and Baker (Bourner, 2004:45) at the Institute of Manpower Studies share the viewpoint that education and training should be market-oriented, by offering evidence that only about one third of graduates entered employment in which their subject knowledge was used. This meant that the employability of the remaining two thirds of graduates depended exclusively on their ability to adapt and focus on a 'moving target'.

The new South African academic policy for programmes and qualifications in higher education emphasises that higher education should prepare people for a work environment characterized inter alia by self employment and contract work, which in turn demand greater flexibility, adaptability and risk taking. However, practitioners in curriculum development must be attentive not to corrupt with the planning process in order to make the product more industrial or profitable, but to be concerned with understanding and thinking about the nature of development (Oliva, 1988:225). The *Manifesto on Values, Education and Democracy* (2001:9) confirms this persuasion: "[A]n educational system does not exist to simply serve a market, important as that may be for economic growth and material prosperity. Its primary purpose must be to enrich the individual, and by extension, the broader society."

Curriculum development in culinary arts should therefore provide a curriculum framework by which culinary professionals can achieve career success ethically, responsibly and professionally. Career opportunities for culinary professionals have grown extensively over the last decade as a result of the growing number of training institutions that are providing

undergraduate qualifications in culinary arts. Although culinary arts training programmes are available from in-service training up to a postgraduate level in the United States of America, Europe and Australia, it is not as structured and readily available in South Africa. This observation of the researcher was confirmed after discussions with industry professionals who reported that the content and output of curricula for culinary arts programmes in South Africa are not keeping up with the demands of the industry or the growing number of culinary professionals. A curriculum framework for continuing professional development in culinary arts should meet the needs of the contemporary culinary and hospitality industry. The challenge to keep the curriculum for culinary arts current and functioning is an ongoing one.

Although a large number of learners/students and professionals already have some culinary experience and basic training, there are also many that migrated from various academic disciplines and professions as diverse as law, the performing arts, technology and education, with no formal training in this subject field. These learners or professionals are either wish to start a new career or to advance their current careers.

During the early 1990s, culinary arts training in South Africa gained substance, with the main focus on vocational application. Since these early initiatives, it seems as if the main application has remained on transferable skills. The shift towards preparation for lifelong learning and reflective learning is therefore very relevant in the field of culinary arts curricula. During the last decade the culinary arts profession gained recognition because culinary professionals established themselves in high-profile careers and were able to express their creativity and individuality.

Obvious difficulties in the developing of a curriculum framework for continuing professional development in culinary arts, in the South African context, include the following:

- A framework stable enough to cope with the continuous changes of a dynamic career must be provided.
- The current and future needs of culinary professionals in South Africa aligned with international practices need to be considered.

- In comparison with international practices, it must be considered that different countries draw on different concepts and intellectual traditions.
- Sensitivity towards the unique cultural diversity synonymous with South Africa is significant.
- The different historical and ideological conditions that have shaped educational systems should be considered.

It is clear that the critical task of curriculum developers in culinary studies is to equip learners with the ability to cope in an ever-changing environment. The central concern of curriculum planning and development must therefore be to foster and facilitate change and not to refine instruments that tend to perpetuate the status quo.

3.3.5 Approaches to curriculum development

Different approaches to curriculum development will determine different curriculum outcomes. It is therefore important to take note of the different approaches to curriculum development, although there is not always a clear definable distinction between each. The following sets of approaches with contrasting accents and focuses have been identified:

3.3.5.1 Content / Process approach

According to Smith and Cooper (2000:81) the content approach refers to the traditional approach where the teacher leads and decides on the aims, content and evaluation. In contrast, the process approach requires that the learner takes the lead and determines the aim and outcome. The latter approach is especially applicable in RPL-, NQF- and SAQA-related training programmes.

3.3.5.2 Deep /Shallow approach

Gibbs (1995:154) refers to a deep learning approach where the learner takes ownership of his/her learning and is most often self-motivated because of the interaction between the

learner and the content. In this approach the learner understands the problem and wants to solve it because he/she will benefit directly from solving it, since it will enable him/her to cope with future problems. The emphasis is on knowledge, reproduction and short-term memory with a shallow approach.

3.3.5.3 Individualistic /Directed approach

Boys, Brennan and Henkel (1988:196) describe the individualistic approach as being strongly influenced by student demand. They point out that this approach shows no consistent relationship with employment objectives. Directed approaches limit the choices of the individual, are vocationally specific programmes and are strongly influenced by employability and market materialism.

During the last decade, as the relationship between curriculum and society has become more evident, the curriculum approach has been increasingly defined in ways that recognise its crucial role in the process of social transformation. Almost any kind of innovation can be seen in a cultural perspective, and can therefore be extended to the cultural forces that influence the acceptance or rejection of new curricula.

3.3.5.4 Outcomes-based approach

In South Africa, after the 1994 election, the newly elected government instigated reform in the educational system, with the emphasis on an *outcomes-based approach*, where the design of learning outcomes and the prescription of learning objectives are based on skills analysis. This approach is not based on what ideally or theoretically ought to be done, but on the recording of what 'people at work' are actually doing. Skills-based or outcomes-based education and training (OBET), forms the foundation for the *new* curriculum approach in South Africa, placing emphasis on the development of skills in the labour force in contrast with the traditional approach where the focus was mainly on the content of subject material. Traditionally, curriculum developers were expected to think in terms of required outputs and not in terms of desirable inputs. By setting the outcomes to be achieved at the end of the process, OBET strives to enable all learners to reach their maximum learning potential (NCS,

DOE, 2002:3). The SAQA Act (No.58 of 1995) and the Higher Education Act (No. 101 of 1997) ushered in the restructuring of academic courses into outcomes-based programmes.

The SAQA has put in place an organisation, the National Qualifications Authority (NQA) to establish a National Qualifications Framework (NQF). The main purpose of the NQF is to create an integrated national framework for learning achievements. The NQF is a multi-level framework of all qualifications, from the compulsory level 1 on the GET band (Grades 1 - 9), through to the FET levels 2 - 4 with levels 5 - 10 on the HET band. The qualifications that fall into the HET band include national diplomas and degrees up to doctorates. The framework envisages an integrated system for the generation and quality assurance of qualifications as well as the accreditation of various bodies concerned with the provision of education. The NQF is accordingly the curriculum framework within which qualifications must be registered. The scope for curriculum development and qualifications in culinary arts was discussed in Chapter 1 (:10) and summarised in Table 1.1.

3.3.5.5 Various other approaches

Various approaches to the process of curriculum development that can serve as a theoretical foundation are summarised by Carl (2002:53 - 63):

With an *academic approach*, curriculum development is seen as a systematic process, guided by sound academic logic and based on the application of theoretical judgment in decision making. There is a general assumption that curriculum planning is beyond any particular school situation. This approach includes the following processes:

- identification of goals
- selection and classification of content
- design
- evaluation of outcomes.

In contrast with the objectivity of the academic approach, the *experiential approach* is subjective, personal and transactional; it makes use of self-directed unstructured and

personalised programmes at self-pace. This approach regards the psychological, social and cultural qualities of learners as the most significant source of instructional objectives, and is founded in a philosophy proposed by Dewey at the end of the 1800s.

The *technological approach*, with its fundamentally analytical nature regards instructional planning in terms of 'systems'. This approach endeavours to maximise educational effectiveness by applying scientific management and production principles, which refer to needs assessment, qualitative objectives, structured analysis, synthesis and operational refinement. This approach, which is specifically applicable to vocational and technical subjects, is computer-supported and includes instructional programmes and achievement contracts.

The *pragmatic approaches* draw attention to the ongoing negotiation and eventually consensus about the curriculum process. This approach has elements of the three above-mentioned approaches, but in addition alleges that curriculum practice is reactive and takes place fragmentally.

Curriculum developers should take note of the different approaches that have been identified, primarily to have a clear picture of curriculum knowledge and skills, but also to be oriented in terms of the specific interpretations for a particular field of study in a given time in history.

A discussion of the principles of curriculum development follows in the next paragraph.

3.3.6 Principles of curriculum development

Principles can serve as guidelines to direct the activity of people working in a particular area. Because many of the principles to which practitioners subscribe have not been fully tested, the use of the term *axioms* is preferred above *principles*. In this context, an axiom will be defined as "an established rule or principle or a self-evident truth" (Oliva, 1988:31). The following 10 axioms can serve as general guidelines and can be applied in attempting to improve curricula:

1. Change is both inevitable and necessary, for it is through change that life forms grow and develop.
2. A curriculum not only reflects but also is a product of its time.
3. Curriculum changes made at an earlier period of time can exist concurrently with newer curriculum changes at a later period of time.
4. Curriculum change results from changes in people.
5. Curriculum change is effected as a result of co-operative endeavour on the part of groups.
6. Curriculum development is basically a decision-making process.
7. Curriculum development is a never-ending process.
8. Curriculum development is a comprehensive process.
9. Systematic curriculum development is more effective than trial and error.
10. The curriculum planner starts from where the curriculum is just as the teacher starts from where the students are.

These 10 axioms are based on science, technology, observation and common sense. Their context is not only classrooms and educational institutions, but also society at large (Oliva, 1997:40). These principles of curriculum development are all relevant and pertinent in culinary arts curriculum development. The researcher considered these 10 axioms during the research process and in the proposed theoretical curriculum framework as presented in Chapters 4 and 5. The interaction between change and development was applied in deciding upon the specific research paradigm to structure this research, as discussed in more detail in Chapter 2.

3.3.7 Conclusion

The concept of curriculum development, the importance of change, and the different approaches and principles underlying curriculum development were discussed in the previous paragraphs. Everyone involved in curriculum development should take note of the different identified approaches and principles, and should have an understanding of the knowledge and skills supporting curriculum development, to be able to apply them in a particular field of

study. The researcher has taken full cognizance of the above-mentioned principles and approaches in an attempt to apply them in this study.

Many different factors, such as globalisation, have a major impact on the field of study of culinary arts, and will consequently greatly influence curriculum development approaches for continuing professional development and lifelong learning. Although culinary arts and hospitality form part of the development or history of civilisation, they still constitute ‘young’ fields of study in the educational paradigm, and developers of curricula should be concerned with fundamental issues long since resolved in more ‘mature’ subject academic fields. According to Carl (2002:44), the “final goal of curriculum development is to bring into being more effective education by means of a more effective and meaningful curriculum”.

In this research the emphasis is on a proposed curriculum framework that will contribute to continuing professional development in the culinary arts. The concepts of continuing professional development and lifelong learning have been briefly addressed in Paragraph 3.5.

The following paragraph will describe curriculum design with special reference to different models as presented by curriculum specialists.

3.4 CURRICULUM DESIGN

3.4.1 Introduction

Curriculum design refers to a phase within curriculum development and relates to both the establishing of new curricula and the re-planning of existing curricula (Carl, 2002:87). Curriculum design brings into focus the way in which curricula are created and the actual arrangement of the different sections that defines it. The quality of curriculum design can to a certain extent determine the dynamics of a curriculum. According to Barrow (1984:7), curriculum design is largely apprehensive with the issues of how to draw up curriculum proposals, what to include and how to present it in order to be implemented successfully. Barrow (1984:39) argues that curriculum design and development are related to each other

since these two aspects are concerned with “plotting the steps that need to be followed in devising and/or outlining curriculum”.

Six major curriculum designs, according to a specific rationale, that are described by Wiles and Bondi (1984: 361 - 369) are presented briefly:

1. Conservative Liberal Arts Design has its roots leading back to Hellenistic Greece. It is based on the principle that intellect is a human being's most distinctive quality and that a curriculum should first and foremost address the quest for knowledge.
2. Educational Technology Design focuses on process and technique without equal regard for goals.
3. Humanistic designs generally feature student-centred curricula with decentralisation of authority and organisation.
4. The curriculum of vocational design and career education consists of crafts and labour skills that have application and effect in the immediate economic environment.
5. Social reconstruction design places emphasis on a curriculum with objectives for social improvement. Recent applications of the social reconstruction design have used 'futurism' to justify the necessity of social intervention.
6. A relatively new curriculum design can be found in the 'deschooling' design or 'free' schools in order to avoid formal schools that are often seen as racist, sexist and oppressive.

Most of the current curricula for hospitality and culinary training and development can be classified collectively as a curriculum of vocational design as listed in 4 above. In such a design the learning outcomes and the formulation of learning objectives are based on occupation and job analysis. The benefit from examining what people at work are actually doing is that it does not depend on what someone in a position of authority thinks should be done, but is based on jobs actually carried out, and the impact reflects directly in the immediate economic setting.

Since no literature could be found for a curriculum model recommended for the continuing development of culinary professionals in the South African context, the researcher has a

unique opportunity to propose such a curriculum framework. Different possibilities are being considered in an endeavour to frame this curriculum design. In an attempt to construct a theoretical foundation for a curriculum design suitable for culinary arts, the dominant concern towards a final specification or model will be addressed. Established goals and objectives will guide the choices between alternative design decisions. Various models of curriculum design, exemplified in the work of researchers such as Oliver (1977), Barrow (1984), Oliva (1988), Pinar (1995) and Carl (2002) will be discussed in the paragraphs that follow.

3.4.2 Models of curriculum design

For effective curriculum design, it is essential to have a thorough knowledge and understanding of different curriculum models which in turn should be flexible and allow for continuous re-design (Carl, 2002:95 - 101). It is important to plan curriculum design systematically and comprehensively, since successful implementation and evaluation will be at stake. Researchers involved with curriculum development should take note of the different models presented by leaders in the field of curriculum studies to ensure that development is methodical and purposeful. A short synopsis of four models, as presented by Oliva (1988: 159 -177) will now be presented in the paragraphs that follow.

3.4.2.1 The Taba model

Taba (1962) advocates an inductive point of departure, starting with the specifics and progressing to generalisation. She lists a five-step progression of pilot units for accomplishing curriculum change. These steps start with the construction of pilot units according to a specific sequence,– including diagnosis of needs, formulation of objectives, selection and organisation of content, experiences and learning activities – where after the curriculum framework is developed and followed by the implementation of new units.

This approach as presented by Taba has often been implemented in culinary arts training and education. Workshops to address specific training needs for teachers /trainers involved with hospitality-related subjects, and short courses for culinary professionals to update knowledge and skills on selected units, were developed and implemented by the researcher at the Institute

of Culinary Arts. The problem with this approach is that it does not always view ‘the bigger picture’ of curriculum design and development, and is often focused on short-term objectives. However, the demand for and availability of these short courses prove the need for continuing professional development in culinary arts.

3.4.2.2 The Saylor, Alexander and Lewis model

These researchers classify goals and objectives in the four domains of personal development, social competence, continued learning skills and specialisation. They argue that “needs exist when there is a discrepancy between a desired or acceptable state of affairs”. The curriculum planning process, as conceptualised by Saylor, Alexander and Lewis (1981:189), progresses from design to implementation and finally, to evaluation.

The goals and objectives as listed in this model are especially relevant in the professional development of culinary professionals. Personal development, social competence for a career in the hospitality industry, continued learning skills in an industry that is constantly evolving and specialisation are all core concepts which must be considered when designing a curriculum model.

3.4.2.3 The Tyler model

The rationale as presented by the Tyler model (1950) outlines one way of viewing an instructional programme. In this model he presents objectives as general modes of reaction to be developed rather than specific outcomes to be acquired. There is a switch of focus from the identification of objectives to using objectives as criteria for evaluation. The sources that prompt these objectives consider students, society and subject equally important. General objectives are screened through the philosophies of education, learning and progress. Instructional objectives include selection, organising, direction and evaluating of learning objectives. The interrelationship of the basic elements of objectives, knowledge, learning experiences and evaluation is recognised, and is particularly relevant for application in culinary studies.

3.4.2.4 Oliva's model for curriculum development

Oliva (1988: 173 - 174) designed an intricate model, opening with the consideration of general needs of students and society to write generic statements which consider the philosophy of education. These generic needs and statements progress to specification of needs of individual students in a particular community. Specifications which are projected in his model include curriculum goals and objectives, organisation and implementation of the curriculum, specification of instructional goals and objectives and selection of strategies and preliminary evaluation techniques.

These specifications are followed by organisation and implementation of strategies, final selection of evaluation techniques, and evaluation of instruction. It concludes with an evaluation of the curriculum.

3.4.2.5 Carl's curriculum model

This model contributes meaningfully to the current context of curriculum design in South Africa. In this context, Carl (2002:97 - 100) gives credit to South African colleagues (Walters, 1987; Kruger, 1980 and Cawood, 1986) in his summary of comparable components for curriculum models:

- situation analysis
- selection of objectives and goals
- selection and classification of content
- selection of methods, technique and media
- selection and classification of learning experiences
- planning and implementing of an instructional learning situation
- evaluation of learners.

Carl was instrumental in developing a curriculum model in the Department of Didactics at the University of Stellenbosch in 1983. This model has since been adapted to the current context of education in South Africa. It displays a dynamic interaction of the identified components and can be applied at macro-, meso- or micro-level, although the components do not

necessarily present a predetermined pattern of progress and all the components do not always apply to all levels. In his model Carl addresses curriculum development in the current discourse of education in South Africa. He emphasises a “learner-centred heart” of contextual assessment around which all other components revolve. These components include:

- situation- or needs analysis; considering learners, educators, environment and society
- general goals or critical outcomes
- learning content / learning areas
- learning outcomes / teaching and learning objectives
- methodology / teaching media
- organisation and planning of teaching-learning
- implementation.

In his discussion of the components of curriculum design for micro-curriculum development, Carl (2002:97 - 99) states that each applied component should be relevant in the specific context and at the specific level of focus. No single model can be utilised at all levels or applied to all educational systems or social structures, and this model does not serve a specific approach (such as outcomes-based education).

It can be concluded that models of curriculum have evolved during educational debate, fuelled by the discourse concerning different approaches to curriculum development. Although significant models of curriculum design are subjected to personal scrutiny of curriculum experts, as well as the educational system for which they were developed and the society in which they were implemented, they contain broad components that could be applied to the field of culinary studies. Finally it is necessary to make a synthesis between models of design and to verify that the model that is thus created meets the aims and objectives that were indicated in the first stages of this study.

3.4.3 Essential components of curriculum design as identified in the different models

A synopsis of five curriculum models, as proposed by curriculum specialists, was presented in paragraphs 3.4.2.1 – 3.4.2.5. Each of these models indicates a clear point of departure, often presented as a needs assessment or situation analysis in a specific environment, followed by formulations of goals and objectives to address the identified needs, as well as a plan of action and evaluation of the plan. Carl (2002:133) emphasises the clear structure of curriculum design, which may direct systematic planning and possible implementation. In order to direct an appropriate and relevant curriculum framework for CPD in culinary arts, four major components in the design of a curriculum will be discussed briefly in the next paragraphs.

3.4.3.1 Situation analysis or needs assessment

A starting point for any attempt at curriculum development is to consider the anticipated variables presented by learners in relation to society and industry, together with needs derived from the subject matter. It is also important to place the level of the curriculum design in perspective. Design on the macro-level will deal with the broad learning population and needs of the country, such as the need for skilled workers in the hospitality industry. Design on a meso-level will focus more specifically on the field of study, which in the scope of this study involves food and society, or the professional development of culinary professionals in a specific community. Finally, on a micro-level, the design of the curriculum must focus on the subject specifics of selected content, considering the growing population of learners, students and professionals in the hospitality industry and the physical surroundings in which they learn and operate. The opinions and views of leaders in the specific subject area must accordingly receive appropriate consideration in the planning of a curriculum design. Factors such as the growing number of learners, the information ‘overload’ available via the Internet, the rapid development of technology and the effect of culinary tourism will have an impact on the final design.

3.4.3.2 Goals, aims and objectives

Formulation of purposes or ends in general terms, without criteria for achievement, can be classified as goals, aims, objectives and, more recently, as outcomes. Curriculum goals are often proposed on a broad, national or general basis, while curriculum objectives are too specific to emanate from national sources. Objectives or outcomes in relation to culinary studies aim to address needs derived from needs assessments and situational analyses. This 'needs' will be researched in order to formulate specific goals and objectives towards CPD in culinary studies. Formulation of such goals and objectives will give direction to the selection and planning of learning content and could be used to verify whether the desired outcomes have been reached.

3.4.3.3 Content

The nature and content of relevant curricula should be determined before selection and classification can take place. Selected content is applied to achieve goals and objectives. The course outline or syllabus often reflects core content, while textbooks or articles reflect learning content (Carl, 2002:119). Before a curriculum design for culinary arts can be proposed, it is important to assess existing curricula and syllabi in South Africa and the rest of the world, in order to align content with identified needs and objectives.

3.4.3.4 Instructional learning and teaching strategies

To ensure dynamic curriculum development, strategies that can guarantee maximum learning experiences and learning opportunities should be considered in relation to other curriculum elements such as appropriate teaching strategies and criteria for the selection of learning resources. These issues were researched by means of personal interviews, focus group discussions and an electronic mail questionnaire administered to selected research groups in order to substantiate a proposed curriculum framework.

3.4.3.5 Implementation and evaluation

Evaluation should report on issues such as the success of learning, the effectiveness of selected activities and whether the proposed curriculum has addressed the identified needs, goals and objectives. Evaluation is therefore a continuous process and should take place during each phase of curriculum development. Re-planning and adjustment of the proposed design are directed by this continuous phase of evaluation. Because the extent of this study excludes implementation and evaluation of the proposed theoretical curriculum framework, existing curricula from available institutions will be compared and discussed in Chapter 4. Existing curricula, both national and international, will be critically discussed and compared, in order to guide the researcher in drafting a theoretical curriculum framework for continuing professional development in culinary studies.

3.4.4 Conclusion

It can be concluded that curriculum design, which embodies a cyclical flow of these components as discussed above, is constantly influenced by the specific situation, and that it will shape the proposed curriculum framework for CPD in culinary studies.

The final chapter of this research will apply these components of curriculum design, taking into consideration the interrelationship of components, in the theoretical curriculum framework for continuing professional development in culinary studies. The research process will focus on a situation analysis, considering the needs of culinary professionals in the field of culinary studies and in the current South African context.

This cyclical flow of elements on which this study is founded, is illustrated schematically in Figures 3.1 and 3.2.

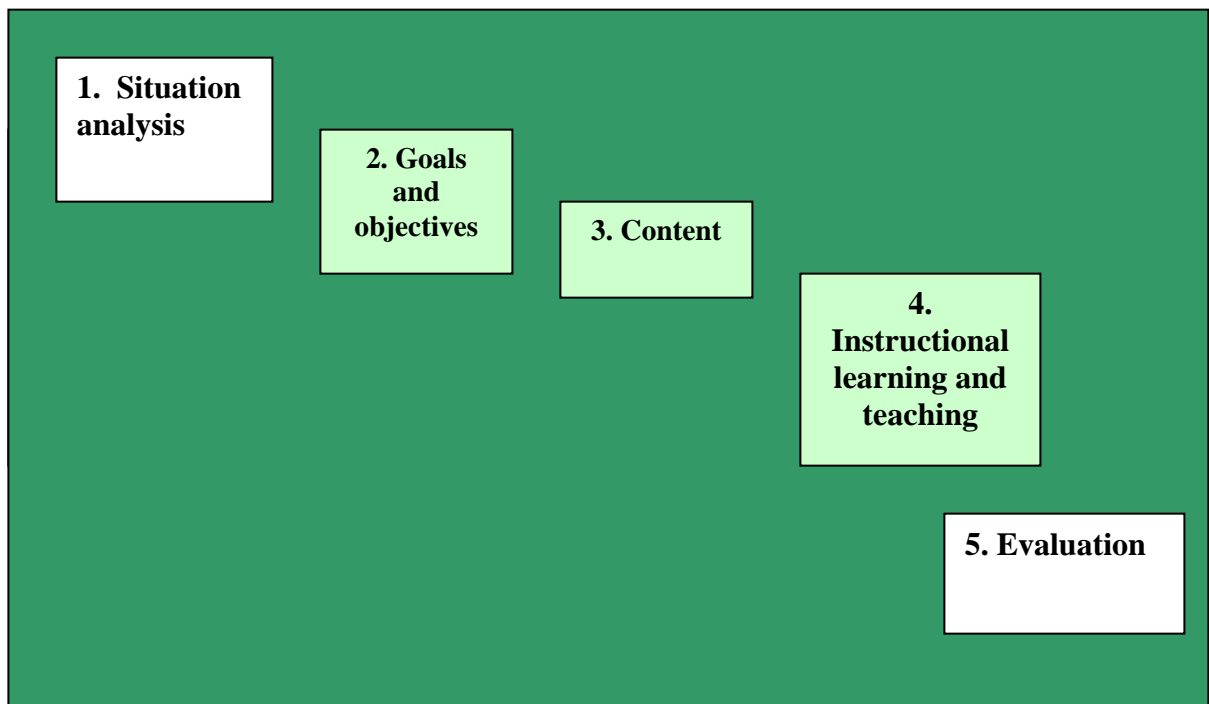


Figure 3.1 Components of curriculum design

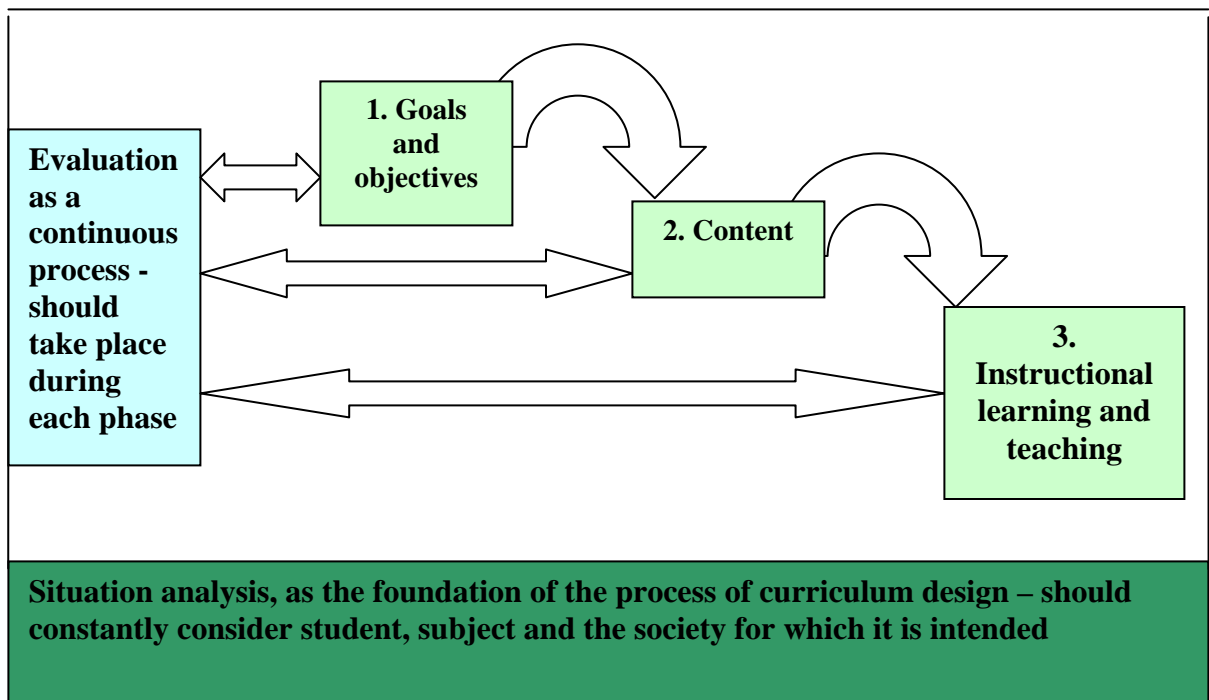


Figure 3.2 The interrelationship between components of curriculum design

The preceding paragraphs and illustrations reflected on some theory relating to curriculum definition, - development and - design as a point of departure for this research on a curriculum framework for continuing professional development in culinary studies. The importance of understanding the processes of curriculum became apparent in order to identify problems with and gaps in curricula which address continuing professional development.

The term 'continuing professional development' (CPD) may not be interpreted in the same way by different educational or culinary key players. It is important to realise that CPD is a complex and long-term process. The paragraphs that follow will provide some perspective and theory concerning continuing professional development in order to clarify different routes and possibly to maximise the opportunities for the development of a curriculum framework for culinary professionals.

3.5 CONTINUING PROFESSIONAL DEVELOPMENT IN CULINARY STUDIES: A CONCEPT CLARIFICATION

3.5.1 The concepts *profession*, *professionalism* and *professionalisation*

The concepts *profession*, *professionalism* and *professionalisation* in culinary studies must be considered in context, in both culinary arts learning and career practice and teaching.

A *profession*, as described in the *Universal Dictionary* (1987), is “an occupation or vocation requiring training, as in law, theology or the sciences, or the body of qualified persons of any specific occupation or field”. To pursue a career in culinary arts, and by implication to become a culinary professional, therefore necessitates that training should have taken place and that qualifications have been awarded. It follows, therefore, that a professional is someone who has had initial training and has subsequently obtained a qualification, together with some experience in the field of study.

The culinary profession in South Africa is struggling to define itself. A wide range of practitioners is referred to as culinary professionals, including amongst others, trainers and teachers, chefs, food and beverage managers, product developers and -selectors. What unites these practitioners is their professional involvement with food and people. Professional involvement and continuing professional development have become essential in order to function in an ever-changing environment.

A professional is engaged in specific activities suitable for a profession, as a source of livelihood or performed by persons receiving pay (*Universal Dictionary*, 1987:1229). A professional can also be described as having great skills and experience or assured competence in a particular field of activity. Carr and Kemmis (1986:7 - 8) provide a set of four criteria to distinguish between professionals and non-professionals: firstly, the methods and procedures of professionals are underpinned by a corpus of theoretical knowledge; secondly, there is a commitment to the well-being of their clients; thirdly, professionals must be free from external pressure when dealing with their customers, and fourthly, it is a professional's right to determine the politics, organisation and procedure that should govern the profession as a whole. The responsibility for professional development is therefore placed on the individual practitioner.

Professionalism refers to professional status, methods, character or standards. Professionalism in culinary arts has traditionally been defined in terms of workplace competence and performance without considering the wider sociological and ethical issues such as a commitment to service excellence, values of food safety, continuing professional development and lifelong learning.

Professionals and professionalism in a discipline can be connected to membership of a professional association. General objectives of professional associations are:

- to create a forum to share ideas with other professionals
- to improve the standard of practices by developing individuals
- to uphold and guarantee quality and consistency of members' professionalism

- to establish a springboard for further development of (culinary) professionals
- to monitor trends and conduct needs assessment surveys on issues pertaining to (culinary) professionals
- to participate in national and international debates.

A *culinary expert* can be described as a person who has obtained one or more professional qualifications in the art and science of food and cooking, who has a high degree of knowledge of certain relevant subjects, and who demonstrates impressive skill and dexterity in the field. In contrast with a perceived expert, a true expert has a body of knowledge that has been acquired through specialised training based on study and insight and that is combined with practice, application and experience. Being an expert in culinary arts should not automatically be linked to celebrity status. It requires continuing professional development to remain an expert in the relevant field. According to Hegarty (2004:13), education and development for culinary arts professionalisation and professionalism requires continuing professional self-development. Culinary arts teachers and practitioners therefore need to engage in critical self-reflection, continuing self-improvement and lifelong learning if they wish to be regarded as professionals.

It can be concluded that a (culinary) professional is per definition a capable decision maker, able to accept personal and professional responsibility, engaged in improving the knowledge base and professionalism in the field of culinary arts, committed to lifelong learning and able to work in a multidisciplinary environment. The final apprehension about professionalisation of culinary studies will answer to the question whether it could be a profession if (1) there is an agreed body of theory, (2) minimum qualifications, (3) clear process for entry, (4) spelled-out career paths and (5) regulation and control.

3.5.2 Continuing professional development

Different key players in the educational and vocational worlds will interpret the term *continuing professional development* (CPD) differently. Wide ranges of diverse routes to

maximise the opportunities for professional development in each field of study are available. According to Simon (2001:3), there are two approaches to continuing professional development: firstly, that imposed by outside sources like government agencies or professional associations, often resulting in credentials, licensing and certifications, and secondly, that which we impose on ourselves either as individuals, work groups or peer support groups.

Gelardin (2001:3-11) lists the following options to promote continuing professional development of a culinary professional:

- Belong to a professional association.
- Take a leadership role in a professional association.
- Take relevant classes each year.
- Attend conferences, workshops and professional meetings.
- Write columns, articles or a book.
- Present media interviews or do presentations.
- Mentor other culinary professionals.
- Visit websites for posting online resources.

Visiting websites or reading literature of professional organisations beyond the scope of culinary arts and hospitality is recommended to learn what other professionals consider to be indicators and issues concerning CPD.

All professions (including that of educators) require a continuous update of knowledge and skills. Because teachers and trainers in culinary studies have contributed largely as a research group in this study, specific reference will be made to their CPD. The ultimate aim of continuing professional development for educators is increased learner performance (Steyn, 2004:17). Educators' professional development does not end after initial training. Knowledge and skills of faculty are also subject to deterioration, and developments in educational

thinking can render their skills inefficient. This is especially true for teachers and trainers involved in ‘new and outcomes-based’ culinary-related courses. Learners can only attain high levels of learning if faculties are involved in ongoing learning processes. Unfortunately, most professional development programmes are brief workshops, conferences or courses that do not allow for follow-up sessions. However, whilst providing valuable awareness of new practices and opportunities to network, the outcomes of such programmes are often questionable (Robinson & Carrington, 2002:239). In effect, the professional development of educators means that they are not only developing new skills and knowledge to enhance their learners’ performance, but also for their own professional well-being and personal ownership. CPD should empower individual educators and communities of educators to make complex decisions, to identify and solve problems and to connect theory, practice and learning outcomes. The American Federation of Teachers (listing online as <http://www.aft.org/topics/index.htm>) lists guidelines for creating professional development programmes, which are summarized below:

- The prime purpose of professional development must be to deepen the content knowledge of teachers.
- Professional development (PD) should provide a strong foundation in the pedagogy of particular disciplines.
- PD should provide knowledge about the teaching and learning processes.
- Effective PD should be rooted in and reflect the best available research.
- The outcomes of PD should be aligned with the standards and curricula for teachers.
- PD should contribute to measurable improvement in student achievement.
- PD should be intellectually engaging and should address the complexities of teaching.
- PD should provide sufficient time, support and resources to enable teachers to master new content and pedagogy, and to integrate these into their practice.
- PD should be designed by teachers in cooperation with experts in the field.

Since culinary studies – teaching and learning – is a relatively *young* field of study, continuing professional development and lifelong learning must focus on providing tools and techniques with which teachers and learners can learn according to their own learning style to contribute meaningfully to their professional career and personal development. The Manifesto on Values, Education and Democracy (Department of Education, 2001:9 - 10) states that –

...values and morality give meaning to our individual and social relationships. They are the common currencies that help make life more meaningful than it might otherwise have been. An education system does not exist to simply serve a market, important as that may be for economic growth and material prosperity. Its primary purpose must be to enrich the individual and, by extension, the broader society.

The kind of learner that is envisaged by the Department of Education, as stipulated in the NCS (2003:5) must “demonstrate an ability to think logically and analytically, as well as holistically and laterally”. Such a learner must also be able “to transfer skills from familiar to unfamiliar situations”.

3.5.3 Lifelong learning

Lee, as quoted in Longworth (2003:ix), says that the term *lifelong* learning suggests something linear, but it’s far more: it’s lifelong, lifewide and lifedeeep. There is no term that captures this three-dimensionality and we are left with a term that fails to fully express something profound.

In a world that is changing constantly, people cannot expect to be employed for a lifetime without retraining and up-skilling. A general curriculum based on the development of personal skills and competencies is in demand, much more than one providing knowledge and testing the ability to memorise facts. The 21st century will require people to make not only value judgments, but also career-oriented judgments on diverse topics, including science,

technology, environmental, and economic issues (Naisbitt & Aburdene, 1985: 298 - 309). The South African Qualifications Authority (SAQA) also regards lifelong learning as one of the key principles for development (National Skills Development Strategy, 2001:7).

A curriculum that addresses lifelong learning should focus on the development of insight and intuition, self-esteem and self-knowledge and the ability to make judgment decisions from evidence put before the learner. Our educational system has to produce a steep increase in intellectual ability, because the new participative democracy demands that citizens make judgments on issues about which they know very little, such as genetic engineering and genetically modified foods, the desirability of cloning animals and human beings, single currencies, or other moral and economy-related issues (Longworth, 2004:xii). *Lifelong learning* combines two concepts that can be summarised as follows (Table 3.1):

Table 3.1 An abstract of the two concepts: *Lifelong and Learning*

Lifelong	Learning
<p><i>Lifelong</i> learning includes learning from a very early stage up to the stage where one is a senior citizen. Before the age of five almost everyone masters the ability to communicate, speak, read and do basic calculations. <i>Lifelong</i> learning concerns itself principally with post-compulsory and post-basic education (i.e. that which occurs after a period in a formal school system). This implies that there should never be a ‘terminal stage’ in the formal educational system, so that all programmes could lead on to other programmes. The term <i>lifelong</i> also indicates the confidence to consider career changes at any stage of one’s life.</p>	<p>The emphasis is on personal development and growth for every individual. The major difference between education and training and the lifelong learning paradigm is that the latter is for all: It is not restricted to those already involved in formal learning systems, but the focus is on the needs of the ‘learner’ outside these systems. It is not training, not teaching and not educating in its narrow, didactic sense: <i>Learning</i> has a social, political, economic, personal, cultural and educational meaning in its widest sense (Longworth, 2004:12). Learning how to learn, to adapt to change and to make sense out of vast information flows are now generic skills that everyone should master. Employers are increasingly demanding the ability to learn and acquire new skills rapidly and to adapt to new challenges and situations. The transition from education to learning entails a much wider definition of the way in which people acquire and synthesise knowledge.</p>

The following quote from *Vrij Technisch Instituut Leuven, Centrum voor Volwasseneonderwijs* confirms the essence of Lifelong Learning:

Op elk terrain evolueert de kennis zo snel dat we geen leven lang meer kunnen teren op wat we eens op school geleerd hebben. We moeten voortdurend bijscholen; om werk te vinden, om onze job te behouden, om ons op te werken. Naast professionele bijscholing is het eveneens aangeraden eigen interesses te ontwikkelen. Het leven is immers meer dan onze job alleen. Ze zelfontplooiing vullen we zelf in. Ze ligt voor elk van ons op een ander terrain. De bijhorende vorming bestrijkt dan ook een breed palet, zo breed als het leven zelf.

(Listing Online: <http://www.vti-leuven.be>)

Longworth's (2003:4-6) seven reasons why lifelong learning is particularly appropriate for this time are summarised below.

1. Fundamental global demographics

There is a decline in the working population and an increase in the retired population in the richer parts of the world, in contrast with the poorer parts of the world, which are experiencing a chronic shortage of resources and education, combined with the devastating effect of pandemics such as Aids. To avoid the worst effects of both these scenarios, a high emphasis on lifelong learning principles is vital.

2. The pervasive influence of television and the media

The influence of televisions and the media on the development of people's thoughts, ideas and perceptions should not be underestimated. As an independent instrument of education it could contribute largely to well-educated and flexible lifelong learners.

3. Environmental imperatives

There is urgency for a lifelong learning approach to lifelong survival issues such as the depletion of resources, the need for renewable energy, sustainable development and sensitivity towards ecosystems.

4. New developments in science and technology

A massive increase in learning in order to understand and use technology wisely is in demand, and is impacting on every field of study.

5. The explosion of information: Internet and ICT

The information and knowledge available to us have transformed the way we are working, living and communicating. The wealth of information and the technology of handling it have made greater personal decision-making possible, but paradoxically, reduced being informed and balanced through its sheer volume.

6. There is a need for both industry and people to remain innovative and flexible in order to retain high employment. The movement towards a highly skilled, high technology, high-added-value workforce indicates a need for lifelong learning, education and training.

7. Increasing individualisation and the breakdown of Western society and religious and family structures. More focus on personal development in order to realise and release creative human potential leads to the need for further development of educational structures based on understanding, tolerance and contribution to the community.

These seven reasons for engaging in lifelong learning are all relevant to the context of culinary arts training, learning, and professional development. Moreover, lifelong learning is vital for every individual preparing for a world of work or a professional career. As societies globalise through the influence of international travel and the 'information explosion', the global industry is giving increasing prominence to service quality and skills standards across sectors, as well as to academic education and training. Global competitiveness is a major

challenge facing the hospitality industry and education institutions. In this context, “identification of industry needs and requirements leads logically to the establishment of sector-specific education and training skill standards and the involvement of industry in academic curriculum design” (Smith & Cooper, 2000:90).

Attitudes and values built up during the early learning process are important throughout life and have a profound effect on total human development (Longworth, 2003:8). Information and knowledge *per se* are no longer sufficient to sustain the individual in a learning society dominated by change and knowledge overload, but understanding and application are levels at which every learning system should focus. In this regard, Holt (1965:141) states as early as 1965: “Since we cannot know what knowledge may be most needed in the future, it is senseless to try to teach it in advance. Instead we should try to turn out people who love learning so much and learn so well that they will be able to learn whatever needs to be learned.”

3.5.4 Experiential learning

An alternative route, which offers career options for culinary professionals, is through experiential learning programmes. Being in a formal classroom and training environment for a period of some years, and having to follow a strict system and curriculum requirements is not achievable for all aspiring culinary professionals.

Many programmes, both local and overseas, are available as ‘learnership programmes’, ‘traineeship courses’, ‘on-the-job’ or ‘in-house’ training or ‘trade school qualifications’. These programmes are often criticised for being an easy approach to employment, cheap labour and quick career entry opportunities. However, the European approach of this form of training guarantees many years of hard labour and hours of dedication for any career related to the hospitality industry. A career and status as a culinary professional is approached differently in Europe and it is therefore not exceptional to find a Wine Master, Sommelier or Chef de Cuisine years later in the same establishment where he started off and completed his

trade qualification. An organogram is included as Appendix 1 to clarify culinary career titles and possibilities for progress in a professional culinary career.

In the South African context there is a tendency in the hospitality industry to move quickly through the ranks as well as to move from one employer to another. The growth rate of the South African tourism and hospitality marketplace creates an ever-increasing and wider scope of employment opportunities. The growing need for a stable and constant labour force that creates the foundation of the culinary industry cannot be ignored; therefore there is a growing need for the merging of formal learning programmes with experiential learning opportunities.

3.5.5 The development of culinary studies and gastronomy: A listing of the contribution of major historical figures

The value of this historical overview is that it provides an understanding of the present context and can contribute towards continued development and future innovation in culinary studies. The current stance of culinary technique and the gastronomic field is the result of work done by acknowledged figures, who will be mentioned briefly in the following paragraphs. Sources consulted for this listing include McGee (2004), Ryan (2002) and Gisslen (2007).

The French Revolution (1789 – 1799) had a significant effect on the development of gastronomy and the culinary industry, because many chefs who had worked for the monarchy and nobility fled France to escape the guillotine. Some sought employment with nobility in other countries while others opened their own establishments and thus initiated what is known today as the hospitality industry. At that time, food production in France was controlled by guilds. Caterers, pastry makers, butchers and bakers held licences to prepare specific items. Boulanger, a Parisian entrepreneur, was the first to challenge the rules set by the guilds during 1765, by opening an establishment which would later be referred to as a restaurant, and so changed the course of the food service industry. The following listing of historical figures is by no means comprehensive, but intends to provide a brief overview of the development of gastronomy and the major role-players in this field of study.

- The marriage of Caterina de Medici (1519 - 1589), an Italian princess from the famous Florentine family, to Henry 11 of France in 1533 introduced a more refined style of dining to the French courts, by including the use of a fork and napkin at the dining table.
- Pierre Francois de la Varenne (1615 - 1678) was the author of the first cookbook to summarise cooking practices of the French nobility. His *Le Vrai Cuisinier Francois* was published in 1651.
- Jean-Anthelme Brillat-Savarin (1755 - 1826), a French politician, writer and food connoisseur, published (amongst others) *Le Physiologie de Gout* (The Physiology of Taste), which is to this day highly regarded.
- Marie-Antoine Careme (1784 - 1833) became known as the founder of *grande cuisine*, and was responsible for systematising culinary technique in *La Cuisine Classique*. He dedicated his career to refining and organising culinary techniques. His many books contain the first systematic account of cooking principles, recipes and menu planning. At the time, most menus offered *table d'hôte* a menu with no choice. The *grande cuisine* offered a *carte* (or list) of suggestions available from the Savoy Hotel kitchen, which opened in London in 1898 under the direction of Cesar Ritz and Auguste Escoffier. Careme had a major influence on the later writings of Escoffier.
- George Auguste Escoffier (1847 - 1935) was a renowned chef and teacher. His work, *Le Guide Culinaire*, published in 1903, which contributed to the coding of classic culinary techniques, is still widely used. He is also credited for two main contributions: the simplification of classical cuisine and the classical menu, and the development of the kitchen brigade system, which turned the chaos of the typical kitchen into a smooth operation, as schematically illustrated in Figure 3.3. This system, with many variations, is still in use today, especially in large establishments with traditional kinds of food service.

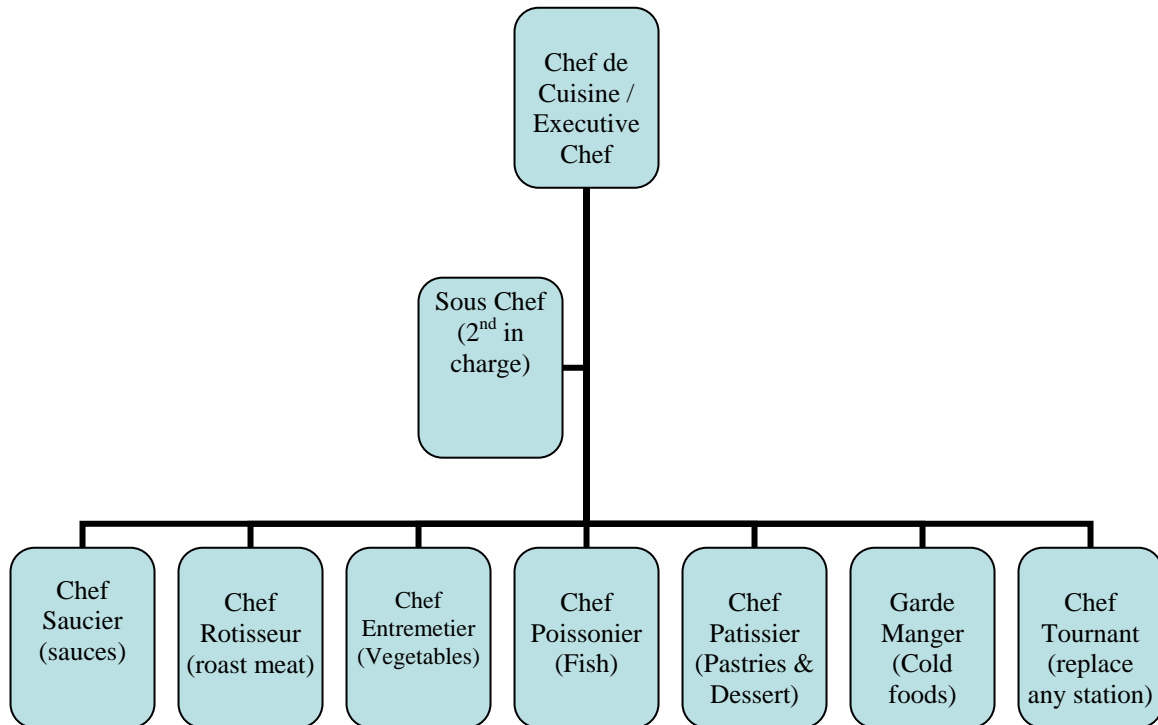


Figure 3.3 A synopsis of the kitchen brigade system as developed by Escoffier

- Ferdinand Point (1897 - 1955) was the chef/owner of La Pyramide restaurant in Vienne, France. He introduced a new approach to the selection of ingredients for a dish, cooking techniques, styles and plate presentation. He is credited as the founder of *Nouvelle Cuisine*, which became popular during the 1970s. Smaller portions, artistic presentation and the combination of new ingredients became the signature of this style of cooking. Point took Escoffier's message of simplification further and laid the groundwork for the next upheaval in the culinary industry. International culinary professionals such as Paul Bocuse, Alain Chapel and the Troisgras brothers, all influenced by Point, are credited with the refining of nouvelle cuisine.

Today a growing global marketplace, combined with an interest in multi-culturalism and diversity, has led to what is known as the culinary industry and has created many career opportunities for culinary professionals. This considerable interaction and sharing of ideas between these professionals has led to the growth and development of contemporary cuisine (Donovan, 1997:50).

We are now approaching a new era of gastronomy and a new generation of culinary professionals. According to Blumenthal, as quoted in Campbell (2005:7), this era will be –

...the most exciting and challenging so far and one that I hope will cause every culinary professional to become inquisitive, being prepared to challenge, not for challenge's sake, but for the desire to understand and improve. The exploration and understanding of the link between our brain and palate is fascinating yet still in its infancy.

During the last two decades, the focus has shifted towards a scientific approach where science has found its way into the kitchen, and cooking into laboratories and factories. Several highly regarded culinary professionals, most renowned being Ferran Adria in Spain, and Heston Blumenthal in England, are setting the stage for what is known as *molecular gastronomy*. Science has gradually percolated into the world of cooking and cooking has been drawn into academic and industrial science (McGee, 2004).

The first International Workshop on Molecular and Physical Gastronomy, where culinary professionals and scientists worked together to advance gastronomy, was held in 1992.

3.5.6 Conclusion

Culinary professionals today include scientists, chefs, writers, food critics and -reviewers, product developers and trainers who are, amongst others, all raising the standard in this profession. Culinary expertise has evolved to serve a wide range of markets which necessitates a multidisciplinary approach for both culinary specialization and CPD. The interaction and exchange between cultures and an increasingly sophisticated clientele are considered driving forces behind the growth and diversity of a professional culinary career. It is vital to understand how this profession first began, how it changed and to acknowledge the potential it holds when engaged in the development of a curriculum framework for culinary professionals.

3.6 SUMMARY

This chapter started with a general discussion of the theoretical aspects of curriculum development and progressed to a focused on professional development, with specific reference to culinary professionals. The researcher attempted to draw attention to the importance of curriculum theory and curriculum proficiency in the specific context of continuing professional development in culinary studies in South Africa at the present time (2007).

In the first paragraphs of this chapter the dilemma of definition and paradigm concept of curriculum were highlighted. This was followed by an in-depth description of the processes of curriculum development and curriculum design. The researcher subsequently endeavoured to locate curriculum development and design within the perspective of culinary studies. Reference was made to the concepts of professionalism and the development of culinary studies.

The next chapter (Chapter 4) will deal with specific curricula for culinary studies. This study specifically addresses the first stages of curriculum development, namely curriculum design and the application thereof in culinary studies as a subject field. However, from the available literature it has become clear that curriculum evaluation forms part of the curriculum development process, not only as an end function, but as a continuous process (Grundy, 1987:36; Solomon, 1998:101; Carl, 1995:177).

According to Pratt (1980:417), effectiveness of a curriculum should assess purposefulness. This point of view is confirmed by Carl (2002:183) when he states that the two aspects of a curriculum which should always be evaluated are effectiveness and the acceptability thereof in the specific environment. The development of a theoretical curriculum framework for continuing professional development in culinary studies is the primary focus of this research, and therefore it is necessary to investigate and compare available curricula for culinary arts training and learning before such a framework can be proposed.

CHAPTER 4

PROGRAMME COMPARISON AND EVALUATION OF THE BROAD CONTEXT OF AVAILABLE CULINARY CURRICULA

4.1 INTRODUCTION

The proliferation (‘mushrooming’) of hospitality-related training programmes at a post-secondary level was mentioned in Chapter 1 as indicative of the need for such programmes. The relevance of studies in this particular field was also emphasised. Chapter 3 provided the theoretical background of the process of curriculum development and professional development in culinary studies. This chapter will build on the content provided and put forth a comparison of national and international curricula for professional culinary development. This will serve as an orientation towards a situation analysis of available training and development in culinary studies.

Culinary training programmes have expanded rapidly, but not uniformly, amongst post-secondary educational institutions. Training providers often respond to demands for new programmes by building onto existing programmes, and as a result available culinary programmes differ widely as far as standardisation is concerned.

The researcher was able to identify at least 32 institutions in South Africa that offer culinary-related qualifications, excluding the universities of technology and the FET colleges and FET schools. Data generated by means of an electronic mail questionnaire administered to staff at some of these training institutions will be presented in Chapter 6. This chapter (Chapter 4) will present and compare curricula for culinary-related training programmes as offered by some of the relevant training institutions as mentioned above. Training programs often change rapidly in order to serve the demands made by industry, which makes it necessary to mention that this study was conducted at a specific point in time.

An emerging view of culinary education is that of a field of multidisciplinary study which brings perspectives such as those found in social, natural and economic sciences to bear on

particular areas of application and practice in the hospitality industry. While culinary studies may lack some of the formalities found in the traditional professions, this field lends itself ideally to curriculum models followed by these professions.

4.2 CULINARY RELATED PROGRAMMES AVAILABLE IN SOUTH AFRICA

There are different dimensions that can be compared between various hospitality and culinary education programmes. Programmes that address the immediate needs for training towards a first qualification in the culinary arts in South Africa are compared in the following paragraphs. These programmes were obtained from some prospectuses or catalogues and from Internet searches. This exploration revealed a wide variety of courses among institutions. Programmes or courses on offer vary from RPL on specific unit standards, certificates, and diplomas up to a B.Tech. degree in Food and Beverage Management or Hospitality Management.

Detailed course descriptions or type of qualification and accreditation were the most sought-after information from these institutions. From this information a brief review of course descriptions was completed to determine the subject matter most frequently offered. Courses with different titles but with similar subject matter were confusing, but the researcher tried to combine these in order to reflect an accord in curriculum design.

4.2.1 Universities of technology

Uniformity was found in terms of hospitality-related qualifications across different universities of technology in South Africa. A summary of curricula as offered by some universities of technology will be presented in Table 4.1.

Table 4.1 A summary of the curriculum as offered by South African universities of technology

Course title	National Diploma: Hospitality Management		
Length	3 years		
Subjects	Year 1	Year 2	Year 3
	Hospitality Management	Hospitality Management	Hospitality Management
	Hospitality Financial Management	Hospitality Financial Management	Hospitality Financial Management
	Hospitality Information Systems	Hospitality Information Systems	Hospitality Information Systems
	Culinary Studies	Culinary Studies	Culinary Studies
	Food and Beverage Studies	Food and Beverage Studies	
	Hospitality Communication	Hospitality Communication	
	Service Excellence		
	Accommodation Management	Hospitality Industry Law	Hospitality Industry Law
	Hospitality Health and Safety	Experiential Learning	Experiential Learning

A minimum requirement for enrolment is a senior certificate. Preference is given to candidates who studied mathematics, accounting or hospitality studies as school subjects and who had had some exposure to the food industry. High emphasis is placed on management development, and culinary studies is offered as a sub-section in these programmes. Most of the universities of technology that offer this qualification also have a restaurant that is run by students as part of their culinary studies. These restaurants play a major role in setting standards for the culinary industry in South Africa and offer high-profile practice and experiential learning to students.

4.2.2 Private or non-governmental training institutions

Out of the possible list of more than 30 private training institutions, nine were selected to provide data for this study. These institutions are listed without being identified in Table 4.2, and were selected because they had been in the business of providing training for more than 10 years and were representative of different provinces of South Africa.

Table 4.2 A summary of programme and course information from private training institutions

Institution	A	B	C	D	E	F	G	H	I
Diploma	*	*	*			*	*	*	*
City and Guilds accreditation	*	*	*	*		*	*		*
THETA accreditation		*			*				
Total duration (in months)	12	36	36	36	18	12	36	12	24
Experiential training (in months)	Integrated	18	18	12	6	6	12	Integrated	12
Subjects / courses available									
Food Safety & Microbiology	*	*		*	*	*		*	*
HACCP, Food Safety and Hygiene		*	*			*	*		
Kitchen Organisation & Design	*	*	*		*	*		*	
Ethics of the Profession	*	*			*				
Wine Studies		*		*	*	*	*	*	
Nutrition		*	*			*	*	*	*
Food Theory		*	*	*		*	*	*	*
Professional Cooking	*	*	*	*	*	*	*	*	*
Professional Baking	*	*			*	*	*	*	*
Language Studies		*					*		*
Restaurant Studies / Food Service		*	*	*	*	*			*
Business Management		*		*					*
Computer Studies		*							
History of Food and Cultures		*					*		
Media Communications, including Food Journalism and Food Styling		*							
Hospitality Technology			*						
Staffing and Equipping			*						
Food Purchasing, Costing and Stock Control		*	*		*	*	*		*
Food Production			*	*					
Regional Culinary Studies							*		
Volume Catering						*			

(Key: The asterisk * is used as an indication that the specific institution is offering the particular course or subject)

The courses offered by most of these institutions have been highlighted as an indicator of their importance. This information will be compared with information generated from international training institutions (compare Table 4.5) and recommendations made by focus group participants (compare Table 5.6) to be considered when specific content for a theoretical curriculum framework is proposed in the final chapter.

It is also evident that most institutions seek accreditation from the internationally recognised City and Guilds of London, and that only two indicated their registration with THETA at the South African National Qualifications Framework (NQF) of SAQA. THETA is a South African learner-driven portfolio of evidence, which includes selected National Qualifications unit standards, used in the assessment process to measure competence in both practical skills and embedded knowledge. (Refer to Paragraph 1.2.4 in Chapter 1: Nationals Skills Development Strategy.)

During different focus group discussions it was mentioned that the registration as a THETA-accredited service provider is an extremely cumbersome process, which is often not finalised. Issues of accreditation and recognition of qualifications, both national and international, were mentioned in each discussion. The absence of control over standards, lack of organisation, and THETA's inability to implement the expected certification and accreditation were cited as major concerns. These issues might provide some explanation as to why training providers prefer to seek international accreditation from City and Guilds of London.

City and Guilds of London is a leading assessment qualification and awarding body in the UK that offers work-related qualifications across all areas of industry and commerce. Qualifications are internationally recognised by educators and employers, as evidence that candidates have reached a specific standard in terms of work-related competence and associated knowledge and understanding. City and Guilds operates actively in over 100 countries worldwide.

The Diploma and Advanced Diploma awarded by City and Guilds of London allow progression, and can lead to the awarding of a full Technological Diploma. These qualifications are also recognised by universities and higher education institutions in the UK.

Culinary-related City and Guilds qualifications that can be obtained via accredited service providers include qualifications up to Level 3, while other fields of study progress to Level 7 (see Table 4.3). This again confirms the ‘termination’ of possibilities to progress to higher levels of culinary qualifications.

The following qualifications are available from City and Guilds of London:

International Vocational Certificate in Professional Cookery – Level 1

International Vocational Diploma in Professional Cookery – Level 2

International Vocational Diploma in Professional Baking and Pâtisserie – Level 2

International Vocational Advanced Diploma in Professional Cookery – Level 3.

Table 4.3 A summary of the progressive structure of City and Guilds of London

Level	Qualification / Programme	Skills, knowledge and experience
7	Fellowship (FCGI)	The highest level of technological and management experience
6	Membership (MCGI)	Professional or managerial status, at the level of Master’s degree
5	Graduateship (GCGI) Associateship (ACGI) NVQ 5	Requires ability to master and apply complex principles and techniques in a variety of contexts and to assume significant responsibility for human and plant resources, at degree level
4	Full Technological Diploma (FTD) Advanced Vocational Diploma (AVQ) Licentiatehip (LCGI) NVQ 4	Demands specialist or technical expertise and the ability to undertake professional work, at the level of Masters Craftsman in Europe
3	Technician Diploma (IVQ) Advanced Vocational Diploma (IVQ)	Denotes skilled work of a complex nature and the ability to undertake a supervisory role
2	Technician Certificate (IVQ) Vocational Diploma (IVQ)	Recognises competence in a more demanding range of activities which require a degree of individual responsibility
1	Vocational Certificate (IVQ)	Indicates the ability to perform basic or routine activities which provide the broad foundation for progression

Although it provides internationally recognised qualifications, the progression for culinary-related qualifications via City and Guilds stops at Level 3, leaving a gap for continuing professional development (compare SAQA qualifications, Table 1.1).

In their marketing brochures, training institutions pledge an emphasis on course programmes that include current and relevant career education, cost-effective education, progression towards further education and continuing professional development and learner mobility, both locally and internationally.

Objectives from different training providers often refer to issues that have been raised by focus groups, and confirm the necessity to research a curriculum development for continuing professional development in culinary studies. Some of these objectives are quoted below, without identifying specific institutions:

In response to the increase in demand for training in South Africa ... produce professionals qualified in cooking, restaurant service, wine, kitchen management, and financial controls.

The underlying philosophy is to retain academic knowledge and that it should be put into practice as soon as possible. Theoretical and practical training is therefore supplemented by extensive exposure to the realities of the workplace, under close professional supervision.

... provide tomorrow's culinary professionals with world-class training to meet industry's urgent call, which has been brought about by the unprecedented boom in tourism, and will equip graduates with cutting-edge skills to build a career in this competitive and challenging field.

Other marketing tools include reference to modern facilities, excellent equipment, credentials of faculty and the ratio of instructor to learners.

4.3 A COMPARISON: NVQ (UK) and NQF (SOUTH AFRICA)

The National Skills Development Strategy, with specific reference to the THETA SETA as the qualifications body for hospitality and culinary studies at the South African Qualifications Framework (SAQA), was discussed in more detail in Chapter 1. This paragraph will compare the curriculum of the London Chamber of Commerce and Industries International Qualifications (LCCI IQ) with those offered by THETA. Information about LCCI IQ was obtained from the Internet (online www.ediplc.com/goal. 'Goal' in this text refers to 'global online assessment and learning', and the specific site that was investigated was 'qualification search').

Education Development International (EDI) was formed through the merger of the London Chamber of Commerce and Industry Examinations Board and GOAL in 2002. GOAL was set up in 2000 with the aim of delivering rapid and reliable assessments to schools using online technology. EDI offers international accreditation in other countries, including South Africa. The qualifications conferred by LCCI IQ are accepted by SAQA for evaluation purposes. THETA has approved both the EDI's quality assurance procedures and the harmonising of centre accreditation procedures for LCCI IQ in the hospitality and culinary sectors, which have been aligned to the NQF in South Africa.

Table 4.4 A comparison of curricula: LCCIIQ (UK) and THETA (South Africa)

Qualification	Compulsory units		Elective units		
	EDI - LCCI	THETA	EDI - LCCI	THETA	
Food Preparation and Cooking NVQ Level 1 NQF Level 2	1 GEN1	XX14,XX15	1FPC4	FP06	Choose 3 of these units
	2GEN1	XX13	1FPC5	FP11	
	1FPC1	FP21	1FPC6	FP13	
	1FPC2	FP15	1FPC7	FP07	
	1FPC13	FP01			
			1FPC3	FP05	Choose 2 of these units
			1FPC8	FP14	
			1FPC9	FP03	
			1FPC10	FP02	
			1FPC11	FP04	
			1FPC12	FP08	
Food Preparation and Cooking NVQ Level 2 NQF Levels 3 - 4	1 GEN1	XX14, XX15	2FPC1	FP23	Choose 4 of these units
	2GEN1	XX13	2FPC3	FP24	
	1FPC1	FP21	2FPC5	FP25	
	1FPC2	FP15	2FPC6	FP50	
			2FPC26	FP01 , FP50	Choose 3 of these units
			2FPC21	36	
			2FPC7	27	
			2FPC4	25	
			2FPC10	30	
			2FPC11	31	
			2FPC13	32	
			2FPC15	33	
			2FPC16	34	
			2FPC17	35	
			2FPC22	39	
			2FPC8	23	
		2FPC9	25		
		2FPC13	42		
		2FPC19	43		
		2FPC14	FP20, FP40		
Food Preparation and Cooking – General NVQ Level 3 NQF Level 4	3GEN1	XX25	3FPC10	FP26	Choose 2 of these units
	3GEN2	XX46	3FPC12	FP34	
	3GEN3	XX45	3FPC13	FP58	
	3FPC7	FP47	3FPC15	FP43	
	3FPC8	FP23	3FPC16	FP45	
	3FPC9	FP50	3FPC4	FP51	
	3FPC10	FP55	3FPC25	FP32	
	3FPC11	FP48			
3FPC2	FP54				

The similarities between the proposed curricula from THETA and those of EDI are clear. The content of each unit as listed above is almost identical. This might explain why training institutions in South Africa might seek accreditation from EDI, which would award their students with an internationally recognised qualification. The processes of registration,

accreditation, assessment and moderation are also much more streamlined at EDI, thus contributing to preference of EDI above THETA. This comparison also illustrates the ‘termination’ of end qualifications at NQF Level 4 (compare Table 4.3).

4.4 LEADING INTERNATIONAL CULINARY TRAINING INSTITUTIONS

The hospitality industry represents two main segments, which are most often addressed in available programmes: culinary studies and food service as well as restaurant management and accommodation services. In the summary that follows, attention was focused on some programmes that specialise in culinary training.

Information concerning international programmes was obtained from *The American Culinary Federation; Accredited Culinary Programmes* (online <http://acfcchefs.org/drcet.html>) *A Guide to College Programs in Hospitality and Tourism, 1997-1998, 4th edition* and the International Association of Culinary professionals (IACP) 2006 Membership Directory. Out of a listing of over 500 institutions world-wide, the following five were selected to offer benchmarks in this presentation. Information regarding programme and institution enrolment, qualifications awarded, accreditation, and a brief description of the institutions and their programme will be summarised in Paragraphs 4.4.1 - 4.4.5.

4.4.1 The Art Institute of Houston

Programme enrolment:	225
Institutional enrolment:	1 100
Degree awarded:	Associate of Applied Science
Degree category:	Culinary arts
Institutional accreditation:	Accrediting Commission for Career Schools College of Technology

Institution description:

Established in 1978, The Art Institute of Houston is a private, two-year institution that prepares its graduates for employment within specific career areas of commercial art, design, drafting, photography, interior design, fashion merchandising, and culinary arts.

Programme description:

The culinary arts department offers a six-quarter programme in which students are intensely trained for a career in culinary arts. The fundamental purpose of this programme is to prepare students for support and entry-level positions in the professional world. The intent is to have working industry professionals impart their knowledge and up-to-date acumen to students. The approach to education relies mainly on actually participating in projects that are creative and technical in scope. All classroom activity relies heavily on a philosophy of total and personal immersion into the subject. The primary focus is to become a culinary professional, and the technical studies in this programme are supported by life skills to which the student will be exposed in the liberal arts and science courses.

Special features

The culinary arts programme emphasises practical, hands-on experience, placement in externship, and career advising and planning.

4.4.2 The Culinary Institute of America (CIA)

Programme enrolment: 2 000

Institutional enrolment: 2 000

Degrees awarded: Associate of Occupational Studies
Certificate courses in Continuing Education

Degree category: Culinary Arts, Baking and Pastry arts

Institutional accreditation: New York State Department of Education
Career College Association
International Association of Continuing Education and Training

Institution description:

The Culinary Institute of America (CIA) is a post-secondary education institution offering Associate of Occupational Studies degrees in Culinary Arts and Baking and Pastry Arts, following a 21-month programme. Continuing education offers more than 60 programmes to food service professionals.

Programme description:

The purpose of the CIA is to provide basic training and education for future culinary professionals. The curriculum offers students an opportunity to learn and practise basic and advanced skills in food preparation and service, to understand the principles of food identification, nutrition, food and beverage composition, to acquire basic supervisory skills, to gain experience in the proper use and maintenance of equipment, and to become familiar with the layout and work-flow of professional production kitchens.

Special features:

The CIA's instructional programme includes four instructional semesters and a one-semester externship. All courses in the programme are compulsory. The core of the curriculum is hands-on teaching of cooking and baking skills as well as theoretical knowledge.

4.4.3 Le Cordon Bleu – *École de Cuisine et de Pâtisserie et Art de Vivre*

Programme enrolment: 365

Institutional enrolment: 365

Degrees awarded: Basic Cuisine and/or Pastry Certificate
Intermediate Cuisine and/or Pastry Certificate
Superior Cuisine and/or Pastry Certificate
Cuisine Diploma and Pastry Diploma
Grand Diploma (Cuisine and Pastry)

Institution description:

Founded in Paris in 1895, this institution fosters the art of French cuisine and the art of living. Since schools are located in Paris, London, Tokyo and New York, students can enjoy the benefits of living and training in some of the capitals of the world. It offers a unique learning experience for both amateurs and professionals through its professionally equipped kitchens and its international professional instructors passing on their experience and expertise.

Programme description:

The ‘classic cycle’ offered by Le Cordon Bleu is comprised of six courses: three levels of cuisine and three levels of pastry. Students learn the techniques of cooking and then master the subtleties of both traditional and contemporary French cuisine. The innovative teaching method encourages students to experiment and adapt classical French techniques to their own native cuisine. The programme is taught through demonstrations followed by hands-on practical classes, each ending with an examination.

Special features:

Le Cordon Bleu offers daily demonstrations that are open to the public. Along with the classic cycle, Le Cordon Bleu offers ‘Semester Abroad Programmes’, Catering Certificates, one- to five-day workshops based on specific themes, as well as children’s workshops known as Les Petits Cordon Bleus. Le Cordon Bleu also offers daily demonstrations.

4.4.4 Australian Capital Territory – Canberra Institute of Technology: School of Tourism and Hospitality

Programme enrolment:	2 000
Institutional enrolment:	20 000
Degrees awarded:	Diploma, Associate Diploma and Certificate
Programme accreditation:	Australian Council Accrediting Tertiary Awards Tourism Training Australia Accreditation Committee Australian Hospitality Review Panel (AHRP) Tourism Training Australia Department of Employment Education and Training

Institution description:

Canberra is located in the Australian Capital Territory (ACT). The School of Tourism and Hospitality is one of nine teaching schools at the Canberra Institute of Technology. The school facility is one of the most up-to-date of its kind in Australia. The school is the largest provider of vocation-oriented skills specific to education and

training in hotel management, hospitality services retail and catering in the ACT and surrounding region.

Programme description:

The school offers a wide variety of courses which are taught in a situational training mode, from certificate to diploma level. Faculty have relevant academic and discipline qualifications in their area of expertise and extensive experiences in the tourism and hospitality industry.

Special features:

Facilities include six state-of-the-art food production laboratories, four beverages merchandising laboratories, a computer laboratory, a food merchandising outlet, a butchery, as well as dedicated classrooms. Many graduates progress to major universities to complete a bachelor's degree in their field.

4.4.5 Johnson and Wales University

Programme enrolment:	1 400 College of Culinary Arts 2 300 The Hospitality College
Institutional enrolment:	8 425 undergraduates
Degrees awarded:	Associate in Applied Science (AAS) Associate in Science (AS) Bachelor of Science (BS) Master of Science (MS) Master of Business Administration (MBA) Master of Arts (MA)
Degree categories:	AAS in Culinary Arts, Baking and Pastry Arts AS in Hotel Restaurant Management, Health Care, Hospitality Management BS in Culinary Arts, Food Service Entrepreneurship, Food Marketing, Food Service Management MS in Hospitality Management

Institutional description:

J & W is a private, non-profit, co-educational institution that offers an opportunity to pursue practical career education in business, food service, hospitality and technology.

Programme description:

J & W's culinary programmes offer an opportunity to combine academic and vocational approaches.

Special features:

The 'upside-down' curriculum allows for immediate entrance into a chosen field. The four-day school week allows students to put academics into practice on the long weekends.

4.4.6 Conclusion

The clear structure of each of the five international institutions that have been discussed above (and many more that were researched) is prominent. Accreditation of qualifications and progression for continuing professional development are apparent. Available qualifications ranges include certificate courses in continuing education, diplomas and advanced diplomas in culinary arts, associate degree of applied science / occupational studies, bachelor's degrees, and master's degrees in culinary arts and food service management. It takes between 18 months and two years to obtain entry-level culinary qualifications. The mastering of a combination of academic expertise, life skills and technical skills is noticeable in most of these programmes.

A review of recent hospitality and culinary training programmes revealed a wide variation found in courses taught among institutions that offer culinary programmes. This is confirmed by Wollin and Gravas (2001:46 - 53) in their proposed curriculum and articulation model for two-year degree programmes in culinary arts in the USA. These authors listed a sample of 58 institutions offering a two-year associate degree in culinary arts, from which they obtained the specific courses taught in their programmes.

A list of 29 courses was compiled, indicating the percentage of institutions requiring each course and the credit-hours allocated to each course. The indication of credit hours and percentage of institutions requiring specific courses has become a useful indicator of the importance of the specific courses. The selection of courses to be included in a curriculum model for articulation was based on highest percentages and highest credit hours.

A summary of these courses and their importance is presented as Table 4.5, and the courses considered as being important are highlighted. The researcher will consider this indicator, together with information generated by means of the research, in the theoretical curriculum framework that will be proposed for continuing professional development in culinary studies.

Table 4.5 Courses offered at two-year culinary programmes in the USA

Course title or subject	Indication of credit hours	Percentage of institutions requiring the course
Food Preparation	1 – 8	98%
Baking and Pastry	1 – 9	96%
Nutrition	1 – 4	83%
Food and Beverage Controls	1 – 5	80%
Advanced Food Preparation	1 – 8	79%
Garde Manger (Buffet and cold kitchen preparation)	1 – 6	70%
Applied Food Service Sanitation	1 – 3	70%
Hospitality internship/experiential training/ work Experience	1 – 12	65%
Culinary Principles	1 – 5	62%
Purchasing and Receiving	1 – 7	60%
Menu Planning	1 – 4	60%
Wine Studies	1 – 5	55%
Introduction to the Hospitality Industry	1 – 4	45%
Buffet Service and Catering	1 – 5	43%
Hospitality Information Systems	1 – 4	40%
Commercial Kitchen Operations	3 – 4	35%
Hospitality Accounting	3	35%
Dining Room Service	3 – 6	35%
International Cuisine	1 – 6	30%
Hospitality Law	3	25%
Hotel Facilities Management	3	20%
Butchery Lab	2 – 4	20%
Stocks and Sauces	3	20%
Human Resources	3	20%
Marketing	3	15%
Principles of European Cuisine	3	15%
Commercial Food Mathematics	3	10%

From the table presented above, it can be concluded that the most ‘important’ courses to consider for a curriculum model or framework, include Food Preparation, Baking and Pastry, Nutrition, Food and Beverage Controls and Experiential Training or Work Experience. The correlation with courses on offer at private training institutions in South Africa (compare Table 4.2) will be considered in the recommendation for content in the proposed curriculum framework.

4.5 SUMMARY

The previous chapter describes various related theoretical aspects of curriculum development in general, but with the specific objective to contextualise curriculum development in culinary studies. The terms *curriculum*, *curriculum development* and *curriculum design* were defined and discussed. This chapter was presented as a programme evaluation and -comparison of available curricula, both in South Africa and world-wide.

A variety of programmes which address culinary education and training were investigated and reported on. The clear structure of qualifications, accreditations and programme outlines of most International leading culinary institutions were noticeable, and were offered as part of the reason why most South African training institutions rather seek accreditation from them. The almost identical curriculum of THETA and LCCIIQ was point out, and the more streamlined processes of accreditation and certification of the later were mentioned.

The reasons for reflecting upon existing curricula for culinary programmes are, amongst others, to verify the requirements from learners and professionals for opportunities to advance quality education through proactive professional development in South Africa. The intention of this comparison from some of the institutional, course and subject curricula was to ascertain the platform from which culinary professionals are launched into a career in culinary arts. The lack of structure in this area in South Africa indicates a definite void; a situation that could partially be addressed in a curriculum framework, but could also be recommended for further studies.

In order to make a meaningful contribution towards continuing professional development, it is important to be aware of the strengths and weaknesses in the post-secondary culinary arts training and education arena.

In the *Introduction to career opportunities in hospitality and tourism*, Riegel's (2001: CHRIE) point of view is particularly relevant in this context:

For too long, the industry has suffered from a lack of common identity among those in government, the educational community and the general public. This has served to create confusion about the nature and scope of the hospitality industry and has also perpetuated an environment where the significance of the industry's aggregate impact on the economy is often understated.

The chapters that follow will present and analyse data generated through the research techniques of personal interviews, focus group discussions and an electronic mail questionnaire.

CHAPTER 5

PRESENTATION AND ANALYSIS OF DATA OBTAINED FROM FOCUS GROUP DISCUSSIONS AND PERSONAL INTERVIEWS

5.1 INTRODUCTION

The selection of focus group interviews, informal personal interviews and an electronic mail survey questionnaire was discussed and motivated in Chapter 2. All these techniques were employed to research the need for continuous professional development in culinary arts as a field of study and the availability of curricula to address these needs. A summary of the respondents involved in this research is provided in Table 5.1.

Table 5.1 A summary of the respondents involved in this study

Survey group	Number of participants	%	Total
Focus groups	[51]		61,43%
Industry professionals	11	13,25	
Faculty (academic staff) of a training institution	7	8,43	
Career changers	9	10,84	
Educators	24	28,91	
Personal interviews	[2]	2,43	2,43%
Electronic mail questionnaire	[30]		36,14%
Hospitality establishments	19	22,89	
Training institutions	11	13,25	
Total	83	100	100

The information generated by these techniques contributed to determining the profile of a culinary professional in South Africa. Additional information about opinions, attitudes and values of different groups of culinary professionals was also obtained. The data that was generated by means of the focus group discussions and personal interviews will be discussed

and analysed and presented in this chapter. Chapter 6 will deal with the presentation and analysis of data generated by means of the electronic mail questionnaire.

Because this study is essentially qualitative in nature, an interweaving of the processes of data generation and data analysis will be employed to formulate a proposed curriculum framework. Aspects of the research process, including the generation and recording of data, will have implications on the analysis of data and consequently on the processes of hypothesising and writing. The researcher was engaged in preliminary analytic processes during data collection, constantly narrowing the focus of the study towards continuing professional development in culinary studies. Miles and Huberman (1994:57) distinguish between descriptive, interpretive and explanatory approaches towards data analysis, which will all be exploited in this text.

The paragraphs that follow will now present data and data analyses of the focus group discussions (5.2) and personal interviews (5.3), where after a summary (5.4) will be presented.

5.2 FOCUS GROUPS

5.2.1 Introduction

The motivation for employing semi-structured interviews with four distinct groups of culinary professionals, the aims and the interview procedure were discussed in full in Chapter 2 (Paragraph 2.4). Each participant in the different focus groups received a 10-page questionnaire (included as Appendix 2.2 of this document) to complete before attending the interview. This enabled them to prepare for the discussions. The first section of each questionnaire requested biographic and contact detail, which was followed by four questions related to the participants' qualifications, employment, daily responsibilities and involvement in professional association(s).

A total of 51 participants in the focus group discussions represented the four distinct areas in culinary arts, i.e. 11 industry professionals, seven faculty members of one training institutions,

nine career changers and 24 teachers and trainers for the hospitality industry, specifically involved in culinary studies.

5.2.2 Biographical detail of participants in focus group discussions

5.2.2.1 Industry professionals

All the participants in this focus group were involved in senior positions in their companies. They ranged from *sous* chef, senior *sous* chef to executive chef, food editor and product development manager, and were acknowledged in the industry as leaders. The summary provided as Table 5.2 was compiled from information provided by the participants on their completed questionnaire.

Table 5.2 Summary of biographical detail of the group: Industry professionals

Code	Gender	Current position of employment	Qualifications	Main responsibilities
1	F	Senior Sous Chef	Diploma: Food Preparation, City and Guilds of London.	Placing orders, handling of staff, payment for suppliers, menu planning
2	M	Food Entrepreneur and Executive Chef	Diploma: Professional Cookery (Apex). Assessor for City and Guilds of London.	Training of staff, menu and kitchen design
3	M	Executive Chef	Certificate: Cookery Ballymaloe Cookery School, USA. Certificate: Thai Cuisine UFM Cookery School, Bangkok, Thailand. BA Hons. In Psychology Vassar College, NY, USA	Delegation to brigade, ordering from suppliers, design and costing menus, food preparation
4	F	Assistant Food Editor - Magazine	Diploma: Food and Nutrition, Cape Technikon.	Responsible for recipe development, answering readers' questions, co-ordinating photo shoots, writing a monthly column, office admin
5	F	Product Development Manager	National Diploma: Food Service Management, Cape Technikon. Certificate: Art of Entertainment, Stellenbosch Technical College.	Liaises with clients regarding product development e.g. presentations, costing, innovation Constant improvement of current product range
6	M	Executive Chef	Advanced Diploma in International Culinary Arts (ADICA), Thames Valley University, London. Diploma: Graphic Design, Durban Technikon	The full running of a five-star hotel kitchen on a daily basis. Responsible for the well-being and supervision of a full kitchen brigade
7	F	Food Editor –Popular Magazine	Diploma: Professional Chef, Institute of Culinary Arts (ICA), Stellenbosch.	Recipe research and development Food preparation, -styling and writing, client and reader relations
8	M	Executive chef	Diploma: Professional Chef, Institute of Culinary Arts, Stellenbosch	Orders, flowers and decor touch-up, breakfast and service, training of kitchen and waiting staff and guest liaison
9	F	Executive Chef	Cordon Bleu Diploma, Silwood Kitchen, Cape Town	Orders supplies, supervises staff and shifts, does book keeping of takings, front of house management, menu compilation, guest liaison
10	F	Executive Chef	None	Responsible for managing a full kitchen of an award-winning restaurant – menus change daily - and for keeping the team inspired. Orders, suppliers, rosters, etc.
11	M	Entrepreneur and Executive Chef	Diploma: Food Preparation, City and Guilds of London	Cooks, gives demonstrations, teaches school learners and runs a catering and distributions company that delivers fish.

During the discussion it became clear that two of the participants (coded 3 & 6) could also be part of group 3, the career changers, since both had practised another professional career before pursuing a career as a culinary professional. However, their contribution and specific views and experiences added largely towards the discussion and group consensus, mainly because they are recognised as culinary professionals in the hospitality industry.

The listing of daily responsibilities provided useful information. Their core responsibilities were on management level, including financial management and human resources management – with reference to staff and clientele. Further primary responsibilities were indicated as teaching and training, and entrepreneurial initiatives in terms of product development, recipe development, menu planning and artistic skills. On the question if they had been prepared for all these responsibilities during their studies, all of the participants indicated that they had to rely on own initiative and other forms of resources to prepare them for what was expected in their world of work. This indication of gaps in training will be considered when a curriculum framework is proposed.

The range of obtained culinary qualifications, as listed in their questionnaires, includes three diplomas from City and Guilds of London, three diplomas from privately owned training institutions in South Africa, two diplomas from the Cape Technikon (now known as the Cape Peninsula University of Technology), an Advanced Diploma in International Culinary Arts from the University of London and several certificates of specific cooking courses. Additional, non-culinary qualifications that were also listed included an international BA Honours in Psychology from Vassar College, New York, USA and a diploma in graphic design obtained from the Durban Technikon (now known as the Durban University of Technology). This broad range of qualifications correlates with the available culinary programmes, both national and international, that were discussed in the previous chapter. It is, however, noteworthy that one of the professionals indicated that despite having no formal tertiary qualifications, she was successfully employed in a senior professional position.

Another interesting observation refers to the gender of the professionals, i.e. that this group consisted of almost equal numbers of female (six) and male (five) participants.

A shortcoming of this initial questionnaire and first focus group discussion was that no information about the time involved as a culinary professional was established. The researcher addressed this by including it as part of the biographical information requested from the follow-up focus groups and in the electronic mail questionnaire.

5.2.2.2 Faculty of training institution

The summary in Table 5.3 was compiled from the information provided by participants on their questionnaires. This focus group included the academic staff (faculty) from a specific training institution, ranging from top management level to junior positions. This broad range of employment might provide a bigger perspective on training and expectations about training of culinary professionals.

Table 5.3: Summary of biographic detail of the group: Faculty of training institution

Code	Gender	Current position of employment	Years of experience	Qualifications	Main responsibilities
1	F	Executive Director	20	B. Home Economics (Ed), University of Pretoria, Advanced Cordon Bleu Dipl., Witkoppen. Sertificate: Ecole de Solile, Mouglin, France	Principal; Administrative and Managements of Training Institution
2	M	Financial Director	10	B.Sc QS, University of Pretoria	Administration and financial management. Delegate and oversee maintenance and resource structures.
3	M	Operations Manager	15	National Diploma, Hotel Management, ML Sultan Technikon, Durban.	Manages and co-ordinates all personnel, curriculum and student functions. Plans, directs and controls student recruitment activities. Co-ordinates and establishes operational structures. Facilitates and conducts marketing and sales initiatives.
4	F	Lecturer	7	B.Tech Hospitality Management, Free State Technikon. National Diploma Catering Management, Technikon Witwatersrand. Advanced Certificate Food & Wine, Prue Leith, London. Continuing Educational Units (23), CIA, New York.	Lectures and conducts practical training. Administrative duties
5	F	Lecturer	7	B.Sc. Home Economics (Ed), Stellenbosch Univ.	Lectures and conducts practical training. Administrative duties
6	F	Lecturer	4	Diploma Culinary Arts, Institute of Culinary Arts, Stellenbosch National Diploma Sport & Recreation Management, Cape Technikon	Lectures and conducts practical training. Administrative duties
7	F	Assistant lecturer and purchaser	2	Diploma, Professional Cookery, Southern Sun	Ordering of supplies for practical training, Menu-planning, utilising by-products of training kitchens for production (hostel) kitchen
8	F	Head of department	20	B.Home Economics (Ed), Stellenbosch University B.Ed. Hons, Potchefstroom University Diploma, Professional Cooking, City and Guilds of London Continuing Educational Units (12), CIA, New York.	Lectures and conducts practical training. Administrative duties Curriculum development for full-time students and continuing education

Because the researcher was employed full-time as a faculty member at this training institution during this stage of the research, her biographical details are also listed above, which explains the listing of eight and not seven participants as indicated in Table 5.1. Daily responsibilities of the participants were focused on teaching and learning activities for full-time students, together with the accompanying administrative responsibilities. Their period involved with training and teaching varied from two to twenty years. An interesting observation was that this group predominately consisted of female participants. As such, that raised its own, distinctive questions, such as: Is training or teaching becoming a female-oriented career? Are there not enough culinary male professionals who hold both teaching and professional qualifications? The answers to these questions fall beyond the scope of this research and will for the time being remain just an interesting observation.

Qualifications that were reported included both academic and vocational qualifications. The degrees B.Sc. and B. in Home Economics, B.Ed. (Hons) and B.Tech. from the Universities of Pretoria, Stellenbosch and Potchefstroom and the Free State Technikon respectively, were listed. Three of the participants held formal teaching qualifications from the above-mentioned higher education institutions. Professional, culinary-related qualifications included national diplomas in hotel management, catering management and sport and recreation management from South African higher education institutions, a diploma from a privately owned service provider and an international diploma in professional cooking from City and Guilds of London. One diploma in professional cooking was obtained by means of an in-house training programme offered by Southern Sun and several certificates from international institutions were listed, including reference to continuing education units from the Culinary Institute of America. This broad range of qualifications reflects the diversity of available qualifications and corresponds to the programmes discussed in Chapter 4.

It is vital that teaching staff in hospitality and culinary arts programmes should be qualified and dedicated teachers and trainers, with qualifications from both academic and vocational institutions, although qualifications can differ in accordance with programme levels and objectives. It is generally expected that staff who teach in diploma- or degree-granting programmes should hold at least a master's degree. However, it should be noted that, until very recently, there were no hospitality-related master's or doctoral degree-granting

programmes available in South Africa, and currently there are still no degree or postgraduate qualifications in culinary arts. Most master's and doctoral degrees obtained by culinary professionals have been obtained from other fields of study, such as agriculture, education, business or food science.

5.2.2.3 Career changers

The group identified as career changers in this research includes nine participants who obtained 'other', non-culinary qualifications or had practised 'other' careers before they decided to pursue a training programme in culinary studies. Valuable information was provided by their respective motivations for career changes and their expectations of a training programme towards a career in culinary arts. Biographical information provided by the participants is summarised in Table 5.4.

Table 5.4 Summary of biographic detail of the group: Career changers

Code	Gender	Qualifications in another subject field	Motivation for change to a career in culinary arts
1	F	B.Sc. Microbiology, University of Pretoria B.Sc. (Hons) Plant Pathology, University of Pretoria	"I struggled to find a job in the scientific field and read about the many career opportunities in the hospitality industry. Since I always enjoyed cooking, I decided to pursue a career in culinary arts as the restaurant business seems to be booming."
2	F	B.Psych. University of Pretoria	"After the stress of a career working with neglected children, I realised it was taking too much emotional energy; I opted for a career in culinary arts because it is alive with positive and creative energy."
3	F	Certificate in Fine Arts, Crearé School of Music, Drama and Dance, Bloemfontein. Certificate Christian Psychology, Theologos University, Kempton Park.	"I have developed most of my passions during my teaching career and felt it time to attend to my culinary passion. I love training and teaching and working with people. Teaching for the past five years has been rewarding and enjoyable. Hopefully, I will be able to teach creative culinary arts in future."
4	F	American Hotel & Lodging Association Certificates (4) Secretarial qualification, Commercial Career College, Harare, Zimbabwe	"I wanted a break out of the office and when I went overseas I worked in a kitchen and found that food and a culinary profession were something I became passionate about"
5	F	IMM Sales & Marketing Management, Damelin College, Cape Town Registered Estate Agent, Institute of Estate Agents	"I have decided to follow my passion and interest in cooking and start living my dreams."
6	F	N5 Secretarial Certificate, Technical College, Brits	"After working in Dubai as a medical assistant for a few years, I have saved enough money to support me while pursuing a lifelong dream to be working with food."
7	F	Insurance Institute of SA, Level 3 Diploma in Marketing Management at the Institute of Marketing Management	"The thought of spending the rest of my life behind a desk scared me. I have always like cooking and the hospitality industry promises greater opportunities and excitement."
8	M	National Diploma, Tourism Management, Cape Technikon, B. Tech, Business Management, Cape Technikon	While doing my practical training during tourism studies, I was introduced to the culinary world and realised that food is one part of the hospitality industry that people will always need and want."
9	F	BA, Industrial Psychology Stellenbosch University	"Sometimes you are forced to follow prescriptions before you are allowed to follow passion! I have obtained a 'recognised academic qualification' (as expected by family and social pressure) but here I am to do what I like!"

The motivations given by participants for changing to a career as culinary professional reflect the passion, energy, expectations and challenges encapsulated in this field of study. It is noteworthy to mention the fervour with which each participant expresses his/her motivation for a change in career direction, including phrases such as:

“... the culinary arts are alive with positive and creative energy...”

“I felt it time to attend to my culinary passion.”

“I felt that food and a culinary profession were something that I became passionate about.”

“I have decided to follow my passion and interest in cooking and start living my dreams.”

“I have saved enough money to support me while pursuing a lifelong dream to be working with food.”

“Here I am to do what I like!”

The diverse academic backgrounds of this group ranged from formal scientific degrees to vocational certificates. The participants referred to previous careers in the field of psychology, teaching, secretarial and administrative work, real estate, marketing and insurance. The need for proper training and a structure towards qualifications, career pathways and opportunities for continuing professional development were confirmed by all participants.

5.2.2.4 Educators

Educators from different provinces in South Africa, including Gauteng, North West Province, Mpumalanga, Limpopo, the Western Cape and the Northern Cape, as well as one from Namibia participated in this focus group discussion. They represented FET colleges, GET schools and private schools, and were all teaching culinary subjects. Biographical information, as provided by these 24 educators, is summarised in Table 5.5 below.

Table 5.5 Summary of biographical detail of the group: Educators

Code	Years of teaching experience	Qualifications and where obtained	Main responsibilities	Where employed at the time of the discussion
1	10	B.A. (Ed), RAU Hons, (ETD) RAU	Training	Pretoria FET College
2	24	HED, University of Potchefstroom	Teaching: Hotelkeeping and Catering (Hospitality Studies) including theoretical and practical classes. In charge of school's training restaurant twice a week.	Phalaborwa GET school
3	20	NTD, Johannesburg Teachers' College for Home Economics	Trainer, Professional Cooking FET College, planning, organization, stock control and purchasing, excursions, industry placements of students, assessment, faculty admin and some catering functions	Pretoria FET College
4	5	B. Com. Hotel and Tourism Management, University of Pretoria HED, University of Pretoria Basic chef training – SANDF	Teaching: Hotelkeeping and Catering (Hospitality Studies) including theoretical and practical classes. In charge of school's training restaurant twice a week.	Pretoria GET school
5	24	HNHED Cape Technikon	Teaching: Home Economics (Consumer Studies) including theoretical and practical classes. Managing catering for school functions.	Stellenbosch GET school
6	17	B.Sc. Home Economics, University of Pretoria HED, University of Pretoria Advanced Cordon Bleu Diploma, Witkoppen, Johannesburg	Teaching: Hotelkeeping and Catering (Hospitality Studies) including theoretical and practical classes. In charge of school's training restaurant twice a week.	Pretoria GET school
7	5	HED in Home Economics, University of Potchefstroom Diploma: Food and Beverage, Birmam College	Teaching: Hotelkeeping and Catering (Hospitality Studies) including theoretical and practical classes. In charge of school's training restaurant twice a week. Purchasing and stock control of ingredients.	Vereeniging GET school
8	36	HED Home Economics, Heidelberg Teachers' College THOD, Home Economics OKVO Unisa	Teaching: Hotelkeeping and Catering (Hospitality Studies) including theoretical and practical classes. In charge of school's training restaurant twice a week. Purchasing and stock control of ingredients. Head of department, adding additional administrative responsibilities. Chief examiner for Limpopo.	Mokopane GET school
9	9	Diploma in Education, Rhodesia	Teaching: Hotelkeeping and Catering, including theoretical and practical classes and Technology.	Honeydew GET school
10	11	THOD, Gauteng Teachers' College	Teaching: Hospitality Studies. Function co-ordinator, stock control and purchasing.	Elsparck GET school

Code	Years of teaching experience	Qualifications and where obtained	Main responsibilities	Where employed at the time of the discussion
11	24	HNED, Home Economics, University of Potchefstroom Certificate in Managing Small Hotels, University of Potchefstroom	Teaching: Hotelkeeping and Catering (Hospitality Studies) including theoretical and practical classes. In charge of school's training restaurant twice a week. Head of department adding additional administrative responsibilities. Manage all school catering and functions.	Edleen GET school
12	27	THOD Home Economics, University of Potchefstroom Tourism Diploma, SATFE	Teaching: Tourism Studies and Hotelkeeping and Catering (Hospitality Studies) including theoretical and practical classes. In charge of school's training restaurant twice a week. Head of departments adding additional administrative responsibilities. Manage all school catering and functions. Stock control and purchasing of ingredients.	Benoni GET school
13	10	THOD, Home Economics, Normal College Pretoria	Teaching: Hotelkeeping and Catering (Hospitality Studies) including theoretical and practical classes. In charge of school's training restaurant twice a week. Manage all school catering and functions. Stock control and purchasing of ingredients.	Garsfontein East GET school
14	7	B.Sc. Home Economics, University of Potchefstroom HED, University of Potchefstroom Hons. B. Home Economics, University of Potchefstroom	Teaching: Hotelkeeping and Catering (Hospitality Studies) including theoretical and practical classes. In charge of school's training restaurant twice a week. Manage all school catering and functions. Stock control and purchasing of ingredients and budget.	Wierda Park GET school
15	no indication	THED, Home Economics, Normal College Pretoria	Teaching: Hotelkeeping and Catering (Hospitality Studies) including theoretical and practical classes. In charge of school's training restaurant twice a week. Manage all school catering and functions. Stock control and purchasing of ingredients.	Valhalla GET school
16	15	B.Sc. Home Economics (Ed) University of Pretoria	Teaching: Hotelkeeping and Catering (Hospitality Studies) including theoretical and practical classes. In charge of school's training restaurant twice a week. Manage all school catering and functions. Stock control and purchasing of ingredients.	Waterkloof GET school
17	17	B. Home Economics (Ed), University of Pretoria Hons. Home Economics, University of Pretoria	Teaching: Hotelkeeping and Catering (Hospitality Studies) including theoretical and practical classes. In charge of school's training restaurant twice a week. Manage all school catering and functions. Stock control and purchasing of ingredients.	Monument Park GET school

Code	Years of teaching experience	Qualifications and where obtained	Main responsibilities	Where employed at the time of the discussion
18	10	B.Sc. Home Economics, University of Potchefstroom Diploma in Nutrition, University of Pretoria HED, University of Potchefstroom	Training, skills programmes – certificate and diploma – Professional Cooking	Krugersdorp FET College
19	23	THED, Potchefstroom Teachers' College B.A., Unisa B.Ed., University of Potchefstroom	Lecturer, NQF unit standards at FET College	Randfontein Westcol FET College
20	28	THED, Pretoria Further Diploma in Home Economics, OKVO	Teaching: Hotelkeeping and Catering (Hospitality Studies) including theoretical and practical classes. In charge of school's training restaurant twice a week. Manage all school catering and functions. Stock control and purchasing of ingredients.	Polokwane GET school
21	32	THED, Potchefstroom FDE, OKVO	Teaching: Hotelkeeping and Catering (Hospitality Studies) including theoretical and practical classes. In charge of school's training restaurant twice a week. Head of department adding additional administrative responsibilities.	Polokwane GET school
22	12	B. Home Economics, University of Pretoria HED, UNISA	Teaching: Hotelkeeping and Catering (Hospitality Studies) including theoretical and practical classes. In charge of school's training restaurant twice a week.	Polokwane GET school
23	6	B.Sc., HED, University of Pretoria	Teaching: Biology and Home Economics at Grade 8 – 10 level	Windhoek Private school
24	8	Diploma, Food and Clothing Technology, Cape Technikon	Teaching: Hotelkeeping and Catering (Hospitality Studies) including theoretical and practical classes. In charge of school's training restaurant, coffee shop and conference facilities. Manage all school catering and functions. Stock control and purchasing of ingredients. Budgeting.	Upington GET school

From the above it became evident that most of the participants were experienced teachers with a group average of 12 years' teaching experience. Their level of employment ranged from head of department to governing body positions. Most of these educators (17) were primarily responsible for the teaching of Hospitality Studies, which includes running a training restaurant at their schools. Two were responsible for teaching Consumer Studies and

six were employed at FET colleges with shared responsibilities of hospitality-related subjects. One of them was the provincial chief examiner for Hospitality Studies.

Qualifications of this group included national educational diplomas (23), one diploma in Food and Clothing, one diploma in Food and Beverage, ten Baccalaureus degrees (four B.A, five B.Sc and one B.Comm.), and four B. Ed (honours) degrees in education. Other culinary-related specialisation included basic chef's training in the South African National Defence Force, an advanced cordon bleu diploma and a tourism diploma.

The average of 12 years of teaching experience as indicated above also shows that the above-mentioned qualifications were not recently awarded. Dramatic changes in the national educational system over the past 12 years have necessitated new approaches to teacher training and empowerment of teachers to teach within the new outcomes-based education system. In the past, teachers were trained according to the 'old' content-based curriculum within a content-based teaching model (Media in Education Trust, 1997). Dreyer and Booysse (2004:114) make the following observation on the need for more research in this context: "Because the new system implies a new curriculum for teacher training, there is a need for research on how providers will have to adapt their training approach and curriculum to meet the challenges of outcomes-based education."

Each participant was very keen to contribute towards this discussion because they were aware of a huge need for up-skilling and retraining since they were now teaching 'new' subjects. Home Economics was replaced with Consumer Studies or Hospitality Studies in most GET schools, and the objectives for and approaches to these subjects differ significantly from the 'old' subjects (see the historical background provided in Paragraph 1.2.1). The need for a curriculum to address the continuing professional development of educators in culinary studies was thus confirmed and will be considered in the proposed curriculum framework as a conclusion of this study.

5.2.2.5 Conclusion

The preceding paragraphs (5.2.2.1 – 5.2.2.4) summarised the biographical details of participants in each focus group. The diversity in terms of experience, qualifications and responsibilities was clearly illustrated. What unites these different groups is their participation as culinary professionals. After the biographical details of each of the four focus groups had been presented and analysed, the shortcoming of a clear structure and framework towards relevant qualifications and dynamic career pathways became evident.

5.2.3 Data obtained from focus group discussions

The discussions with different focus groups enabled the researcher to investigate in depth the opinion and perspective of culinary professionals who are established in the different segments of careers in culinary arts. The schedule of questions to the participants aimed at investigating the requirements for a culinary professional and to critically analyse the gaps in training and learning, which could be addressed by a curriculum framework for continuous professional development.

The following topics were presented for discussion:

- Views and perspectives on culinary training in South Africa
- Skills and competencies required from culinary professionals
- Values and attitudes regarding professional development in culinary studies
- Challenges and changes facing culinary studies as a subject field
- Focus areas for continuous professional development in culinary studies.

The paragraphs that follow will present the outcomes of the discussion with each group about each topic.

5.2.3.1 Views and perspectives on culinary training in South Africa

Ten statements concerning culinary studies development were presented in the questionnaire which each participant received before their specific focus group discussion. Each participant

had to indicate on a seven-point scale the degree of his/her agreement about the specific statement. Space was provided for individual comments or as motivation of choices. The discussion in each group about the specific statement provided the researcher with a deep insight into the views and perspectives of participants concerning culinary studies training and development.

The paragraphs that follow will present the 10 statements and the outcomes of the different focus group discussions. They are presented in the same sequence as they were discussed during the focus group interviews. The consensus opinion of each group will be presented separately and there after similarities and differences between the groups will be offered as a conclusion.

STATEMENT 1:

Food and the culinary arts represent a field so vast that this area should be a field of study on its own.

Industry professionals:

Totally agree

'Vast' is not a big enough word to describe a profession which involves a lot more than just cooking, kitchen design and food service. It represents an integrated field of study, embracing all art forms.

Faculty members:

Totally agree

It is a field of study that evolves continuously and is ever changing, but it is built on a solid scientific base combined with applied practical skills.

Career changers:

Totally agree

It represents a young, yet undiscovered but very complex study field that overlaps with disciplines such as micro-biology, philosophy, history and others.

Educators:

Totally agree

Overlapping with other areas of learning, such as computer and language studies, is important, but culinary studies could establish itself as a study field.

Conclusion derived from opinion of four focus groups:

It became clear that all four focus groups agreed on the potential of culinary arts to become a recognised field of study in its own right.

STATEMENT 2

Food and the culinary arts have not acquired academic recognition because this field is merely a technical discipline.

Industry professionals:

Agree

Although it has not acquired full academic recognition, there is noticeable growth in that direction. Because of the existence of other technical disciplines (such as the performing arts and music) that have acquired academic recognition, it cannot be accepted as a main disqualification for academic recognition. Culinary arts are often, mistakenly, considered as being purely technical.

Faculty members:

Agree

It is a struggle to establish and maintain academic recognition. The perception that culinary arts is a practical, vocational, technical discipline depends on the level of education of culinary professionals.

Career changers:

Agree

There is a perception that the field of culinary studies is not advanced or intricate enough to warrant academic recognition. Culinary studies is underrated by the uninformed as involving no more than a practical, technical application. This is not true.

Educators:

Agree

Culinary-related subjects are not accorded the same status as disciplines such as science and mathematics. Hospitality Studies is not acknowledged as a subject for university entry and is often considered by and recommended for learners who struggle to excel academically, due to its more technical application. This can be part of the rationale that culinary studies is a technical discipline.

Conclusion derived from the opinion of four focus groups:

In retrospect, this statement could be considered vague and was difficult to respond to, since it contained two separate possibilities:

Food and culinary arts has not acquired academic recognition

Food and culinary arts is merely a technical discipline

There was an amount of confusion on how to respond to this statement, which was clarified during the discussions, and was there after, treated as two separate statements. All the participants in the four groups agreed that the required recognition has not been established, but that culinary arts should be seen as a combination of both theoretical fundamentals and practical application and not merely a technical discipline. Culinary arts as profession has a valid claim in higher education and is comparable with music or art, representing a highly developed field of study.

STATEMENT 3

The proliferation of culinary programmes and culinary training schools is an indication of the relevance of this field of study.

Industry professionals:

Totally agree

Unfortunately not all schools are offering the standards that are required.

Faculty members:

Totally agree

There was no further discussion as members of this group were unanimous that the mushrooming of culinary training opportunities indicates the relevance of culinary arts as a field of study.

Career changers:

Agree

Providers react to the 'gap' in the market and often see it as an easy way to profit. Because there is no control, there are too many unprofessional providers.

Educators:

Totally agree

A concern was expressed that all the providers are not 'credible' and that there is a lack of uniformity between standards on offer. Qualifications also differ largely and there also seems to be a lack of control by a professional governing body. The nature of this field of study implies very expensive training, often making the possibility of professional training available to a privileged few only.

Conclusion derived from the opinion of four focus groups:

All the participants across the four groups were aware of the growing number of culinary training institutions, and expressed a concern about the standards and costs involved in some of the programmes. There is a demand from industry for qualified and trained employees, and there are many people in search of qualifications to enter into the job market as soon as possible. This creates a unique set of implications: on the one hand there is a demand for credible and scientific programmes, in line with all the expectations and credentials of recognised higher educational institutions, and on the other hand there is a skills shortage and a tendency to address short-term training needs as quickly as possible.

STATEMENT 4

Culinary professionals experience a need to stay on the cutting edge of their career through continuing professional development (CPD).

Industry professionals:

Totally agree

Opportunities for professional development are not easily accessible and require a lot of individual effort.

Faculty members:

Totally agree

This statement was not discussed further because the group unanimously agreed with the statement.

Career changers:

Totally agree

It is a profession that requires continuous development and dynamic pioneering. Almost no opportunities for CPD are available in South Africa, forcing professionals to travel abroad to develop as professionals and to advance their careers.

Educators:

Totally agree

Teachers feel that they are out of their depth, as they have to teach 'new' subjects by applying 'new' approaches. They therefore express an urgent need for CPD, up-skilling and re-training.

Conclusion derived from opinion of four focus groups:

All the participants across the four focus groups agreed that the only way to improve the profession effectively and to allow the individual to grow professionally is through CPD. Such programmes are not clearly defined or established in South Africa. According to the focus group outcomes, employers should consider money spent on CPD opportunities for their employees as an investment in their business and the profession.

STATEMENT 5

Culinary education programmes should mainly provide curriculum content which is 'useful' and 'outcomes-based' to satisfy demands from industry.

Industry professionals:

Disagree

Supporting theory provides structure and backbone to any profession. An underpinning body of knowledge should support 'useful' and 'outcomes-based'. Education is built on history, philosophy and inspiration.

Faculty members:

Agree

Training providers must answer to the demands of the market – and in the shortest possible time – without compromising standards. There should be a differentiation between different programmes available, for instance a shorter, skills-driven certificate and a longer, more comprehensive diploma focusing on theoretical underpinning, practical application and experiential learning.

Career changers:

Disagree

The demand from industry for skilled workers is not the only demand to consider; understanding and insight into ethics and cultures is important for the individual to grasp practical implementation fully. Academic insight and understanding is therefore also 'useful' and important, but not necessarily 'outcomes-based'.

Educators:

Agree

There should always be a balance between theory, applied theory and pure practical application.

Conclusion derived from opinion of four focus groups:

There was a slight difference in interpretation of this statement between the different focus groups. Both practical skills or 'useful' curriculum content and a supportive body of theoretical underpinning are reported to be important. The expectation to be broadly qualified is important to consider when a curriculum framework is put forth.

STATEMENT 6

Culinary arts training should receive academic recognition, and graduate as well as post-graduate qualifications should be available / obtainable at tertiary training institutions.

Industry professionals:

Totally agree

There was no further discussion of this statement because members of this group were unanimous in their agreement.

Faculty members:

Totally agree

There was no further discussion of this statement because members of this group were unanimous in their agreement.

Career changers:

Totally agree

Culinary arts is an 'art form' which requires academic recognition. "Law was a breeze" in comparison with a career in culinary arts! (This remark was made to the researcher by a career changer.) Unfortunately there is still too much 'cheap labour' available and too many employers are willing to settle for the cheapest way out.

Educators:

Totally agree

It is important that there are post-graduate qualifications in culinary arts available in South Africa, as in the rest of the world, to build a respected and credible body of professionals and to provide career progression and options for personal and professional self-development.

Conclusion derived from opinion of four focus groups:

There was agreement across the four focus groups that culinary arts could claim a rightful place in higher education, and not be restricted to technical and practical skills application. Possibilities for research and development are vital to establish and maintain professionalism in culinary arts.

STATEMENT 7

There is a real need for continuing professional development in the field of culinary arts to keep up with the demands of an industry that is constantly evolving.

Industry professionals:

Totally agree

Food, like fashion, is changing constantly. Professionals can never sit back and assume they know it all – there will always be much to learn and understand.

Faculty members:

Agree

Because they were unanimous in their agreement, there was no further discussion of this statement.

Career changers:

Totally agree.

Due to constant development in the hospitality industry and culinary field of study, it is important not just to keep up but also to set the pace. Culinary professionals must be able to predict, to create and to anticipate, in order to do justice to the profession.

Educators:

Totally agree

There was no further discussion of this statement.

Conclusion derived from opinion of four focus groups:

In retrospect, this statement can be seen as a repetition of Statement 4, but confirms the need for CPD and recognises the dynamic nature of a career in culinary arts.

STATEMENT 8

Culinary arts programmes should follow a holistic approach that reflects the best of both practices (theoretical, philosophical, sociological and ethical issues merged with practical industry requirements).

Industry professionals:

Totally agree

Because they were unanimous in their agreement, there was no further discussion of this statement.

Faculty members:

Agree

A concern was raised, mentioning a governing body to act as ‘watchdog’ of curriculum standards and qualifications awarded.

Career changers:

Totally agree

There was no further discussion of this statement due to group agreement.

Educators:

Totally agree

Standard of training institutions and service providers must be monitored by a neutral governing body.

Conclusion derived from opinion of four focus groups:

The need for a more holistic approach towards culinary arts training was confirmed by all four focus groups. This links with Statement 6 that graduate and post-graduate qualifications should also be available on the spectrum of qualification options.

STATEMENT 9

In considering culinary arts training for higher education there is always a danger of over-balancing, either into its inherent theoretical potential at the expense of its practical application or vice versa.

Industry professionals:

Agree

Balance is important, since theory and practice are equally important.

Faculty members:

Agree

Balance is important, since theory and practice are equally important.

Career changers:

Agree.

The same is true for considering other professions, such as music, art and agriculture for HE.

Educators:

Agree

Balance is important, since theory and practice are equally important.

Conclusion derived from opinion of four focus groups:

This balance between theory and practise is an important factor to consider when a curriculum framework is planned, and is linked to the primary aim of this research.

STATEMENT 10

The neglected issues of culinary arts education in higher education and the limitations and possibilities of a new model of innovation, merging theoretical and vocational, must be addressed.

Industry professionals:

Totally agree

Faculty members:

Totally agree

Career changers:

Totally agree

Up to now it was a 'road less travelled' and a lot of building and sculpting must be done to build a qualification framework for a 'new' and dynamic profession.

Educators:

Totally agree

Conclusion derived from the opinion of four focus groups:

There was unanimous agreement in all four focus groups that proper curriculum planning should be done to secure a sustainable model for culinary studies as the foundation of a professional and recognised field of study.

The following synopsis is derived from the above-mentioned statements as imperative to consider for a proposed curriculum framework.

Culinary Arts as a profession has a valid claim in higher education. Training providers and curriculum planners should consider the needs of individuals and industry when planning training programmes. These programmes should have a clear, progressive structure for continuous professional development opportunities for the culinary professional. A holistic approach towards academic mastering and professional skill should be employed to involve theoretical knowledge (liberal) and practical application (vocational). Culinary studies stretch

over the confines of an isolated field of study, predicting a multi-disciplinary approach towards curriculum design.

5.2.3.2 Skills and competencies required from culinary professionals

Three questions concerning skills and competencies were posed. Participants were asked

1. to list personal attributes (qualities) needed for a person to succeed as a culinary professional;
2. to list the most important skills and competencies that must be acquired during a period of training; and
3. to comment on the provision of these listed competencies by available training institutions.

The objective of these questions was to draw up a generic list of required competencies, which could be considered for inclusion in a curriculum framework. A list of attributes and competencies was made, not in order of importance or in any other specific order, but as it was mentioned in the different groups. The researcher undertook to identify broad categories of attributes, skills and competencies, but due to time restrictions, it was not possible to do this during the focus group discussions or to refer it to each group for further refining. The categories with specific attributes represent a combined listing from the four focus groups and are summarised in the following paragraphs:

(i) Personal attributes

- Creativity, artistic ability and innovative and original thinking

These attributes refer to the artistic flair needed to create and present food that is visually attractive, tasty and wholesome. The ability to think originally with respect to the 'integrity' and scientific composition of the basic ingredient, combined with a good working knowledge of preparation techniques, is required.

- Honesty, integrity and sincerity

Respect for the client and the product is mirrored in these personal qualities. In an industry where profit is important, integrity can often be compromised during the production of food. Personal values and attributes as mentioned in this section are important in the hospitality industry, but are difficult to teach or assess.

- Commitment, determination, perseverance, dedication

A career in the culinary field can be difficult and exhausting. Work of consistent quality must be delivered, with attention to detail and precision.

- Sense of responsibility, professionalism, discipline and good judgement

The ability to plan and organise resources is important. Being able to ‘put your head down and work when the heat is on’ is essential. Because a production kitchen or food laboratory is in essence not a safe place to work in, it is important that all the members in the team work together in a disciplined manner.

- A positive approach towards problem solving and the ability to work under pressure

To depend on suppliers and raw products at the one end of the production line and a prepared product for demanding clients and at the other end can often put the culinary professional in the centre of a potential problem. The ability to stay positive and creative is therefore an essential attribute required from a culinary professional.

- Physical fitness and diligence

A career in culinary arts often includes working in a hot and humid production kitchen for very long hours of physically hard work, with potentially dangerous objects and equipment. This requires a unique type of person who is energetic and able to work with a positive outlook on challenges. Interests outside the workplace and a balanced lifestyle, including exercise, healthy eating habits and enough rest is important.

- Being well spoken, having communication skills and people skills and being able to work as a team member

The ability to communicate with team members and colleagues, together with the ability to handle difficult employers, employees and clients in a unique working environment is essential.

(ii) Skills and competencies

- Good body of subject knowledge and process knowledge

This was considered a most important competency to be acquired by all culinary professionals.

- Management of time, people, resources and facilities

The ability to work with people in a team or to work with clients, who expect to be catered for within specific time limitations, is considered a very important competency for a culinary professional. No work in the culinary industry is done in isolation, and the ability to manage people and resources is vital. The importance of this competency was also indicated by the industry professionals when they listed their daily responsibilities in Table 5.2.

- Scientific creativity

Food and culinary studies are often referred to as combinations of science and art. A reasonable understanding of the compositions of plant- and animal-based ingredients, the effect temperature has on them, and the effect of additions such as acids, salts and sugars are but a few of the factors to be considered when working with food in a creative way.

- Financial management

The ability to work according to a budget and to plan and implement a budget was mentioned as an important competency for culinary professionals. The ability to do menu costing and quoting, basic bookkeeping and to handle money is considered a basic skill for culinary professionals.

- The ability to teach or train and to provide motivation

Because culinary application often relies on a team effort, and in view of the diverse levels of skills among team members, it is important for the professional to be able to teach, train and motivate so that the team may progress.

- Selling and marketing abilities

This competency was rated as a ‘nice to have’, but not essential for all culinary professionals.

- Organisational skills

The ability to organise a working environment and being able to work under pressure was considered an essential skill for culinary professionals.

- Technological skills and computer literacy

Culinary professionals should receive basic training in computer literacy, as the hospitality and tourism industries are defined and managed by the Information Communications Technology (ICT).

- Entrepreneurial skills

There is an abundance of available opportunities in the hospitality industry as it provides an entrance into the workforce for many first-time employees. Moreover, it offers an environment that is conducive to entrepreneurship.

All the above-mentioned skills and competencies were considered during the different focus group discussions and were pointed out to be important to a culinary professional in general. It was recommended that it should be included in a proposed curriculum framework. These skills were not specified for a group or sub-section within the hospitality industry, but considered as generic skills in terms of management and leadership towards continuous professional development in culinary careers.

(iii) Provision of skills and competencies

The following question and request were posed to each group for discussion: “In your opinion, does the available training institutions in South Africa provide adequately for the above-mentioned skills and competencies? Please motivate in full, indicating shortcomings and gaps that you have experienced.” The opinions of each group will now be presented separately.

Industry professionals

As employers, this group expressed disappointment with the abilities and skills that they had experienced from qualified employees in general. Different institutions have different sets of standards and different areas of strengths or weaknesses. General consensus about the need for a standardised curriculum framework and the uniformity of standards between different training providers was again confirmed. A lack of discipline was identified as a major shortcoming on the part of newly qualified culinary professionals. It was reported that new employees struggle mostly with the following:

- to cope with long and unsocial hours of physical hard work
- to support themselves on a very basic income
- to meet standards of high expectations from public
- to deliver consistent levels of work excellence
- a lack of experience.

The industry depends largely on training providers to prepare candidates for a professional career in the culinary field. The majority of the professionals in this focus group indicated that they are involved in the training of staff as part of their managerial position. This is a confirmation that there exist shortcomings in the profile of their qualified employees or that employees are not qualified. The participants indicated that they are reasonably to poorly informed about the NQF and THETA, with only one indicating that their company is an accredited THETA service provider, and three indicated that they provide in-service training.

Faculty of training institution:

As academic staff of a training institution, this group was not in a position to refer to other training institutions in general, but report that they experienced mixed demands from the industry: Because there is a growing demand for qualified culinary professionals, it is expected from training institutions to “produce” employees with the highest skills in the shortest time to satisfy the immediate market needs. This short term solutions might explain the lack of uniformity in standards. This group express their concern about such practices and commit themselves to provide a well-trained body of culinary professionals with a sound scientific foundation, a broad vision towards a career in culinary studies, a good balance between theoretical underpinning knowledge and practical application combined with experiential training in industry. Alumni reported that they struggle with the following aspects in their first year of employment in the industry:

- to establish themselves as professionals in a work environment of non-professionals
- to cope with the high stress and often extreme demands and urgency to satisfy customer and employer expectations
- to cope with long, unsocial hours of exhausting work
- to cope with “kitchen-abuse”, foul language and unprofessional employers and colleagues
- to ‘deliver’ in an unhygienic, unsafe and under-equipped production environment
- to survive on a very low income

Because of these working conditions, most qualified culinary professionals opt to leave the country and work abroad where they are better recognised and treated as professionals in an established system. This situation worsen the dilemma of ‘demand and supply’ of qualified workers for the South African culinary industry.

Career changers:

This group report that they have experienced a lot of “quick-fix” courses on offer. The general consensus was that training opportunities are getting better and easier to access in South Africa, but that candidates should do good market research to select credible training institutions as most of them can still be considered as “work-in-progress”. This group also confirms that candidates should invest in training towards a holistic approach, merging academic principles with vocational training.

Educators and trainers:

As educators and trainers of culinary related subjects, it is often expected from individuals in this group to act as career counsellors to learners and to recommend appropriate training institutions. They have experience that most of the training institutions are extremely expensive, making it possible for only a privileged few who can afford professional training in culinary studies. Issues of accreditation and recognition of qualifications, both nationally and internationally, were mentioned. Reference to the absence of control over standards, lack in organisation, and THETA not being geared to implement the expected certification and accreditation were brought into the discussions.

The paragraphs above presented views and perspectives on required skills and competencies pertaining culinary training programmes, primarily referring to a first qualification. Although each group had a specific perspective about and approach towards challenges facing the industry, there were general apprehensions that were repeated by each group. These apprehensions, and provisional recommendations to address it by means of a proposed curriculum framework, can be summarised as follows:

- Personal attributes such as creativity, honesty, determination and perseverance, a sense of responsibility and professionalism, a positive attitude towards problem solving and good communication skills were all discussed and identified as important. This is therefore an indication that a proposed curriculum should make provision to develop these skills, by means of life skills programmes or courses founded in the social sciences.

- Skills and competencies required include a good body of theoretical knowledge in the related study field, management, organisational and entrepreneurial skills, the ability to teach or train employees and being computer literate. These could be addressed by including specific scientific courses in the proposed curriculum, including computer literate programmes.
- Reference to the lack of professionalism, diverse training programmes with different standards of qualifications and accreditations could benefit from a curriculum framework for continuous professional development in culinary arts. Such a 'model' could be used by institutions planning to offer a qualification to find their specific niche but could also serve as a guideline for institutions to evaluate or make modifications to programmes that are already in place.

These general concerns were taken into consideration when areas for CPD were discussed and were tested again in the electronic mail questionnaire that was sent out as a follow-up survey instrument. It was imperative for the researcher to establish values and attitudes regarding continuous professional development to determine the foundation for professional ethics in culinary studies (qualitative approach). The focus group discussion therefore progressed to areas of CPD.

5.2.3.3 Possible approaches towards continuous professional development in culinary studies

Participants were asked to describe the best way to obtain experiential training in culinary arts, with special reference to continual educational programmes and special reference to the possibilities to employ the information computer technology (ICT). These possibilities, as offered by the different focus groups, are presented as an integrated summary in the next paragraphs.

- The importance to working with professionals in the industry was established. Candidates seeking experiential training as part of an individual CPD programme, should identify leaders in the industry and try to work with them. Some participants

mentioned that they have had the opportunity to work with internationally acclaimed professionals, sometimes without receiving any payment, just to be able to add this as work experience on curriculum vitae, or simply to be able to learn from the recognised experts in the world.

- Hospitality institutions could focus more on the training and qualifying of their staff. A qualified assessor could be employed in each institution, who can attend to in-service training and assessing. Recognition and accreditation of qualifications must be taken into consideration.
- Short courses and workshops should be attended, or conducted by recognised professional or professional associations, as often as possible.
- The professional association(s) or training institutions could negotiate with higher education institutions (HEIs) to develop training programmes to address specific needs. Programmes such as an Advanced Certificate in Education (ACE) with specific reference to culinary studies were mentioned. There are currently a large number of trainers employed in GET schools with the appropriate technical qualifications but no experience or qualifications in methodology of teaching. These trainers are not in 'official' governmental positions, but employed by each school's governing body.
- Distance learning and e-learning programmes to address the scientific theoretical section of a programme can be developed. This should then be followed by workshops to assess the "hands-on" practical application, because culinary studies can never become totally theoretical and 'face-less'. These workshops could be presented to teachers during the school holidays. Industry professionals can attend workshops like this during "off-season" or winter, when most establishments are running on skeleton staff or even close for the season (especially in the Western Cape). Integration of ICT can be employed effectively to teach toward continuous professional development programmes.

- Membership of a professional association, the attending of congresses, high profile involvement and leadership in showcases such as “gourmet festivals” and “good-food-and-wine-show”, writing of articles for popular and academic journals, presenting of workshops were a few of the possibilities that were listed to contribute towards CPD.

The above mentioned possibilities can enable culinary professionals to excel in a work-environment, which is still generally defined by non-professionals. Credible qualifications, international experience, continuous professional development, specialization and the ability to deliver excellent service, distinguish the real professional from the “instant-expert”. According to the focus groups perspectives, almost no real effort is in place to provide worthwhile opportunities for sustainable development. These realities too, should be considered in the proposed curriculum framework.

5.2.3.4 Challenges and changes facing culinary studies programmes

Opinions were obtained from focus groups by means of two questions: they were requested firstly to specify challenges facing the hospitality industry in the next five years, with specific reference to culinary studies, and secondly to list potential problems in the education, training and development of the culinary sector in the hospitality industry. Because the same issue was mentioned in different groups, it is offered as a combined listing of factors to consider, constituting a *situation analysis* as the first component of proposing a curriculum framework.

- A growing number of qualified culinary professionals are leaving the country to seek recognition and to gain international experience in a professional culinary industry. This situation increases the demand from industry for qualified workers, and encourages the tendency of service providers to over-compensate by offering short-term training solutions by means of emergent learning programmes. This consequently leads to a body of culinary professional with gaps in their basic training which will need to be addressed in future by means of continuing development programmes. Areas for growth and professional development must be pioneered since they do not exist at present.

- The high costs involved in quality training exclude a major group of the population who are not able to afford it. Bursaries are very rare and financial institutions are reluctant to offer study loans for training in culinary arts.
- As the number of graduates fails to keep up with the demands, candidates without training are securing positions and the cycle of an unprofessional culinary industry is prolonged. The challenge would be for South African-trained culinary professionals to establish themselves in high-profile and leading positions in the industry.
- The qualifications and competencies of teachers and trainers and service providers for culinary programmes must be founded in both liberal and vocational principles. The lack of a watchdog organisation or professional association to monitor and control standards, qualifications and accreditation creates apprehension in the culinary industry. Uniformity of standards in training and development in culinary arts should be secured. Some form of control must be exercised over the mushrooming of poor providers.
- A lack of recognition for accomplishments and a scarcity of opportunities and incentives to grow as culinary professionals in the South African work environment are further challenges that should be taken into consideration.
- The culinary industry must be proficient to deliver consistent levels of service excellence as the tourism industry is constantly growing and opening new opportunities. This is becoming a major challenge since professionals and non-professionals alike are establishing themselves as entrepreneurs in the hospitality industry, and the availability of cheap labour contributes to an already complex situation.

- The pandemic dimensions of HIV/Aids will have a major impact on the hospitality industry. The large body of workers that will be affected and the implications this will have on food production and service are causing greater complications. These issues demand comprehensive management.
- The general grouping of culinary workers needs to have an understanding of the industry as a profession with possibilities for career progression, and not merely for employment. The up-skilling of this large corpus of loyal workers with very little academic background must be addressed. Twelve years after democracy, South Africa is still facing the challenge of large numbers of people who live in abject poverty and who are willing to do any type of work for basic food provision, often sacrificing standards of hygiene and safety. These workers often do not even consider commitment to service excellence.
- The lack of understanding by governing bodies and general public about the full scope of skill and talent partnered in this industry must be brought into perspective. It will become the challenge of the current generation of culinary professionals to establish professionalism in culinary arts as a profession.

Subsequent to the listing of challenges and changes facing culinary studies programmes, participants were asked to establish areas on which CPD should focus to address these concerns successfully.

5.2.3.5 Focus areas for a curriculum towards continuous professional development

Participants were asked to consider a programme for continuous professional development in culinary studies. Sub-sections were established and each participant gave an indication (as a percentage) of the importance of each section for continuing educational programme. During the discussions it was agreed upon that such a programme should bring together perspectives of the social, natural and economic sciences. Table 5.6 below presents a summary of the recommendations from the four focus groups.

Table 5.6 A proposed syllabus composition to address CPD in culinary studies

General field of study	Specific application /subject/course	Weight
Food Studies	Professional Cooking Professional Baking and Pastry Food Hygiene, Microbiology Food Science	35%
History	History of Food History of Cuisine and Gastronomy History of Environment, Cultures and Agricultural Landscapes	5%
Nutrition	Human Nutrition Therapeutic Nutrition	10%
Law	Food Law and Policies Labour relations	5%
Economics and Statistics	Marketing and Sales Hospitality accounting	5%
Management	Restaurant Studies Hotel Studies Small Business Studies Operational Management	15%
Wine Studies	Geography of Wines Wines of South Africa; Wines of the World Scientific Approaches to Food and Wine Combinations	10%
Food and Technology	Computer Proficiency Product Development	5%
Food and Society (Sociology)	Food Theatre, Food Photography, Food Writing, Food Communication Culinary French (Basic French Language studies)	10%
Other (Specify)	Psychology of Choices – what influence choices Art, Design and Development of Creativity Leadership development	Less than 5%
		100%

The researcher will consider the proposed syllabus composition as a recommended parameter (quantitative approach) from one research group in this study, when a curriculum framework for CPD will be presented in Chapter 7. This parameter within the South African context will be aligned with the summary made by Wollin and Gravas (2001:50) on courses offered in two-year programmes in the USA (Compare with Table 4.5).

5.3 PERSONAL INTERVIEWS

A motivation for employing personal interviews (Paragraph 2.4.2.1) and the interview procedures (Paragraph 2.4.2.2) were discussed in full in Chapter 2 as part of the research process and procedure (Paragraph 2.4). Interviews were conducted with the two representatives of the Western Cape Education Department (WCED): (1) Senior Curriculum Planner, Travel, Tourism and Hospitality Studies (GET Directorate) and (2) Deputy Chief Education Specialist – Occupational Programme Development and Assessment (FET Directorate). They were selected because of the position each one holds in the WCED and their unique involvement in and insight into curriculum development for teachers and trainers of hospitality-related subjects. Educators were identified as one group of culinary professionals who indicated urgency to establish opportunities for continuing professional development. These interviews were included because the selected individuals represented a theoretical population, in which they qualified as spokespersons for the population of educators employed in the WCED, involved with the teaching of culinary related subjects.

The school subject, Consumer Studies, previously known as Home Economics, can grant learners access to university entrance (previously differentiated as standard or higher grade subjects), but Hospitality Studies not (previously only offered as a standard grade subject). Some HEIs renamed the field of study ‘Human Ecology’, while others decided to discriminate entirely between vocational and liberal fields of study and discard Consumer Studies from their academic programmes. These actions caused a dilemma. Since Consumer Studies and Hospitality Studies are considered purely vocational-oriented, there are no longer HEIs that train teachers for these subjects. The situation of the continuing professional development of culinary teachers and lecturers is complicated by the fact that the configuration of the Grade 12 NCS for Consumer Studies and Hospitality Studies articulates with NQF level 4 Certification at FET colleges and institutions accredited with THETA. All of these are in need of staff with appropriate credentials and are contributing to a body of potential culinary professionals who are launched into the industry without possibilities for advancement to a professional career in training. NGO training institutions, FET colleges and universities of technology are also contributing to the body of culinary professionals employed in industry, but no HEIs are training culinary professionals for education and research.

During these interviews the issues of teacher empowerment and development were thus identified as critical. The following suggestions were discussed as ways to take full advantage of and improve the current capacity and skills of educators employed in hospitality-related programmes:

- Research could be done into alternatives and accelerated forms of qualifying teachers for hospitality-related subjects.
- The possibility of articulation agreements between institutions to acknowledge culinary qualifications, allowing culinary professionals to enrol for a teachers' diploma at an HEI, could be considered.
- The situation of 'teachers' in governing positions, often with appropriate hospitality qualifications, but no pedagogical background, could be researched. This situation also has remuneration implications for the individuals who are employed in such positions in government schools.
- The situation where newly qualified teachers leave an HEI, being professionally ill-equipped to offer culinary related subjects, should be addressed.

These interviews provided valuable information and confirmation about the need and urgency that exist for re-training and up-skilling of teachers who are involved in culinary-related subjects.

Over the last 12 years the education system in South Africa has seen new policies and new curricula that were design to transform education, not only with reference to hospitality-related subjects but to education at large. This has caused a dilemma, because not all educators had the necessary academic and professional skills (compare Paragraph 5.2.2.4) to adapt to their new responsibilities and to redefine their professional roles. It was mentioned during the interview discussions that teachers are overwhelmed by these expectations and that they lack confidence to deliver quality education in the new system. Many of them are

voluntarily looking for ways to upgrade their skills, through self-initiated research, informal learning or formal studies. These dilemmas will be considered when a curriculum framework for continuous professional development is proposed as an outcome of this study.

5.4 SUMMARY

This chapter presented the data obtained from two types of survey techniques, namely focus group discussions and personal interviews. Both of these provided the researcher with a deeper understanding and insight (qualitative perspective) into the training needs and focus towards curriculum development for culinary professionals. An in-depth understanding of the research problem was established by the application of these research methods. Biographical information both established the profile of a culinary professional, currently in leading or management positions in the industry, and provided a valuable point of departure towards continuing professional development.

Participants in the focus group discussions and personal interviews were qualified and experienced in different sectors of the culinary industry and were representative of the different sectors. Their perspectives regarding the values and attitudes inherent to a culinary professional and their views on CPD assisted significantly in the research process. Additional insight was gained into the broad range of seemingly overwhelming issues concerning the training and employment of culinary professionals.

The identification of skills and competencies revealed the importance of not only being a subject expert, but also having good managerial and leadership skills to excel as a culinary professional. The management-related skills include financial management, human resources management and business management. The identification of areas that are not being addressed properly by current training programmes indicates possibilities for programmes towards continuing professional development.

The range of challenges and changes facing the industry varied from social issues such as the implications of HIV/Aids (which falls outside the scope of this study) to educational issues of qualifications and credible accreditations which could be addressed in a proposed curriculum

framework. The data generated confirmed the need for training and development to improve the status of culinary professionals in South Africa.

The implementation of focus group discussions and personal interviews provided mainly qualitative data, although some data could be calculated, such as the weight in terms of percentage indications for specific sub-sections (Table 5.6) to consider when a curriculum proposal is put forth.

This chapter has reported about the results generated from both focus group discussions and personal interviews in terms of the curriculum needs for the professionalisation of a career in culinary studies. The following chapter (Chapter 6) will present data generated through an electronic mail questionnaire to further research into the curriculum development needs in a career in culinary studies.

CHAPTER 6

PRESENTATION AND ANALYSIS OF DATA OBTAINED FROM ELECTRONIC MAIL QUESTIONNAIRE

6.1 INTRODUCTION

The implementation of an electronic mail questionnaire during April 2005 resulted in the generation of mainly qualitative data. This research instrument was used in triangulation with other instruments such as focus group discussions and personal interviews, a method that was motivated and explained in Paragraph 2.3.2. The motivation for using an electronic mail questionnaire, as well as the design, format, length and structure of the questionnaire was discussed in Paragraph 2.4.3 together with the sample unit and the methodology. The researcher was sensitive to a recommendation of Miles and Huberman (1994:5) not to record too much data, since that would make it difficult to generate specific proposals. This advice was echoed by Babbie (1995:107): “[W]e manipulate the collected data for the purpose of drawing conclusions that reflect on the interests, ideas and theories that initiated the inquiry.”

Because the electronic mail questionnaire was used in triangulation with other methods, i.e. focus group discussions and personal interviews (as discussed in full in Chapter 5) as well as a curriculum comparison (Chapter 4), the data that was generated by means of these different survey instruments will be compared to establish opinion over the broad spectrum of culinary professionals. The research processes link together the issues and theories generated through different research groups, and establish the relationship between aspects of data analysis, such as similarities and contrasts, which will be presented in this chapter. This presentation will not only reflect on the number of participants that agree or disagree with statements or indicate rates of importance, but it will also try to find patterns and a rationale for specific selections.

Dr Martin Kidd of the Centre for Statistical Consultation (University of Stellenbosch) contributed significantly towards the processing of data, which involved data reduction and analysis, synthesis and interpretation. The generated data is therefore presented as histograms which depict the outcomes graphically, either indicating the percentages of responses or

actual number of respondents. A critical discussion follows the graphic illustrations in an attempt towards interpretation and explanation.

The self-administered electronic mail questionnaire was divided into four sections. It is discussed in this chapter in the same sequence as they were presented to the respondents:

- Section 1 - Demographic information
- Section 2 - Establishing basic competencies for a culinary professional
- Section 3 - Establishing areas for continuing professional development
- Section 4 - Establishing the professionalism in culinary arts as field of study.

This electronic mail questionnaire is included as Appendix 2.4.

The electronic mail questionnaire was sent to individuals or establishments, representing two distinct survey groups: the first was culinary establishments, mainly high profile or award-winning restaurants or hotels, and the second was training institutions that provided trained / qualified individuals as employees to these institutions (refer to paragraph 2.4.3 for sampling strategy).

6.2 RESPONSE RATE

Of the total of 92 e-mails that were sent, 34 yielded variations of electronic responses such as “returned mail” or “mail system error”, indicating wrong address, closed e-mail account, or even full mail boxes. The remaining 57 questionnaires that were sent 27 were either delivered to an existing address, but were deleted without being opened, or the ‘respondent’ chooses to ignore the e-mail. This medium of communication offers the luxury of choice to receivers to open their mail or to ‘delete’ if there is no immediate interest in opening it. The researcher chose to respect the respondents’ choice, as it was an early indication of their non-interest in the research topic. Furthermore, she wanted to ensure that the respondents’ perception of privacy was not invaded. In some instances, unfortunately, it could have been the secretary or receptionist who controlled whether the questionnaire survey was to be forwarded to the culinary professional, to be deleted or to be ignored.

This high non-response rate may have biased the sample, particularly when there was the possibility that potential respondents, who might have been very interested in the topic, were not able to respond. Of the 92 questionnaires that were sent, 31 (33,7%) yielded responses that were analysed in the research. This response rate of 33,7% seemed fairly encouraging as they seemed to be representative of the sample. Schonlau, Fricker and Elliot (2002:20), who compared the response rates of surveys delivered via e-mail with those delivered by means of traditional mail, reported that response rates range from 6% to 68% for e-mail surveys. The cost and convenience advantages of the newer methods can often make up for lower response rates and inaccurate e-mail addresses (Weible & Wallace, 1998:19). Table 6.1 provides a summary of the responses to the e-mail questionnaire.

Table 6.1 A summary of the responses to the e-mail questionnaire

Training institutions (sent by the supervisor)	Received and reacted	11	34,4%
	Failed delivery	5	15,6%
	Delivered, but did not react	14	43,75%
	Other (deleted, not applicable)	2	6,25%
	Total	32	100 %
Industry professionals (sent by the researcher)	Received and reacted	20	33,3%
	Not delivered	3	5%
	Delivered, but did not react	13	21,7%
	Other (nothing known, mail system error, deleted)	24	40%
	Total	60	100 %
Combined total of respondents		92	
Combined total of questionnaires that were analysed		31	33,7%

With the rapid development of technology, it is possible that the research via the electronic medium may create its own controversies. However, in this research, it was used in triangulation with other techniques as discussed in the preceding chapters, to ensure credibility and accountability.

6.3 DEMOGRAPHIC DETAILS OF PARTICIPANTS IN THE ELECTRONIC-MAIL QUESTIONNAIRE

The biographic information from the participants will be presented graphically and then discussed briefly. This information was sourced because it might influence the curriculum framework in the sense that these participants are also in the process of individual professional development, and their contribution can be seen as a possible investment towards their own career progression.

6.3.1 Gender

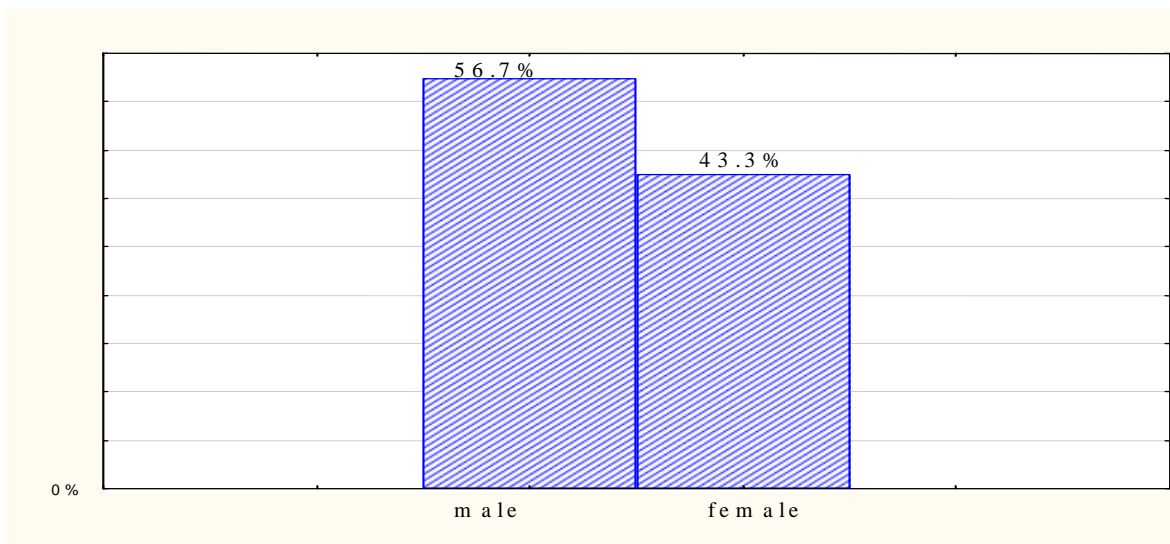


Figure 6.1 Gender

Of the sample that responded in this e-mail questionnaire survey, 56,7% were male and 43,3% were female. This can be an indication that there were more male culinary professionals in senior positions at the time of the research.

6.3.2 Age

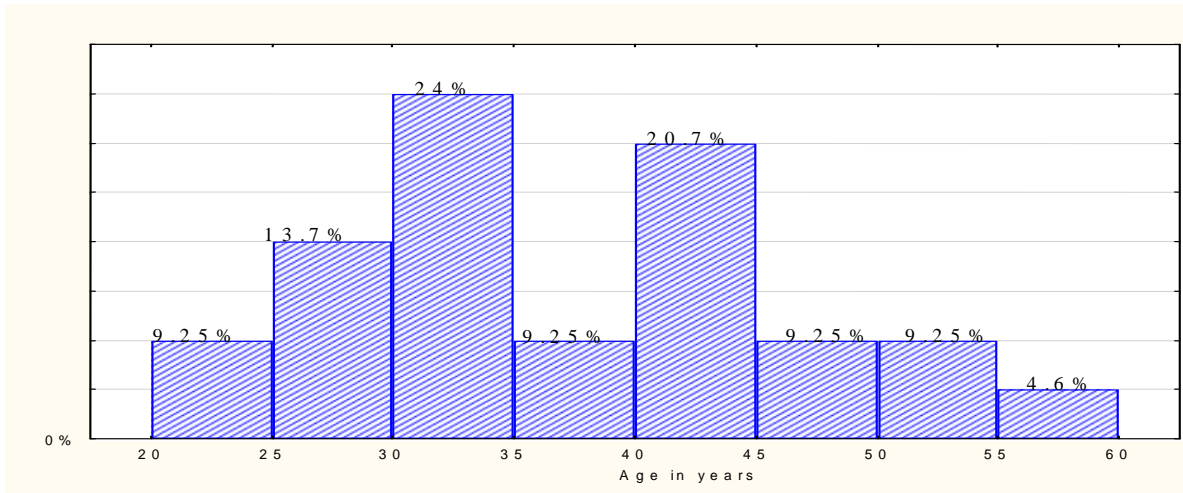


Figure 6.2 Age

The majority of the survey sample was in the age group 30 to 45 years. It yielded significant information on the age profile of culinary professionals, confirming the observation that culinary art as a profession is still very young. There is, however, a noticeable indication of growth in the age group 20 to 30. If this is linked with the years that they were involved in the industry (see Figure 6.3) the majority indicates that they had been involved in the industry for more than 10 years.

6.3.3 Years involved in the industry

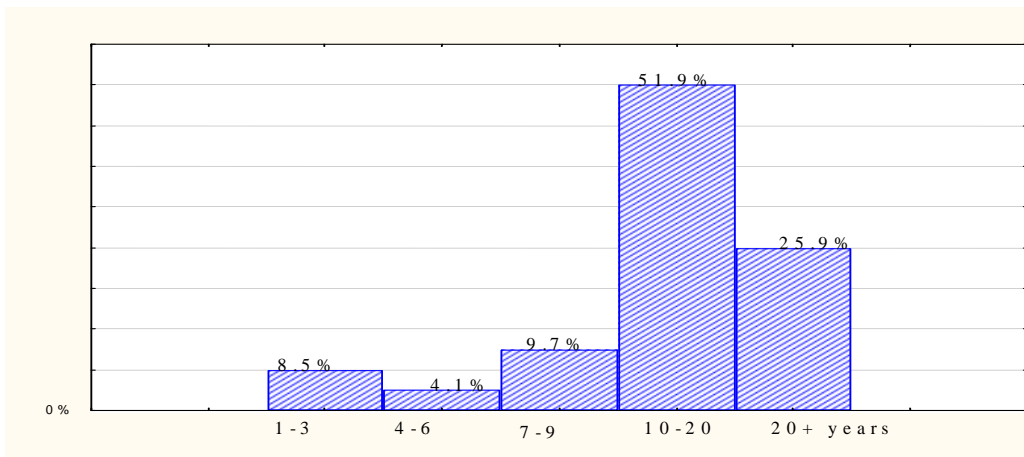


Figure 6.3 Years involved in the industry

It is significant in this survey that 77,8% of the respondents had been involved in the hospitality industry as professionals for more than 10 years. The responses and experiences of this response group are considered very valuable, and can contribute to the validity and reliability of the research outcome as it indicates that persons in leadership positions participated in this survey.

6.3.4 Citizenship

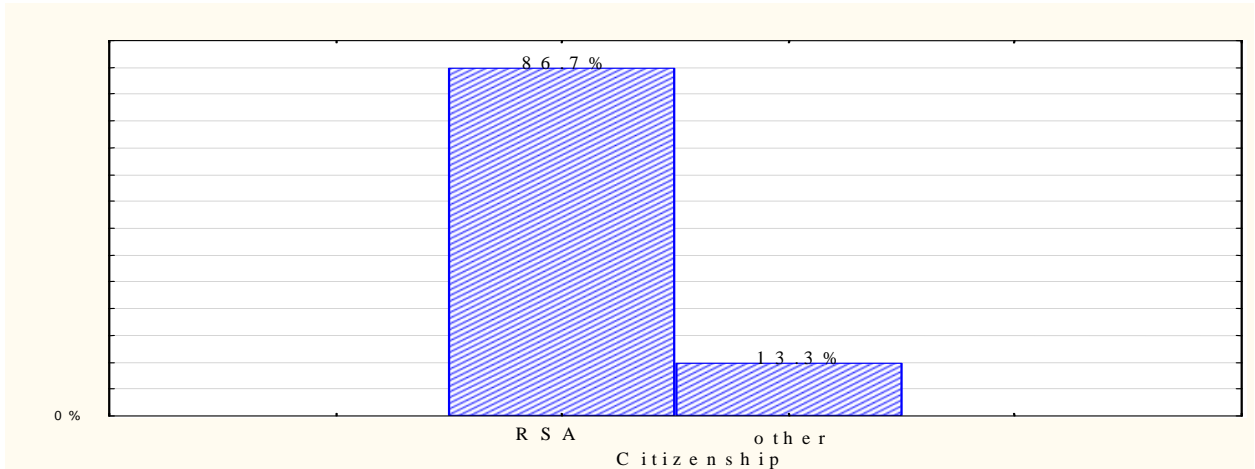


Figure 6.4 Citizenship

The majority of the participants, i.e. 86,7%, were citizens of the RSA, with the rest having either dual citizenship or non-South African citizenship.

6.3.5 Ethnic group

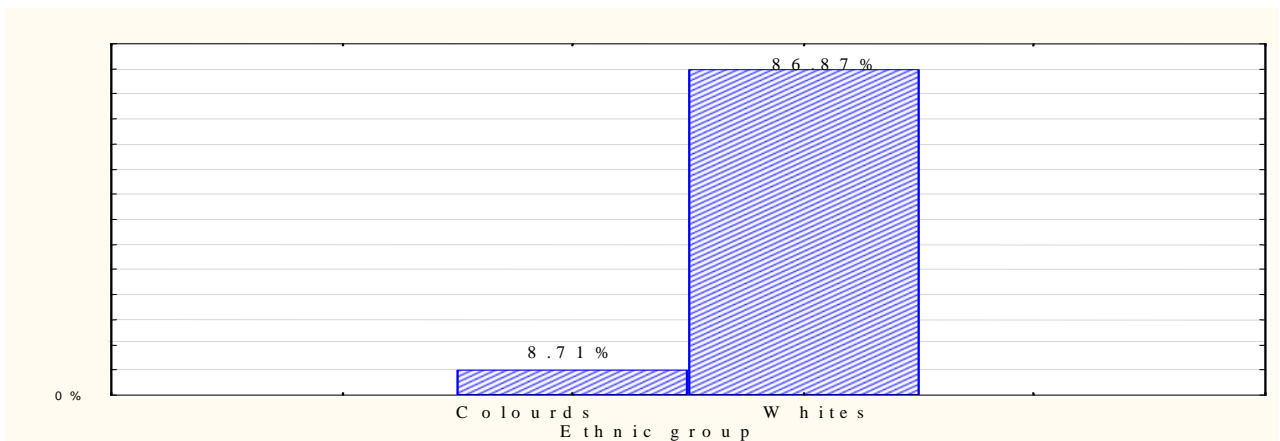


Figure 6.5 Ethnic group

Of the response group, 4,4% of the participants chose not to respond to this question, while 86,9% indicated that they were white and 8,7% coloured. A conclusion can be made that the professionals in the hospitality industry in managerial positions are at this stage primarily whites, although it can be generally accepted that a huge body of employees, supporting the hospitality industry, is representative of all the ethnic groups in South Africa.

6.3.6 Job description or title

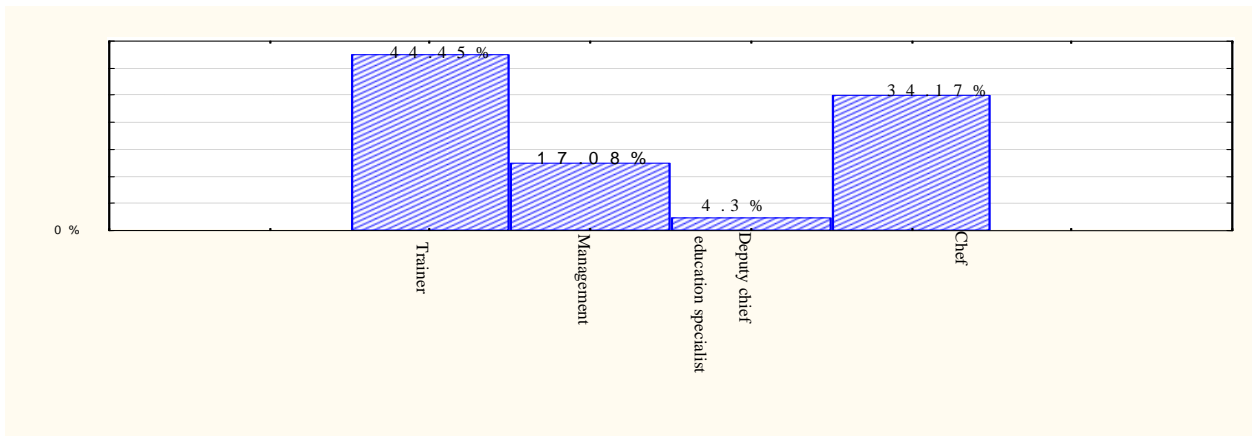


Figure 6.6 Job description or title

Culinary professionals are addressed by many titles. What unites them is their professional involvement with food, people and training, entertaining or service in the hospitality industry. Forty-four per cent of the respondents were primarily involved in training, 17% in management, 34% as practising chefs and 4% as specialists in a specified culinary sub-field. This information is considered very important in terms of curriculum scope and development.

6.3.7 Management level

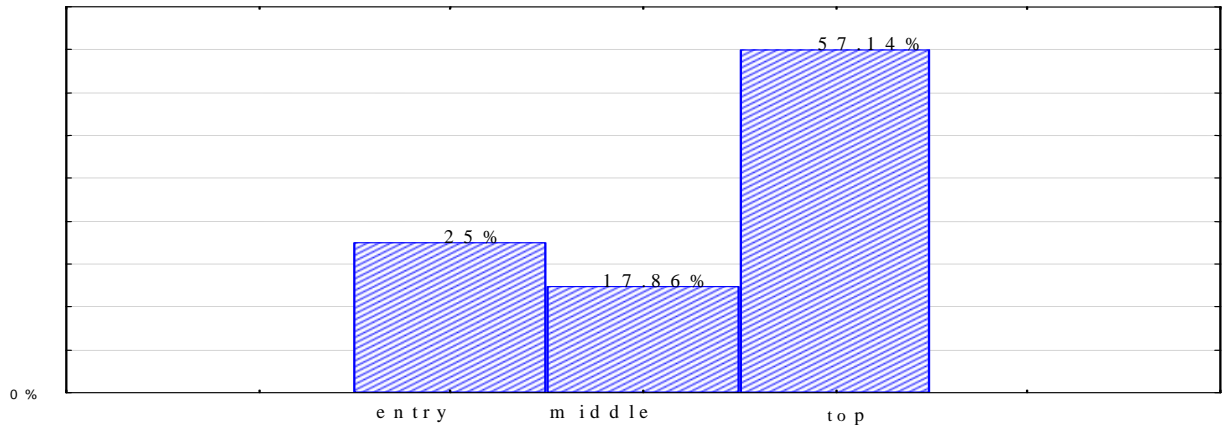


Figure 6.7 Management level

The majority 57,14% of the response group were involved at top management level. It is however, relevant to have an insight into the opinion of entry and middle management level culinary professionals, to secure a balanced representation of values, attitudes and expectations concerning the research topic. The distribution of culinary professionals in different management levels is also significant, considering that 77,8% had reportedly been in the industry for more than 10 years. This could either mean that the field is small with little opportunity for promotion, or that professionals seem to progress slowly professionally, or it could reflect on the availability of CPD programmes.

6.3.8 Culinary-related qualifications

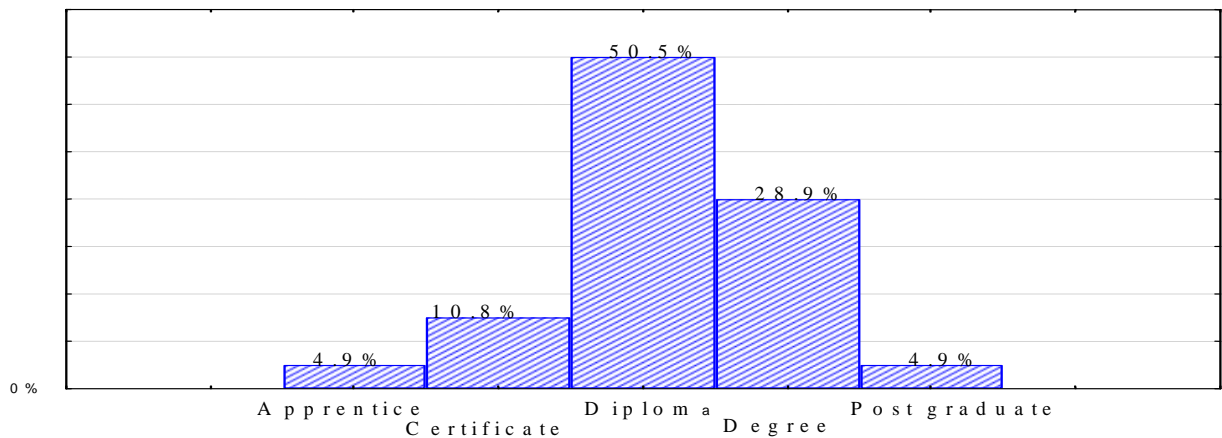


Figure 6.8 Culinary-related qualifications

Of the response group, 50,5% had obtained diplomas, about 28,9% had obtained degrees, and 4,9% of the professionals in this survey group had post-graduate qualifications. Graduated persons in this field therefore were in the minority (33,8%). The youthfulness of this field of study is again confirmed by this data. The following qualifications were listed:

- Degree Doctor of Culinary Arts *Honoris Causa*, Johnson's & Whales University, Miami, Florida
- Ph.D. in Agricultural Sciences, US
- Master Chef's Degree, Westminster Catering College, London
- B.Sc. Home Economics, US
- B.Tech. Hospitality Management, Free State Technikon
- ND Hotel Management, Free State Technikon
- Diploma in Professional Cookery, Cape Technikon/ Prue Leith/ Silwood / Institute of Culinary Arts
- Diploma in Education, US
- HND Hospitality Management, Natal Technikon
- Gastgewerbefachschule und Berufsschule*, Vienna, Austria
- Certificate in Practical Cookery, City and Guilds, London / Chefs' School Switzerland / Wits Technikon
- Certificate in Hospitality and Catering Studies, Boland College, Stellenbosch

This configuration of qualifications amongst culinary professionals indicates the diversity in available culinary qualifications which should be considered when a curriculum framework for CPD is proposed.

6.3.9 Membership of the South African Chefs' Association (SACA)

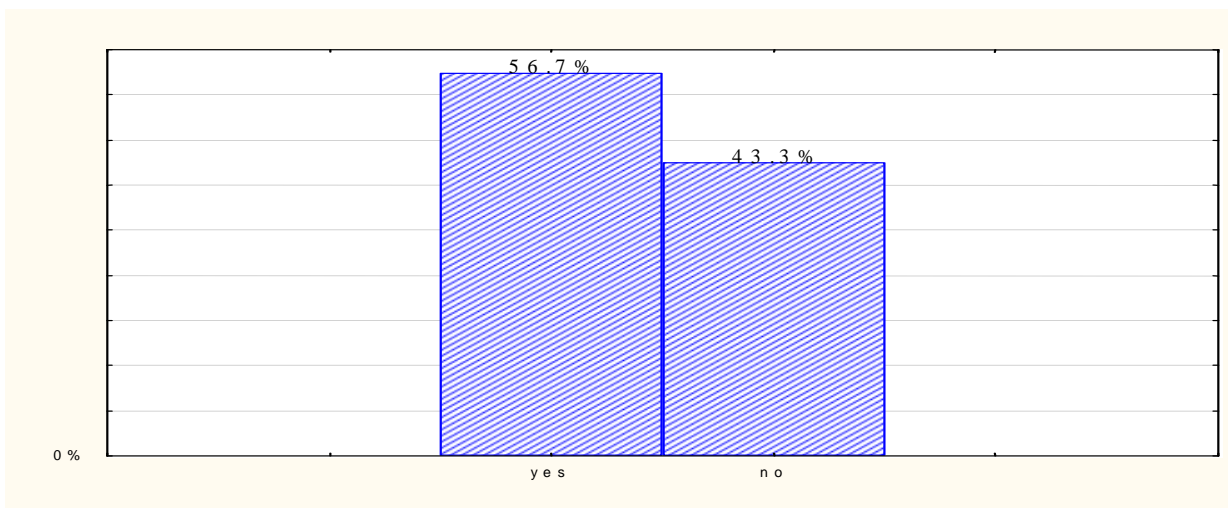


Figure 6.9 Membership of the South African Chefs' Association (SACA)

Of the response group, 56,7% indicated that they were members of the SACA, with 43,3% indicating that they were not members. According to Gallagher (1999:11), the slogan “Growth with purpose” was adapted to increase membership of the SACA, which started with six members in 1974 and saw the millennium out with 3 000 members. This data concerning membership of SACA reflects either on the attitude of culinary professionals towards this professional association or on the nature of the specific association. It must be borne in mind that 36% of the response group had identified themselves as trainers, and might be members of another professional organisation as indicated in the next response.

6.3.10 Memberships of other professional associations

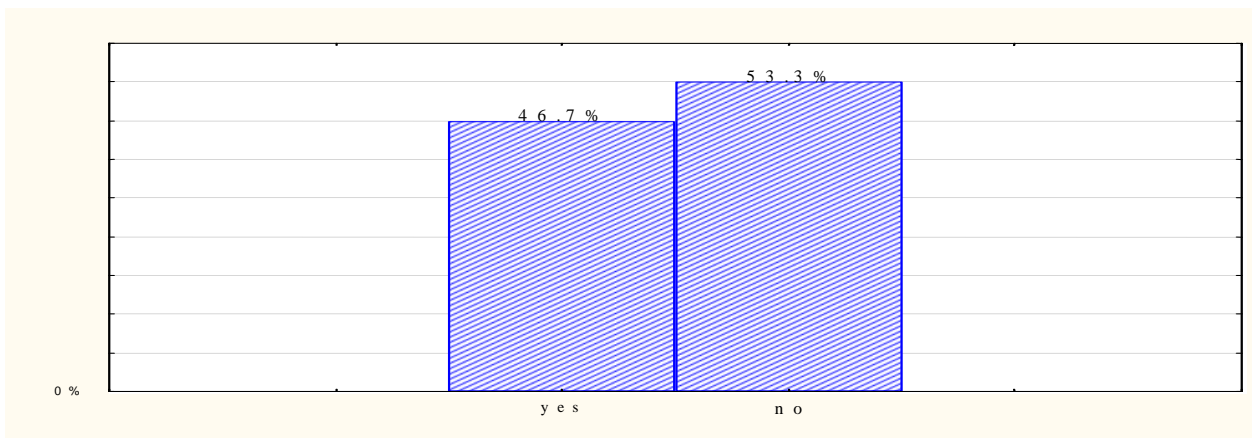


Figure 6.10 Memberships of other professional associations

Of the responses, 46,7% indicated membership of other professional associations. The following were listed:

- SA Association of Food Science and Technology
- SACE (South African Council for Educators)
- ICA (International Catering International Management Association)
- World Masterchefs’ Society
- FEDHASA (Federation of Hotel Association of South Africa)
- IACP (International Association of Culinary Professionals)
- Chaîne des Rôtisseurs
- MHCIMA (Member of the Hotel and Culinary Professionals)

There is a variety of associations that provide a support structure to culinary professionals. Requirements to become members of these associations vary widely, ranging from minimum

qualifications and/or experience to some into which membership is bought. This variety of associations also indicates that no single co-ordinating body exists that can provide a platform for culinary professionals. This has led to fact that culinary arts is not acknowledged as a united profession.

6.3.11 Conclusion drawn from presented demographic detail

The information collected from participants, as portrayed above in Figures 6.3.1 - 6.3.10, provided the researcher with essential background about the profile of a culinary professional. In summary, the following can be said of the majority of participants in this survey:

- They represent a large sample of the current population of culinary professionals in South Africa
- They are older than 30.
- They hold South African citizenship.
- They are mainly white.
- They have between 10 to 20 years of experience in this industry.
- They are currently employed in top management positions.
- They have a diploma as highest qualification.

Most professionals in teaching and training positions are female, and more professionals involved in industry are male. This established profile manifested throughout all the different survey groups in this research and may contribute towards the credibility, reliability and validity of the outcome of the study.

6.4 DATA GENERATED BY THE E-MAIL QUESTIONNAIRE

6.4.1 Basic competencies expected culinary professionals

Basic competencies in terms of administrative (5 items), financial (7 items), management (6 items), human resources (4 items), training and teaching (5 items), general culinary competencies (8 items) and specific culinary competencies (7 items) were tested. Participants had to indicate on a scale, ranging from 'very important', 'important', 'fairly important',

‘fairly unimportant’, ‘unimportant’ to ‘totally unimportant’, the value they place on each basic competency for a culinary professional. The range ‘totally unimportant’ was only included in cases where any responses of the kind were received. The results of the responses of the participants are now illustrated graphically in histograms, indicating the actual number of participants. After the graphic representation of the results, a brief discussion will be offered for each section. It will be followed by a conclusion after each section.

6.4.1.1 Administrative competencies

Participants were asked to indicate the importance of the following five basic competencies, i.e. to manage time effectively, to communicate effectively, to be computer literate, to be able to manage meetings and to be able to liaise with clients.

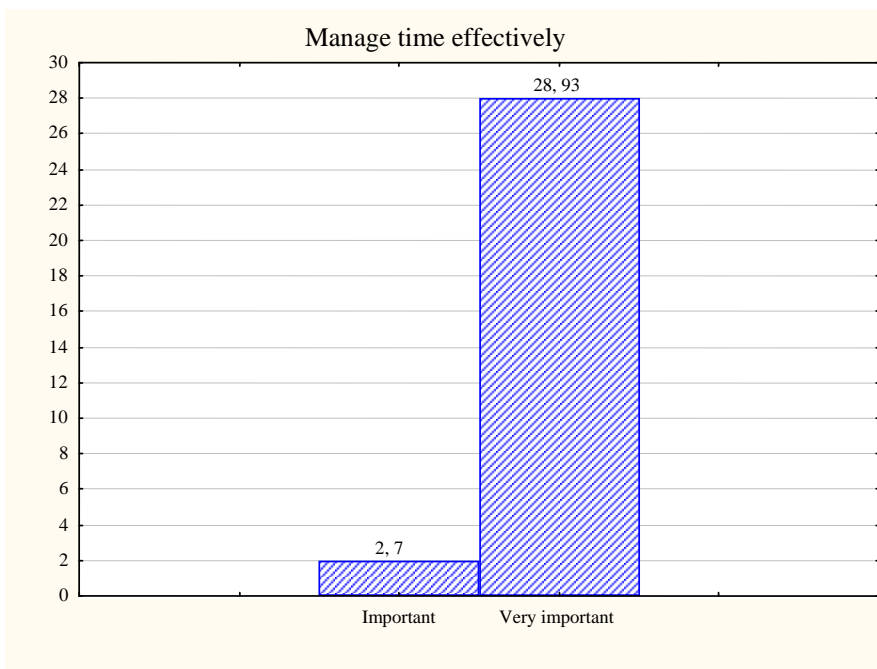


Figure 6.11 Manage time effectively

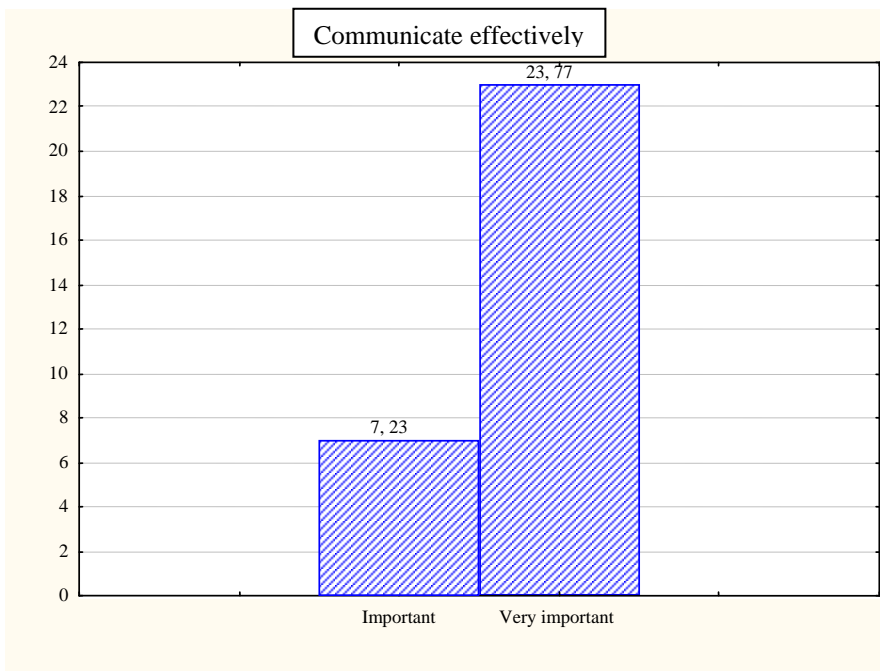


Figure 6.12 Communicate effectively

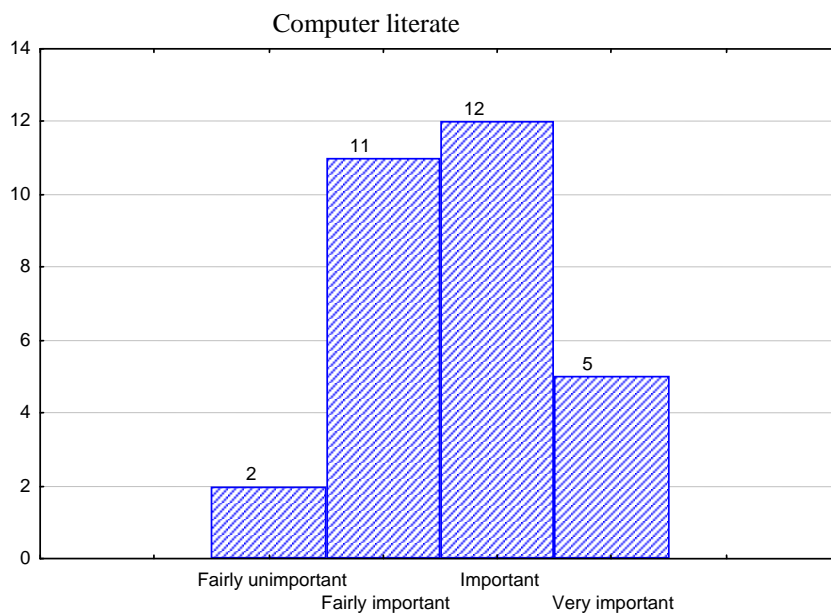


Figure 6.13 Computer literate

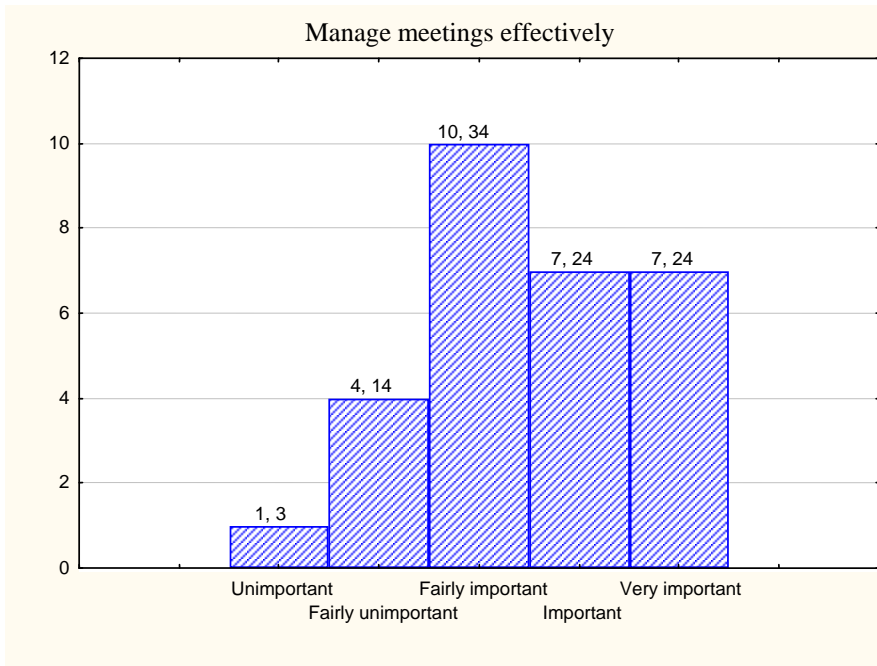


Figure 6.14 Manage meetings effectively

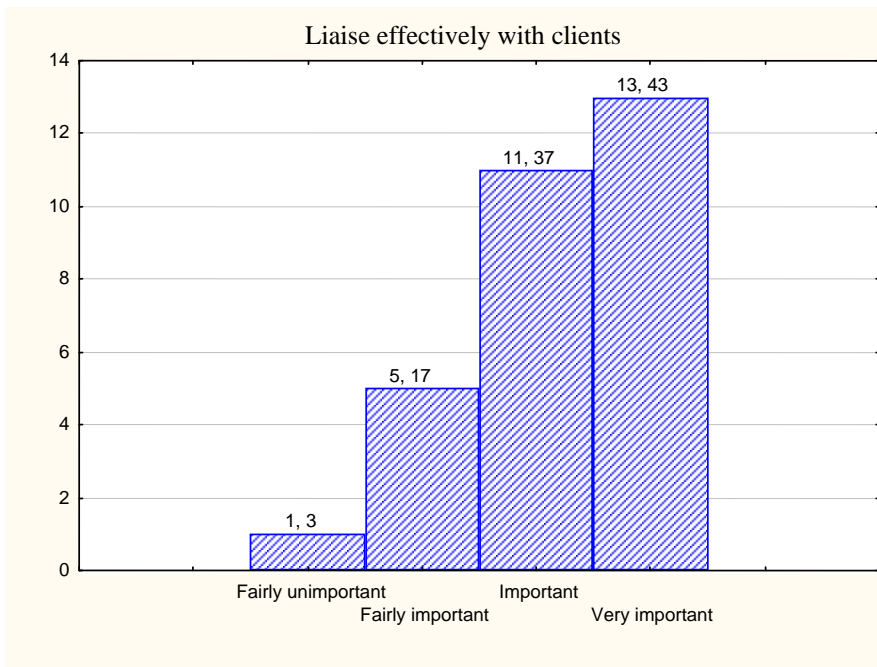


Figure 6.15 Liaise effectively with clients

After the graphic representation regarding administrative competencies it can be concluded that the participants consider the ability to manage time effectively as the key competency. This correlates with the opinion that was established during focus group discussions when

culinary professionals reported their daily responsibilities (Table 5.4). It was again listed as one of the aspects that professionals struggle with in their first years of employment (Paragraph 5.2.3.1). The competency to ‘manage time effectively’ was also listed in the summary of important competencies proposed by the four focus groups (Paragraph 5.2.3.2). Although it is important, this is a competency that is not easy to teach, but it can be developed with experience.

The ability to communicate effectively and being able to liaise with clients was also considered as very important. However, a distribution of opinion across the range from ‘fairly unimportant’ to ‘very important’ was present. Communication skills can be learnt and could be incorporated in a curriculum as module of the course Food and Society as was recommended by focus groups in this study. The ability to manage meetings successfully was considered as fairly important, and could also be approached through courses as mentioned above, as it can be classified as a combined ability to be able to communicate effectively and to have leadership skills.

The survey group regarded computer literacy as important to fairly important, with some considering it either very important while others regarding it as fairly unimportant. Computer literacy programmes were also not listed on the summary made by Wollin and Gravas (2001:50) on courses offered in two-year training programmes in the USA (see Table 4.5). The focus groups in this survey allocated a 5% proportion to computer literacy learning in a concept curriculum framework for culinary studies in South Africa (see Table 5.5).

Because all these skills listed above refer to basic competencies required for a culinary professional, it can be acknowledged that computer literacy programmes could be addressed through programmes towards CPD. The issues of time management, communication skills and computer literacy are all aspects to consider when a curriculum framework for CPD is presented.

The paragraph that follows graphically presents the perspectives of the survey group on financial competencies required for a culinary professional. A conclusion will follow.

6.4.1.2 Financial competencies

Seven basic financial competencies were listed to obtain certain opinions from the participants, i.e. the ability to work according to a budget, to plan and manage a budget, to do a food costing, to do menu-pricing, to balance cash and bank statements, to receive money and do pay-outs, and to compile a financial business plan.

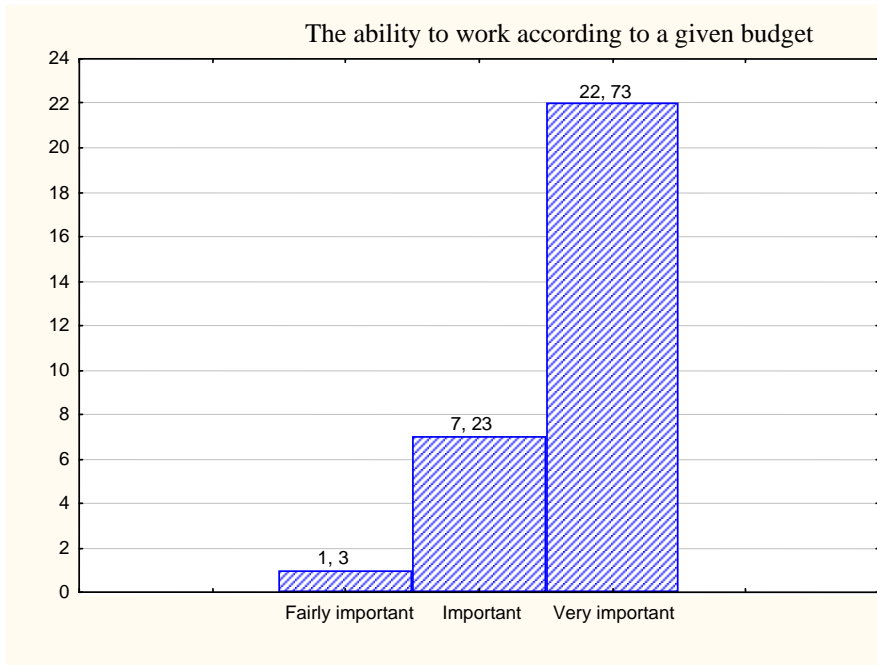


Figure 6.16 Work according to a given budget

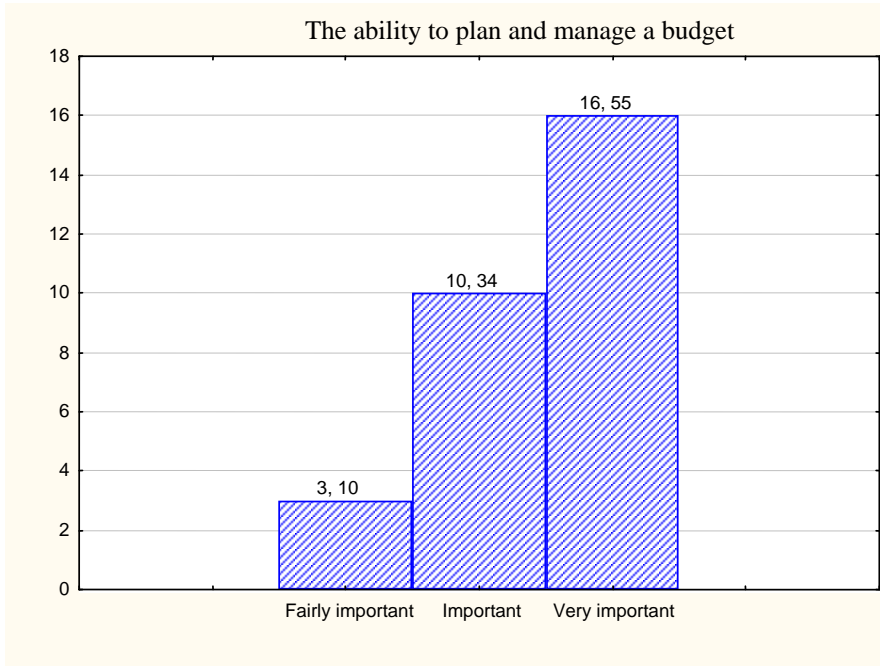


Figure 6.17 Plan and manage a budget

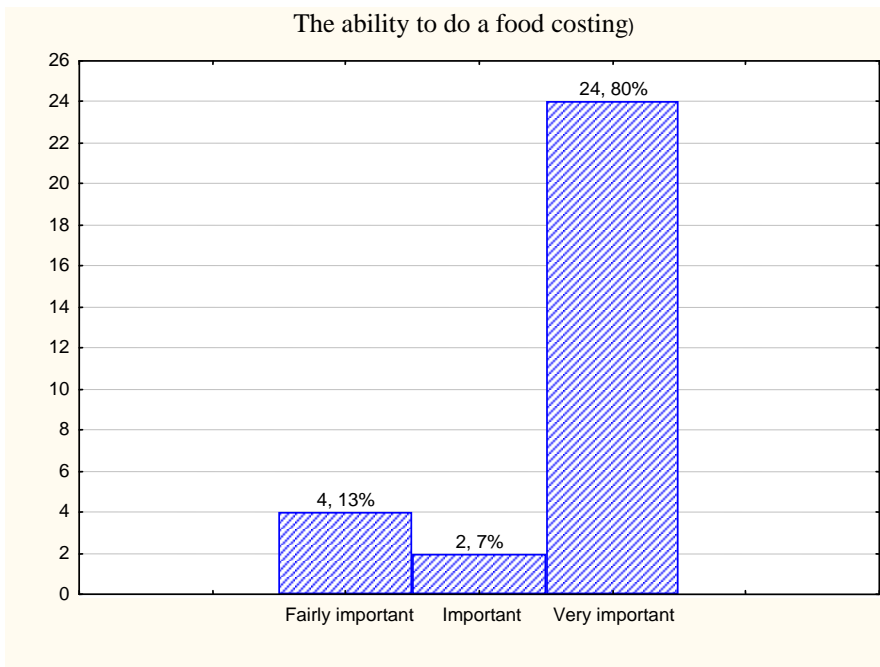


Figure 6.18 Food costing

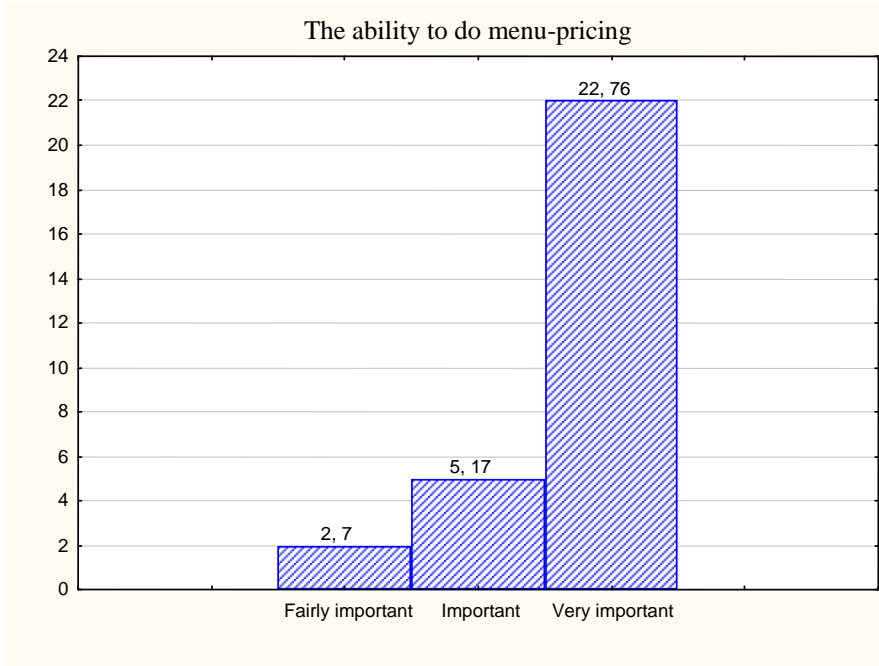


Figure 6.19 Menu pricing

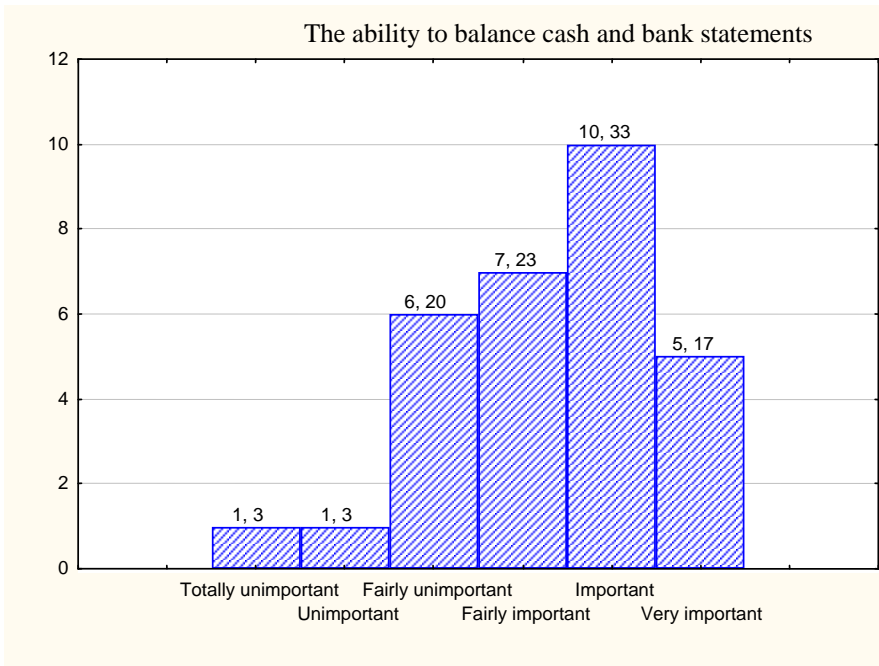


Figure 6.20 Balance cash and bank statements

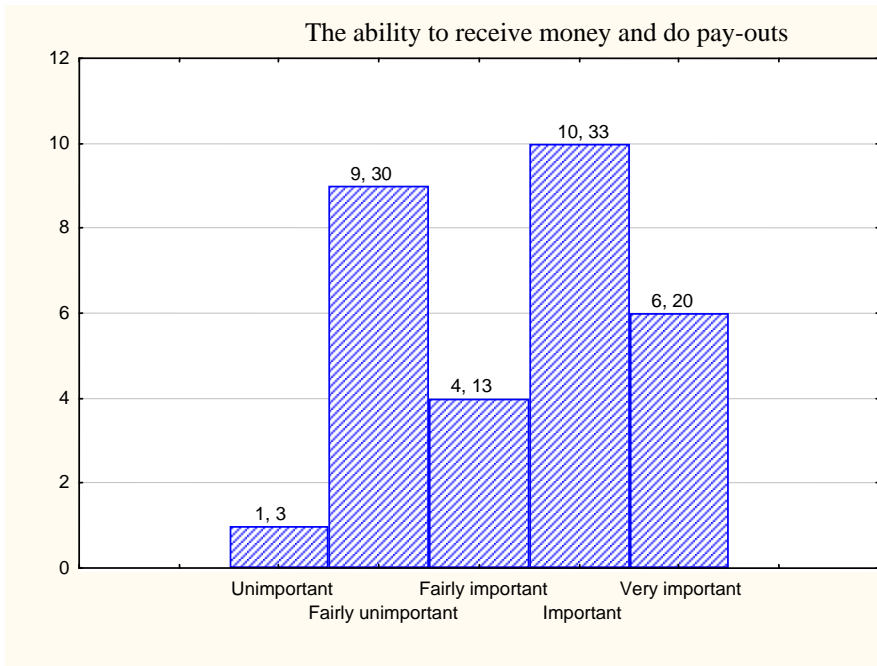


Figure 6.21 Receive money and do pay-outs

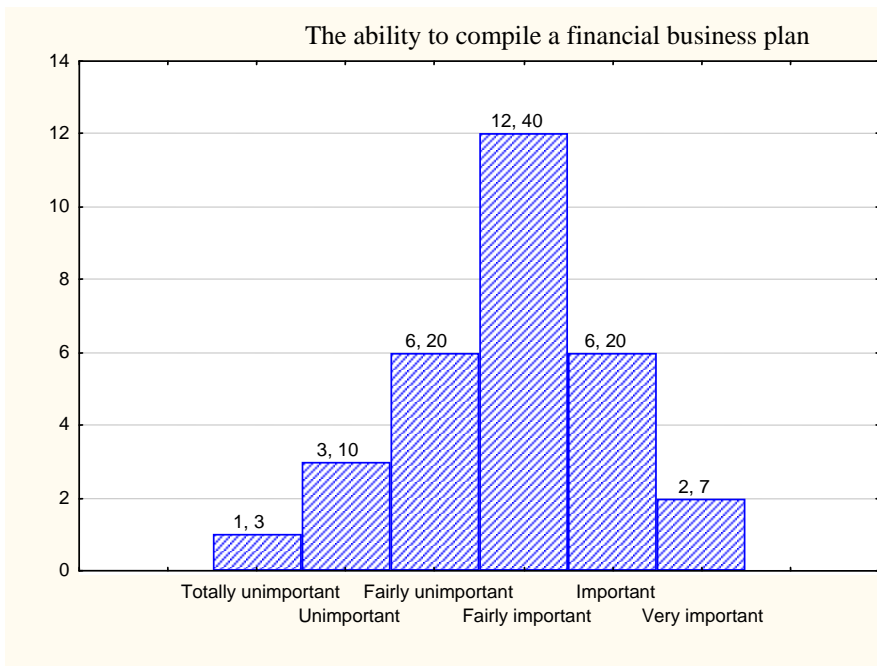


Figure 6.22 Compile a financial business plan

Seven aspects of financial management were considered as basic competencies expected for a culinary professional by this survey group. More than 75% of the participants indicated that the most important competencies are the abilities to do a proper food costing, to work according to a budget and to do menu pricing. The abilities of planning and managing a

budget, working with money and bank statements and the compiling of a financial business plan was not considered as basic competencies by this group, and could therefore be considered as areas for CPD. This results correlate with the summary of Wollin and Gravas (2001: 46 – 54), as referred in table 4.5 of this document, indicating that 80% of two year programmes in the USA include courses in ‘Food and Beverage controls’ and only 35% include courses such as ‘Commercial Kitchen Operations’ and ‘Hospitality Accounting’.

The following paragraphs will graphically presents results concerning management competencies required as basic skills.

6.4.1.3 Management competencies

Six basic management competencies were listed for the participants to voice an opinion about their importance, i.e. handle client relations, being able to solve problems and make decisions, to compile a code of conduct, to plan and implement control procedures, to develop and implement a management policy and to address ethical issues.

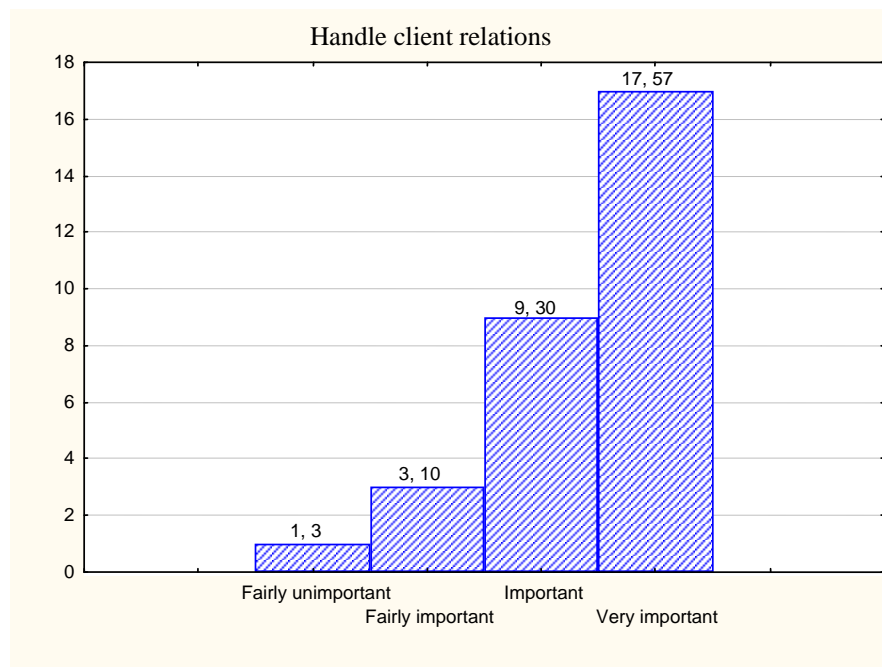


Figure 6.23 Handle client relations

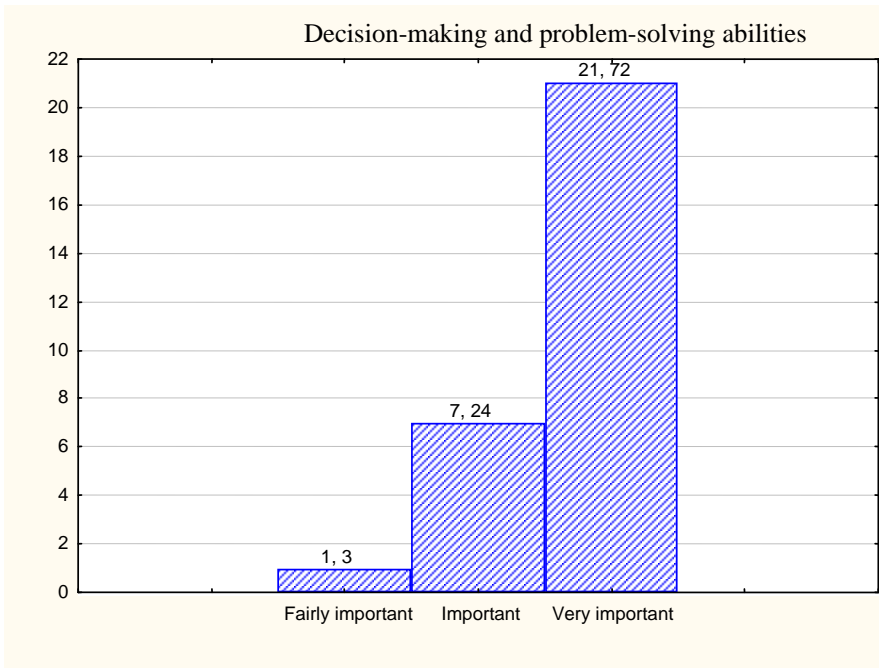


Figure 6.24 Decision-making and problem-solving abilities

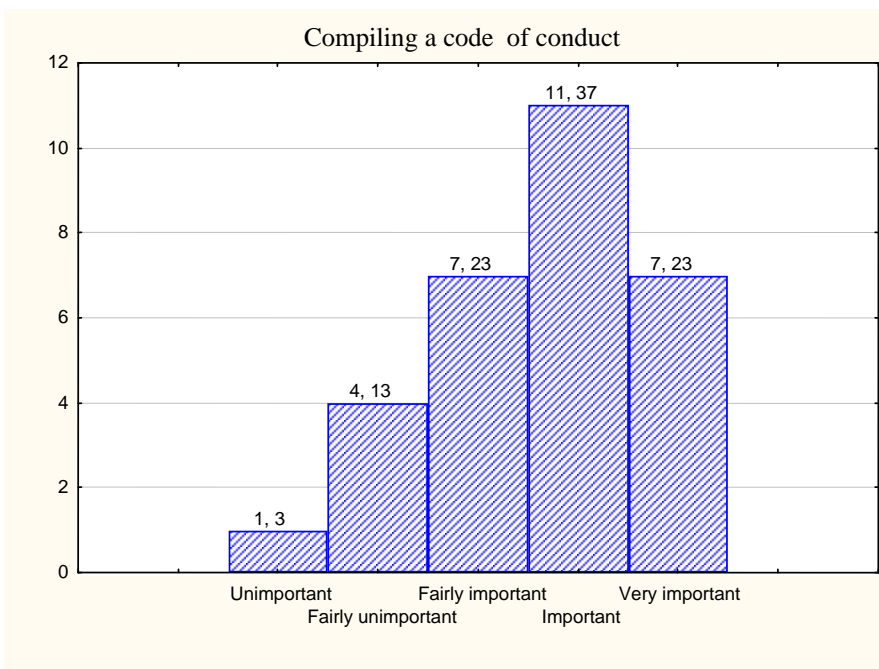


Figure 6.25 Compile a code of conduct

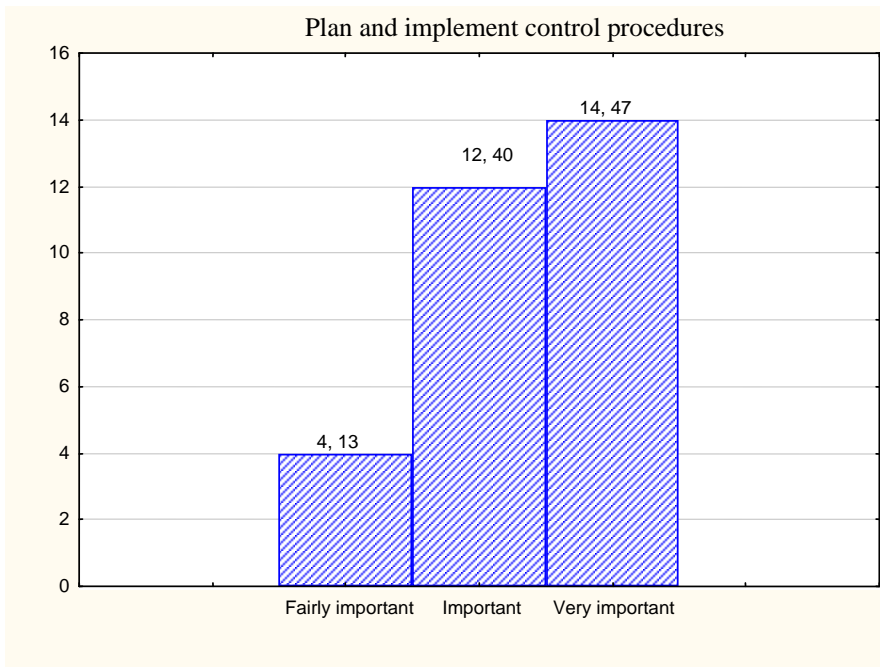


Figure 6.26 Plan and implement control procedures

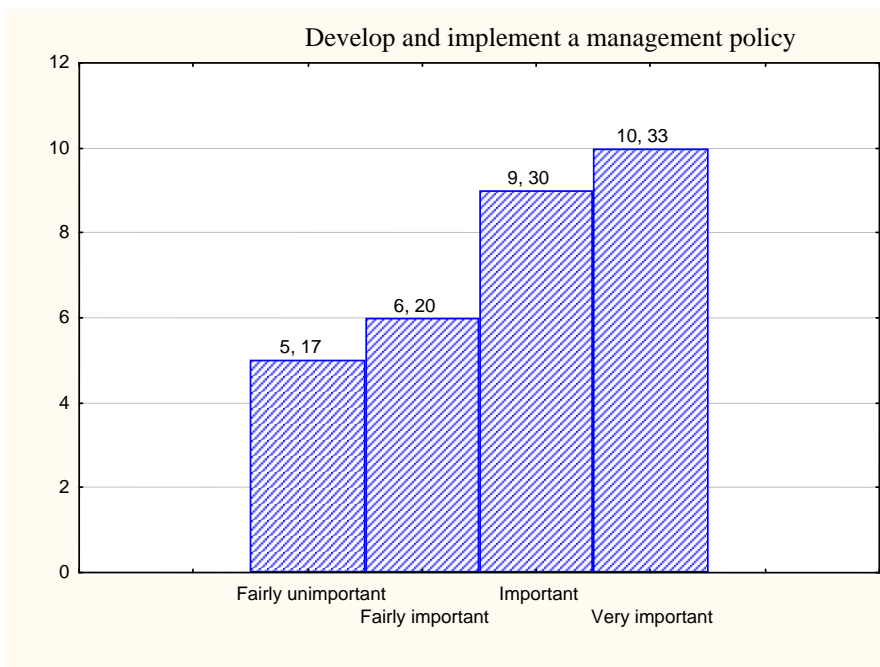


Figure 6.27 Develop and implement a management policy

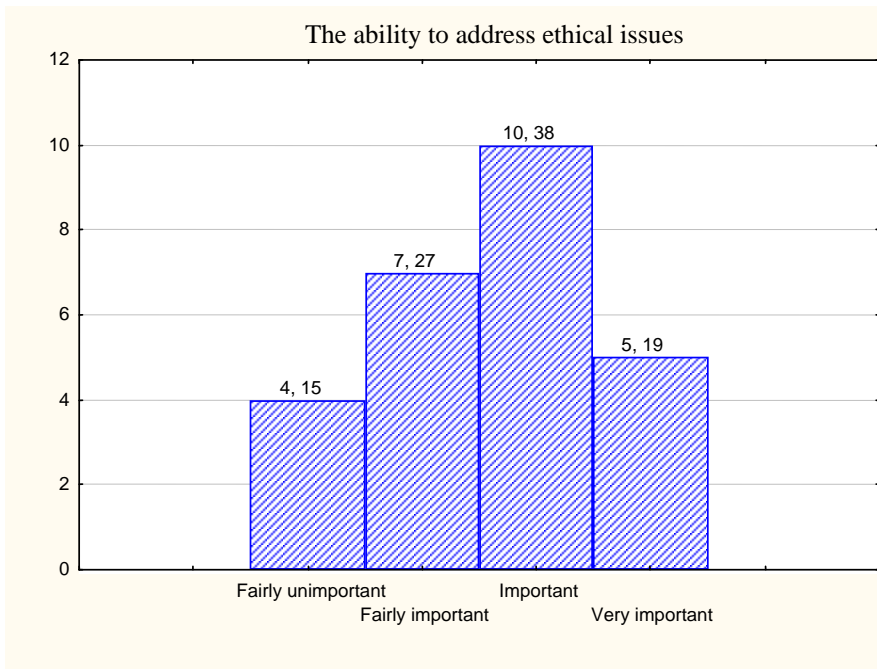


Figure 6.28 Address ethical issues

Opinion about six aspects of management competencies was investigated. Decision making and the ability to solve problems were indicated as the most important managerial basic skill required. The importance of this skill is not only applicable to a culinary professional, but to any person in any career, and is consequently listed as one of the ‘critical outcomes’ of SAQA. It should therefore be incorporated in all qualifications. The ability to ‘think and act on your feet’ is often required from culinary professionals, especially those involved in a production kitchen which is in essence not a safe working environment. This competency can be incorporated in both basic and continuous training courses by means of experiential learning programmes and exposure to real-life working situations. Sixty-five per cent of courses offered during two-year programmes in the USA (Table 4.5) incorporate the development of this competency by means of hospitality internships, experiential training and work exposure. Murchu and Muirhead (2005:1) have related key theories to critical thinking which goes broader and deeper than just problem solving, and “often requires reflecting on information from several academic disciplines or knowledge domains”.

The ability to handle client relations was considered a very important basic competency by 58% of the participants. Opinion about the ability to compile a code of conduct, to plan and implement control procedures, to develop management policies and to address ethical issues showed that these were not considered as basic skills and could therefore be considered for programmes addressing lifelong learning or continuing professional development. The focus groups in this study recommended in their curriculum proposal (Table 5.6) that 15% of a qualification for culinary studies should involve management training with special reference to restaurant, hotel, small business and operational management content. These recommendations will be considered for the proposed curriculum framework.

The following paragraph presents opinion generated about human resources management competencies. After the graphic summary it will be discussed briefly.

6.4.1.4 Human resources management competencies

Four components of human resources management were listed to obtain opinion, including the ability to appoint employees, to write job descriptions, to plan work and staff rosters, and to manage labour relations.

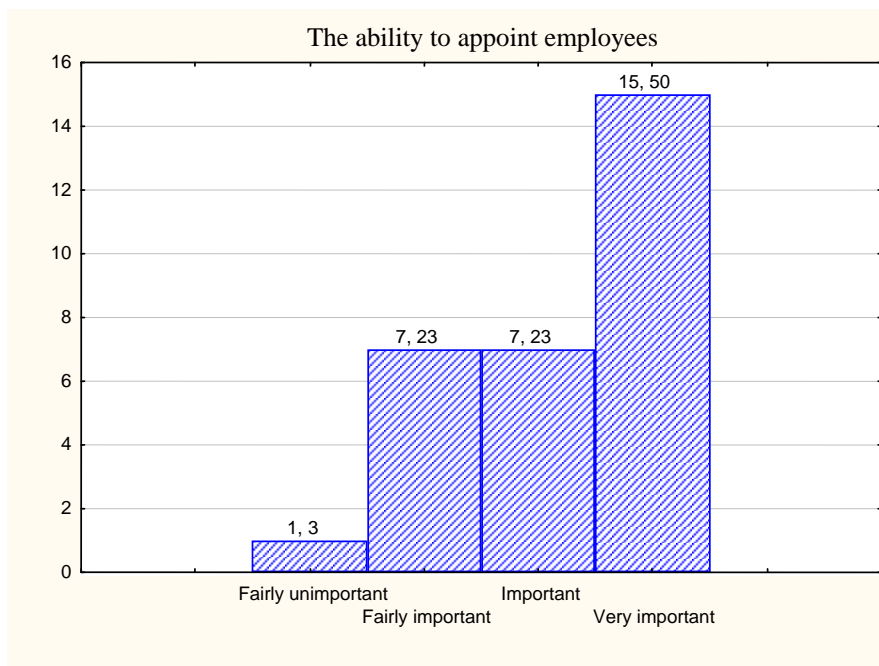


Figure 6.29 Appoint employees

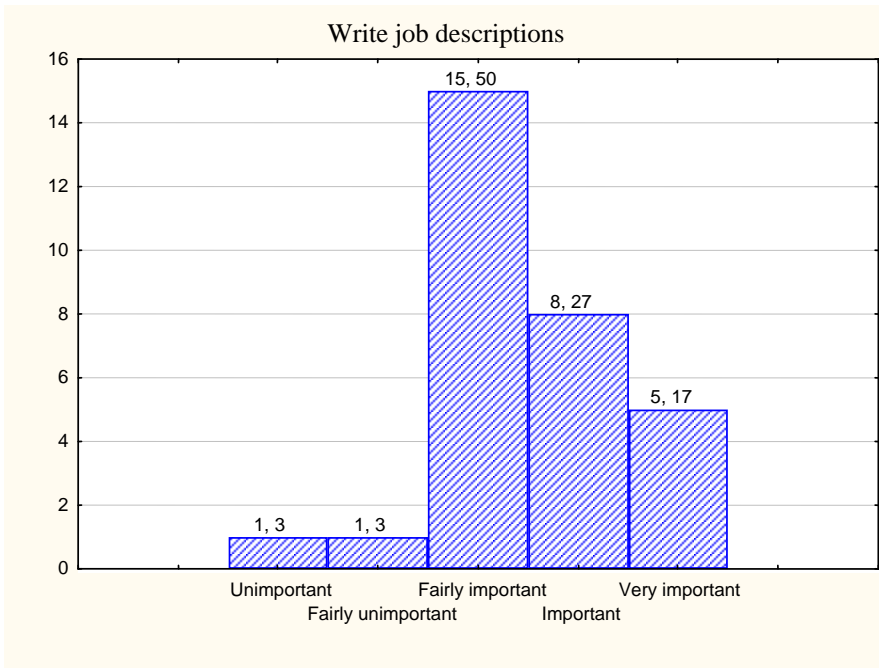


Figure 6.30 Write job descriptions

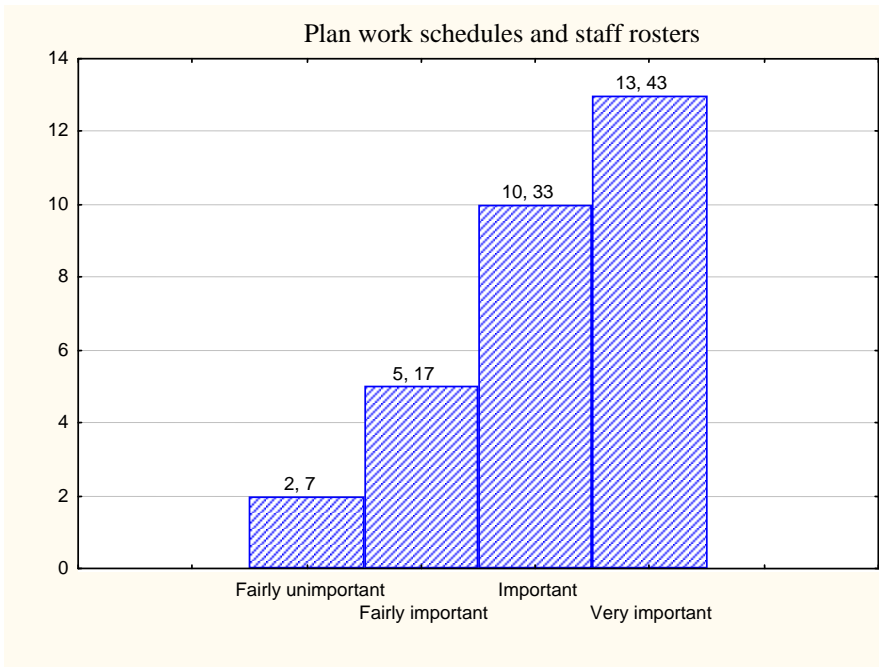


Figure 6.31 Plan work schedules and staff rosters

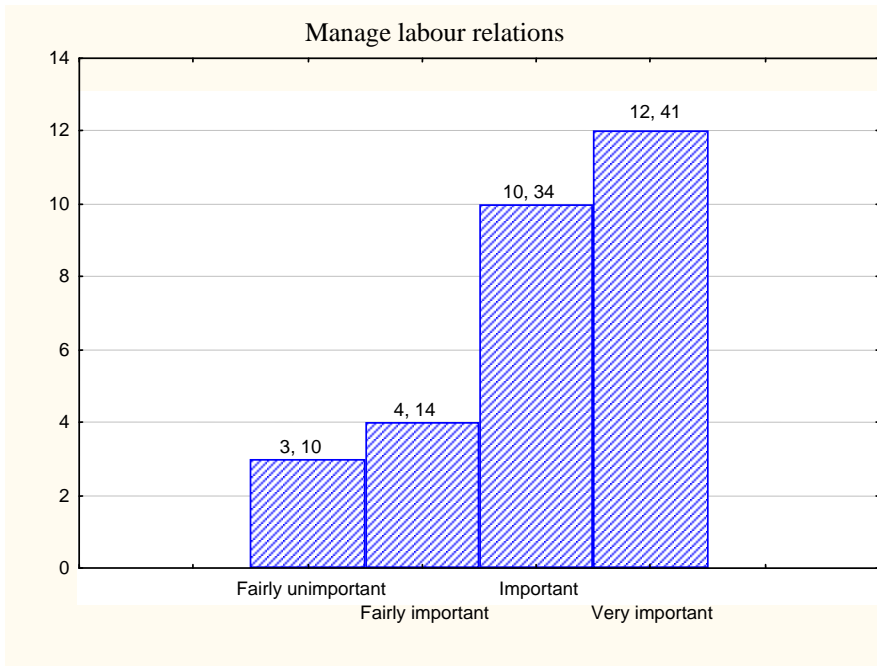


Figure 6.32 Manage labour relations

Four aspects of human resources management competencies were put forward, but none were identified by the majority of the respondents as very important basic competencies. It can therefore be postulated that these competencies are required for professionals in management positions (appoint employees, write job descriptions and plan work schedules) and could be considered for areas of specialisation (manage labour relations) by means of continuous professional development programmes.

The following paragraph will present and discuss the opinion of the respondents about basic teaching and training competencies required for culinary professionals.

6.4.1.5 Teaching and training competencies

Five items regarding teaching and training competencies were put forth for opinion of the participants:

- Train staff in a restaurant and training kitchen.
- Be qualified as an accredited assessor.
- Be qualified as a teacher or trainer.
- Plan and conduct public demonstrations.
- Plan and implement a subject syllabus.



Figure 6.33 Train staff in a restaurant and production kitchen

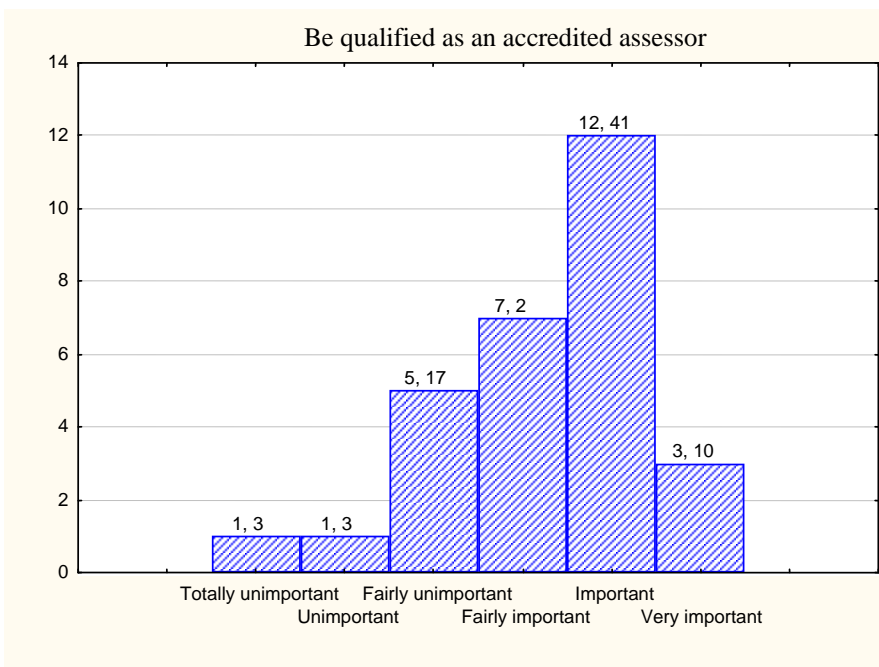


Figure 6.34 Be qualified as an accredited assessor

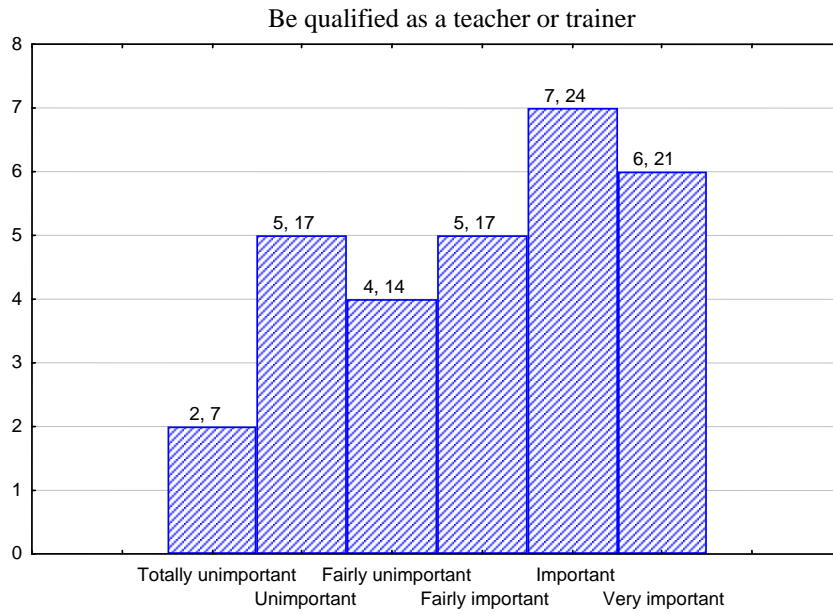


Figure 6.35 Be qualified as a teacher or trainer

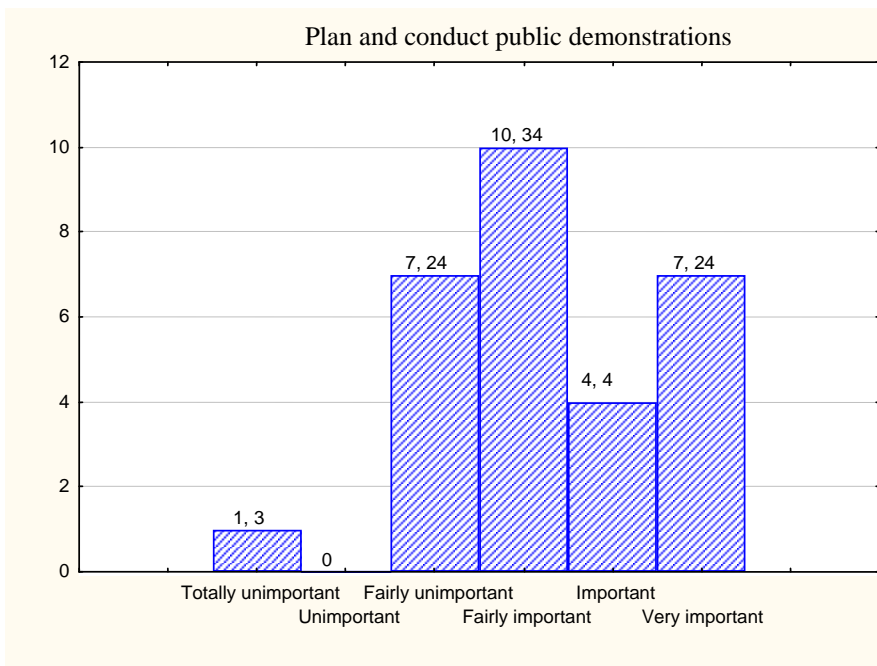


Figure 6.36 Plan and conduct public demonstrations

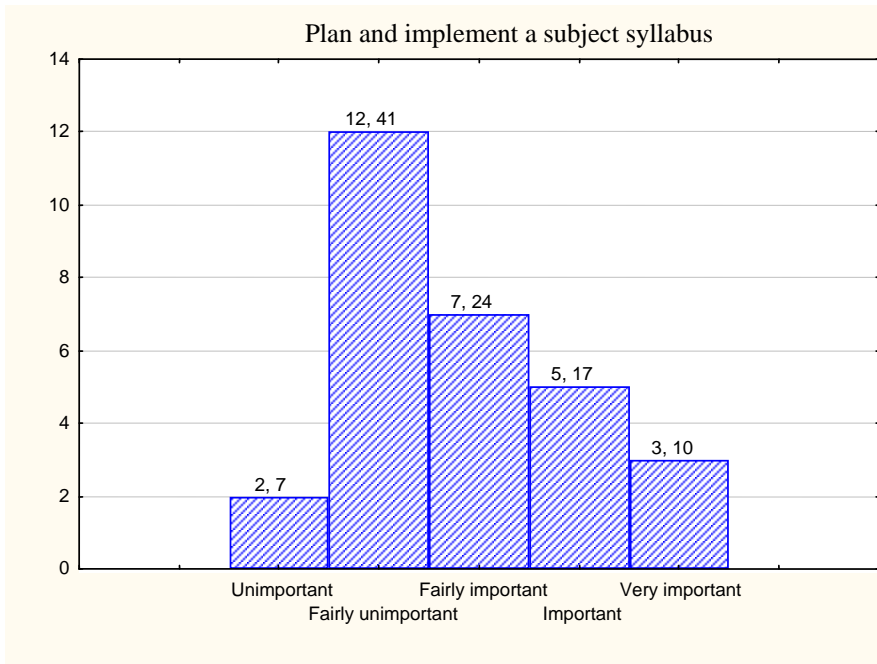


Figure 6.37 Plan and implement a subject syllabus

Opinion on five aspects of teaching competencies was requested in the electronic mail questionnaire. The respondents in this survey were divided into two main categories, namely industry professionals (63,3%) and training institutions (36,7%). Although the majority of the respondents (65,3%) indicated that a very important basic skill is the ability to train staff in a restaurant and production kitchen, opinion about the rest of the aspects were diffuse. A hypothesis can be put forward that the area of specialisation of the respondents influenced their response. However, the actual testing of this hypothesis lies beyond the scope of this study. Professionals involved in full-time training and employed at training institutions might have considered being a qualified teacher/trainer/assessor as basic competency in their area of work, but that does not relate to the industry professionals. The ability to plan and implement a subject syllabus was considered as fairly unimportant by the majority of the respondents. The curriculum framework for continuing professional development in culinary studies, which will be presented in Chapter 7, will therefore differentiate between areas of specialisation. Training needs for teachers/trainers/assessors will be addressed differently in relation to the training needs of industry professionals.

The following paragraph will present data generated on general culinary competencies expected as a basic qualification. As in the previous paragraphs, the results will first be presented graphically and then discussed critically.

6.4.1.6 General culinary competencies

Eight topics were listed as general culinary competencies about which opinion was obtained from the participants. These general culinary competencies include the following:

- Prepare a standard recipe/dish/meal.
- Develop a recipe.
- Compile a menu.
- Have a basic knowledge of human nutrition and dietetics or food science or food safety and microbiology.
- Have a good understanding of the different methods of cooking.
- Have the ability to maintain the HACCP system and hygiene principles.

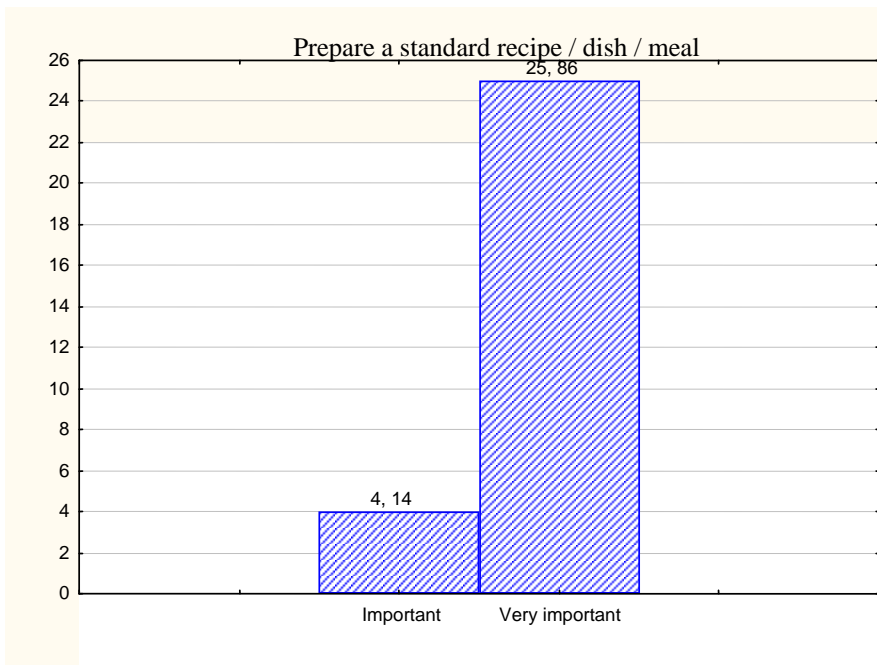


Figure 6.38 Prepare a standard recipe/ dish/ meal

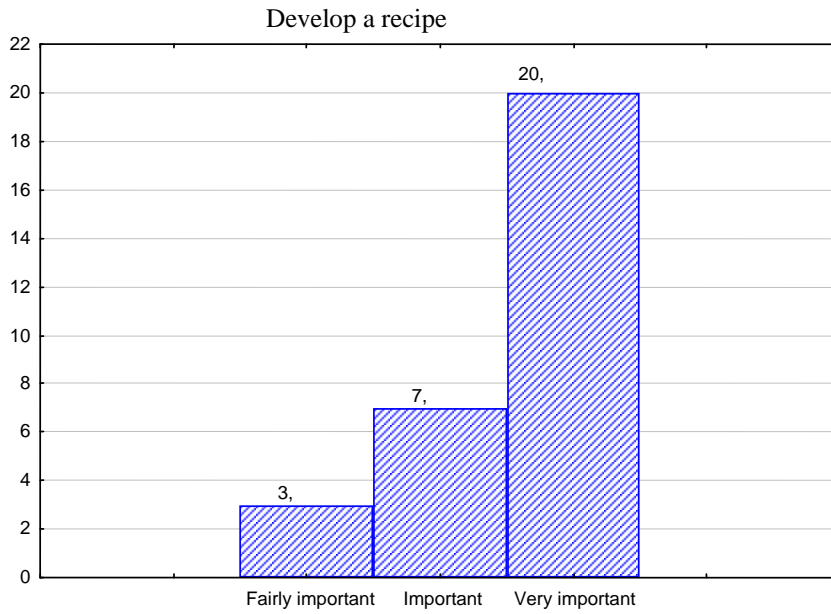


Figure 6.39 Develop a recipe

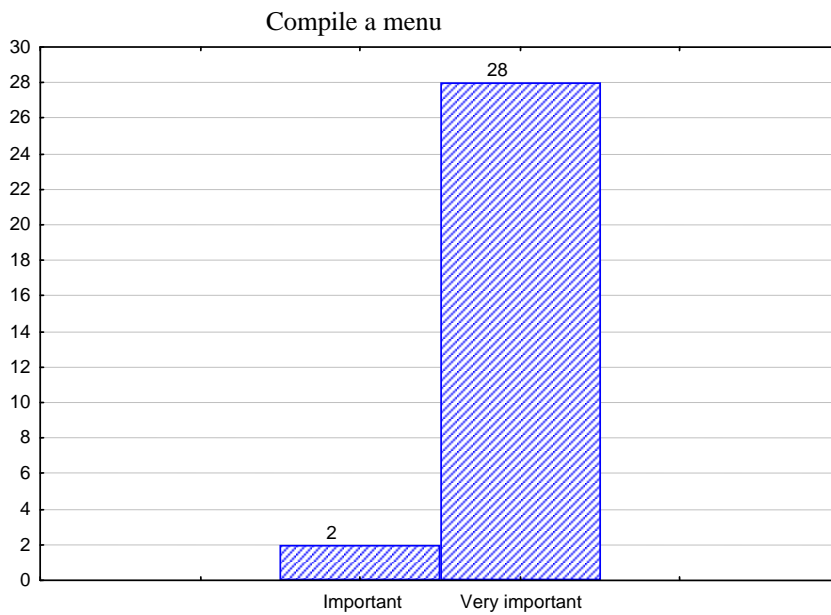


Figure 6.40 Compile a menu

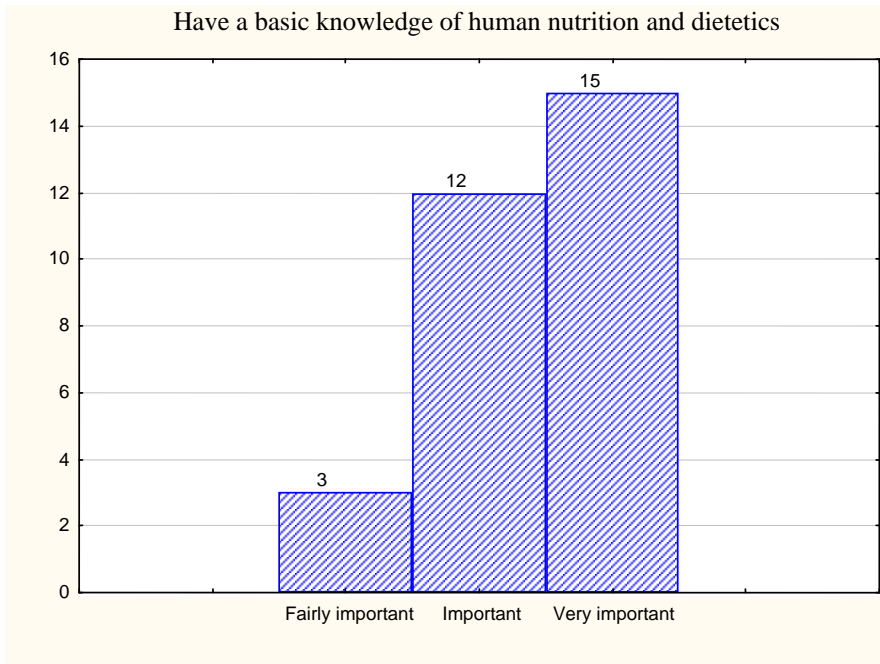


Figure 6.41 Have a basic knowledge of human nutrition and dietetics

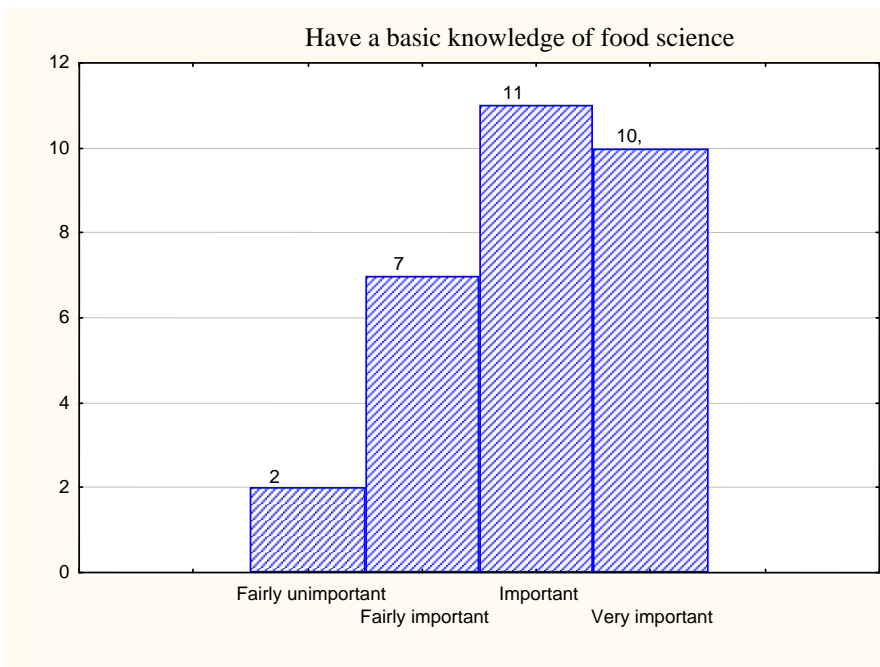


Figure 6.42 Have a basic knowledge of food science

Have a good understanding of the different methods of cooking

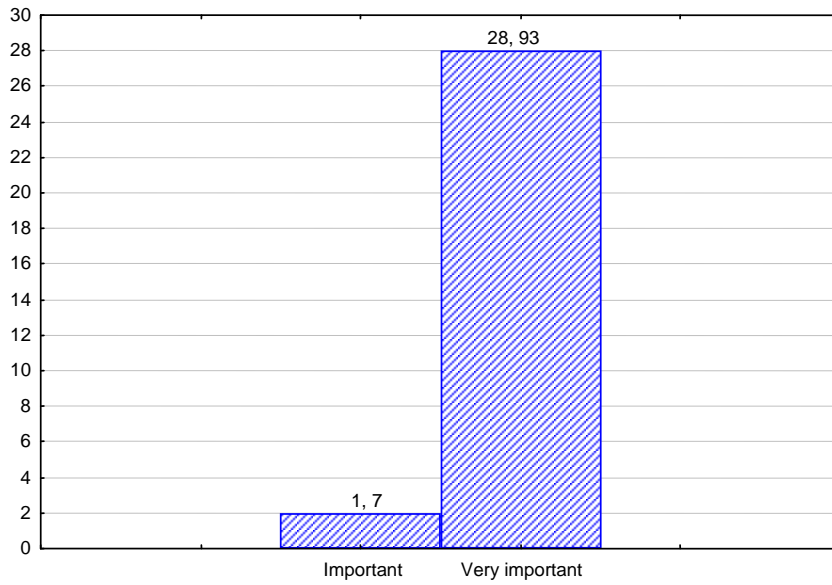


Figure 6.43 Have a good understanding of the different methods of cooking

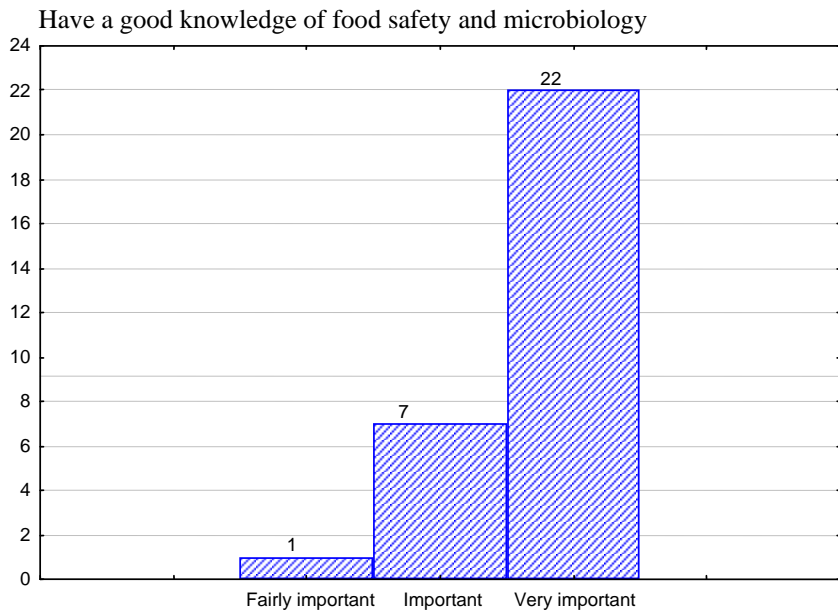


Figure 6.44 Have a good knowledge of food safety and microbiology

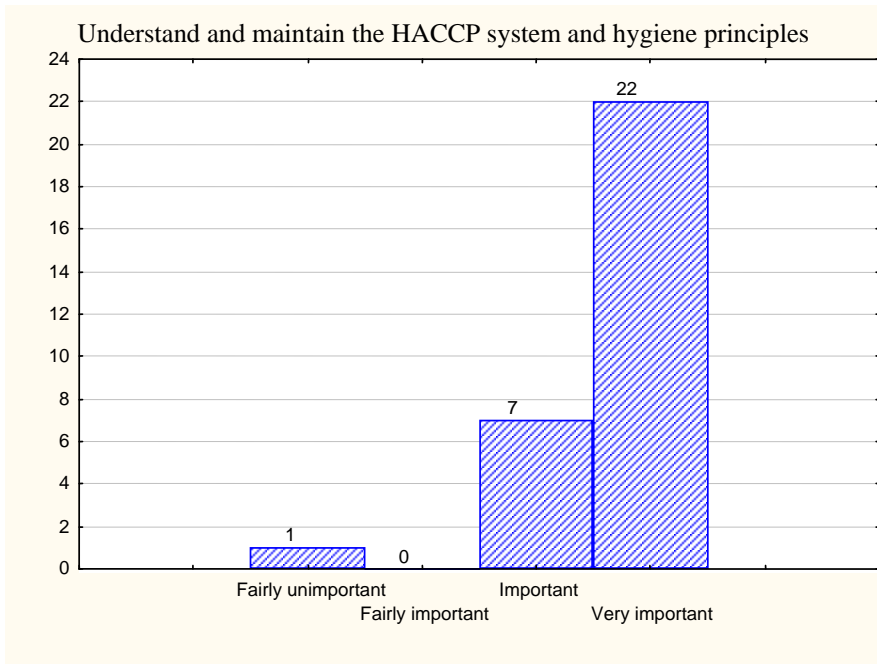


Figure 6.45 Understand and maintain the HACCP system and hygiene principles

Eight general competencies expected of a culinary professional were presented to the respondents. Six of these were rated as 'very important' by the majority of the response group. These were the ability to prepare a meal, to develop a recipe, to compile a menu, to have a good knowledge of the different methods of cooking, to have a good knowledge of food safety and to understand and maintain the HACCP system. The responses to the other two items, namely to have a basic knowledge of human nutrition and food science, were slightly diffuse, indicating that they are not regarded as basic competencies but rather as fields of specialisation. In spite of the varied responses, both were still considered as important, leading to the theory that culinary professionals should have a basic applied knowledge of these two fields of specialisation.

Human Nutrition and Food Science are both recognised fields of study, but the application of aspects from these fields articulates with culinary studies. In the composition of a curriculum proposal for culinary studies, the focus groups involved in this study indicated that 10% of the weight of such a programme should incorporate human and therapeutic nutrition (Table 5.6). This correlates with the summary provided (Table 4.5) for programmes in the USA, indicating

that 83% of institutions offering culinary qualifications require inclusion of Nutrition as a subject. It can therefore be concluded that specialisation in areas of food science (such as product development) and human nutrition (e.g. catering for food allergies and intolerances) can be incorporated in a CPD programme for culinary professionals.

The following paragraph graphically represents the opinion of the respondents in the electronic mail questionnaire about specific culinary competencies.

6.4.1.7 Specific culinary competencies

Six items have been included in this section to obtain opinion from the participants, regarding a theoretical understanding and practical implementation:

- The food production cycle
- Subsections of food (including food of animal and plant origin)
- Sensory food evaluation
- Restaurant service and management
- Wine production and wine service
- Beverages and beverages service.

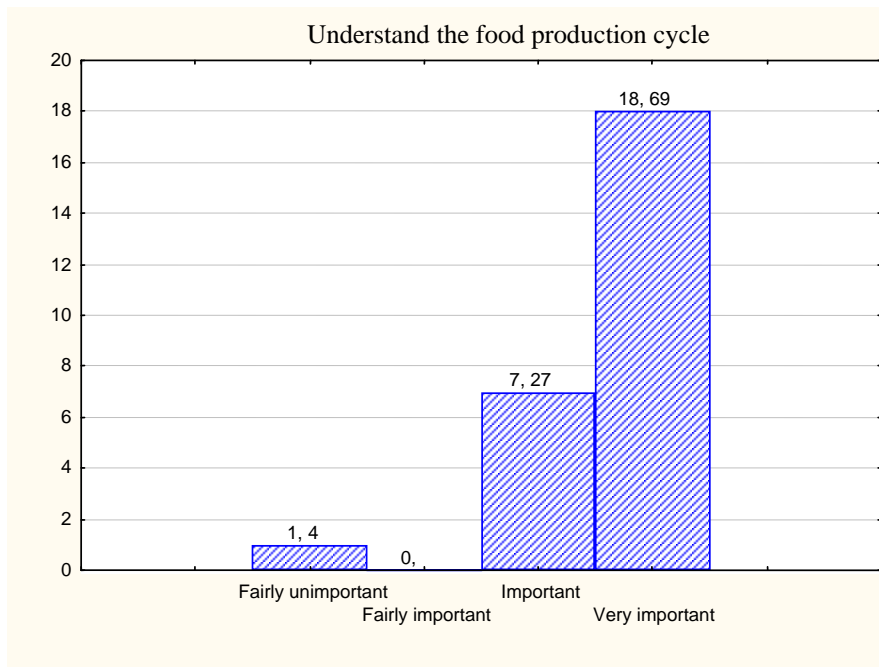


Figure 6.46 Understand the food production cycle

Theoretical and practical understanding of all the subsections of food, including all foods of animal and plant origin

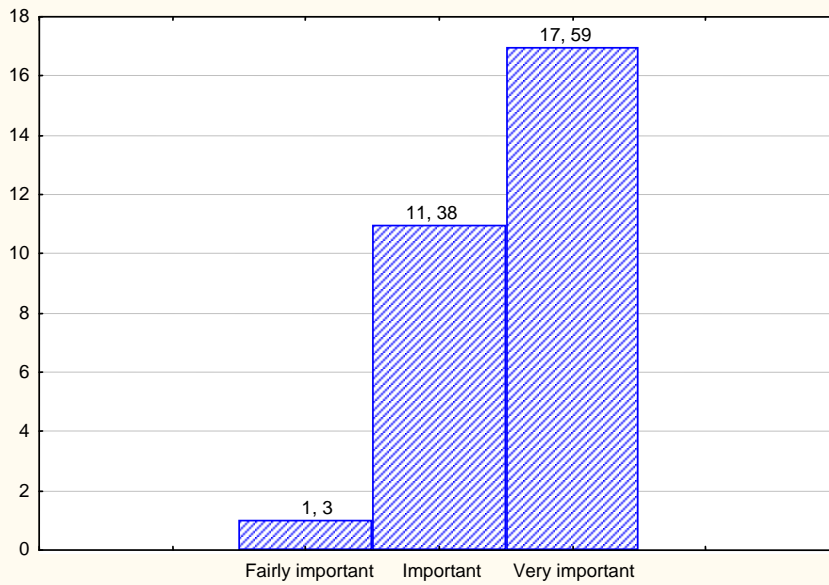


Figure 6.47 Understand all the subsections of food of plant and animal origin

Theoretical and practical understanding of food evaluations within taste and sensorial context

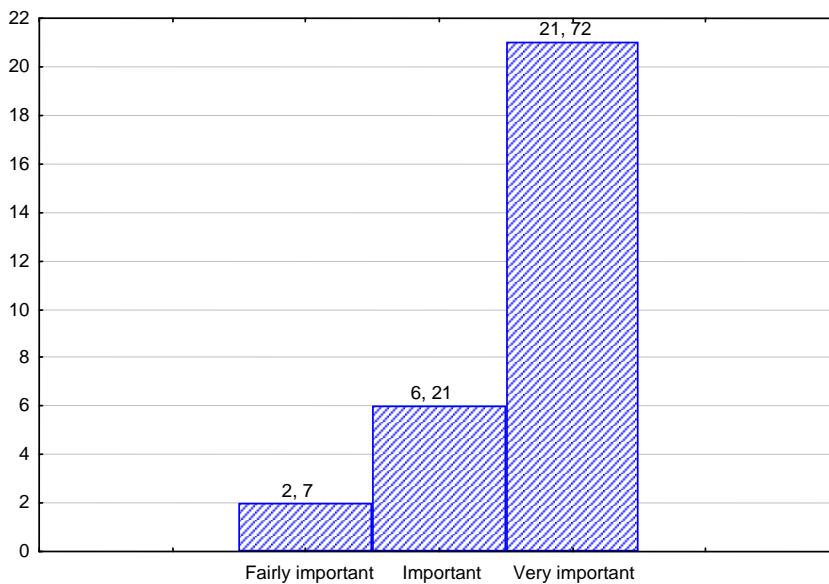


Figure 6.48 Understand sensory food evaluations

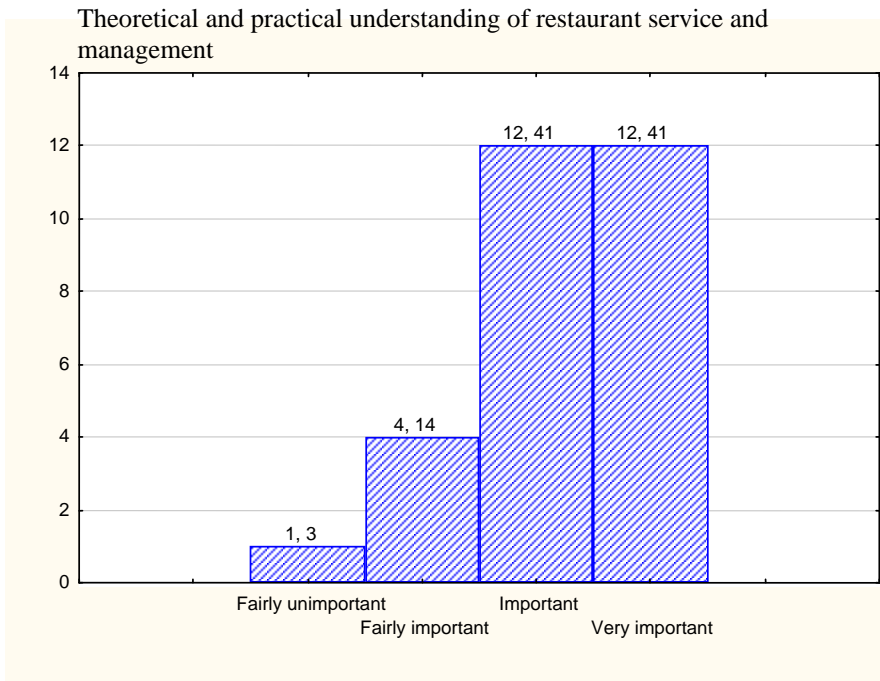


Figure 6.49 Understand restaurant service and management

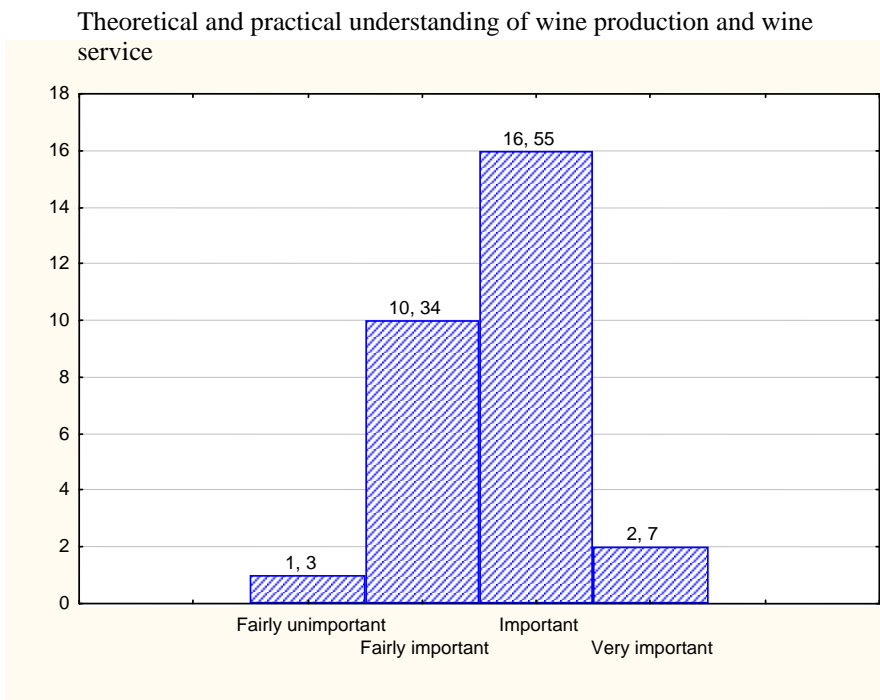


Figure 6.50 Understand wine production and service

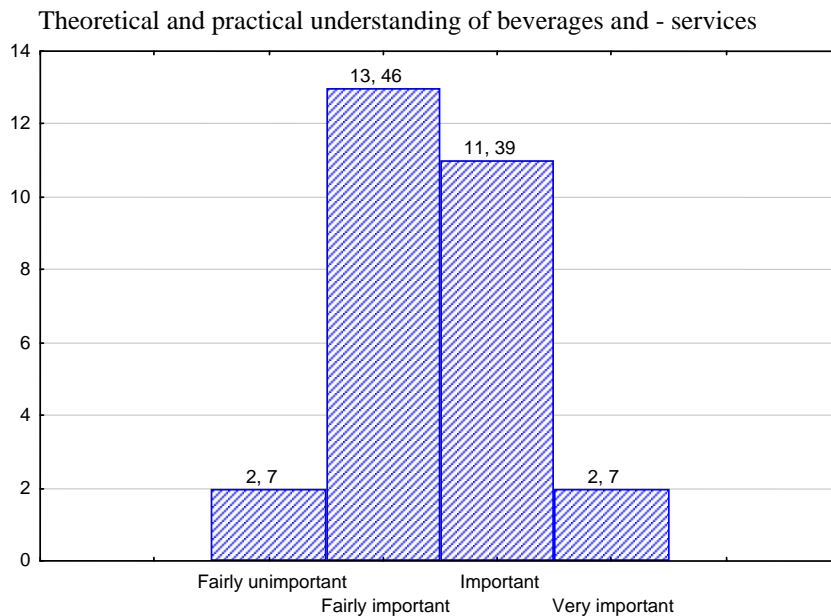


Figure 6.51 Understand beverages and services

Six aspects referring to specific culinary competencies were presented to the survey group. The majority of the respondents indicated the following four aspects to be very important:

- the theoretical understanding and practical application of the basic food production cycle (linking with agricultural sciences)
- the sub-sections of foods of plant and animal origin (linking with food science)
- food evaluation within taste and sensorial contexts (linking with food science)
- restaurant service and management (linking with small business and operational management).

Aspects of wine production and service as well as beverages service were considered as fairly important to important, opening up possibilities to be addressed in programmes for CPD and areas of specialisation. Fifty-five per cent of the institutions in the USA that offer culinary qualifications require the inclusion of wine studies in their curriculum (see Table 4.5). This correlates with the curriculum proposal from focus groups in this study (see Table 5.6) indicating that 10% of a culinary qualification should comprise of wine studies.

The paragraph that follows will present areas for continuing professional development as proposed by the respondents.

6.4.1.8 Areas for continuous professional development

In the preceding paragraphs, the opinion of the participants in this survey regarding basic competencies were discussed and illustrated by means of histograms. In the following paragraphs opinion regarding areas for continuous professional development will be discussed and presented schematically as a progression on the basic competencies. These areas for CPD will repeat the main areas of basic competencies, i.e. administrative and financial competencies, management competencies, human resources and teaching or training competencies.

- Administrative and financial

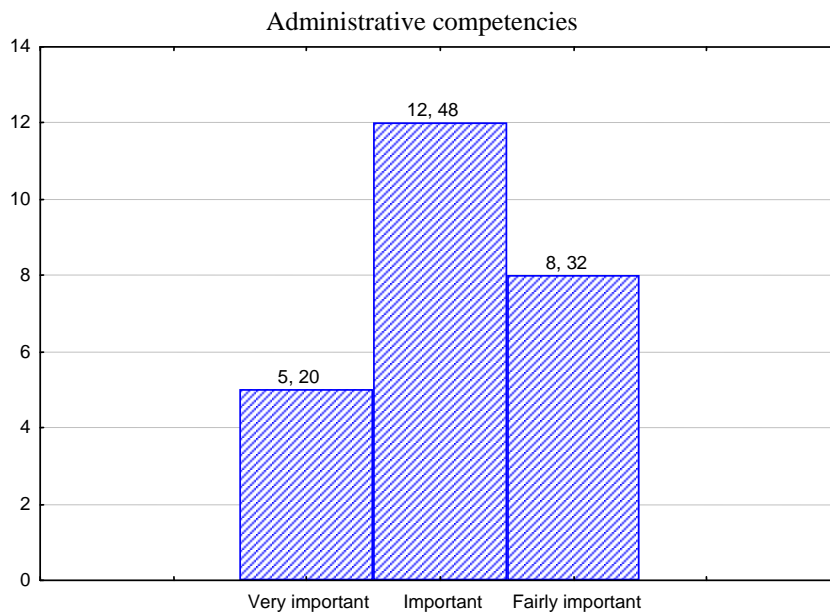


Figure 6.52 Administrative competencies

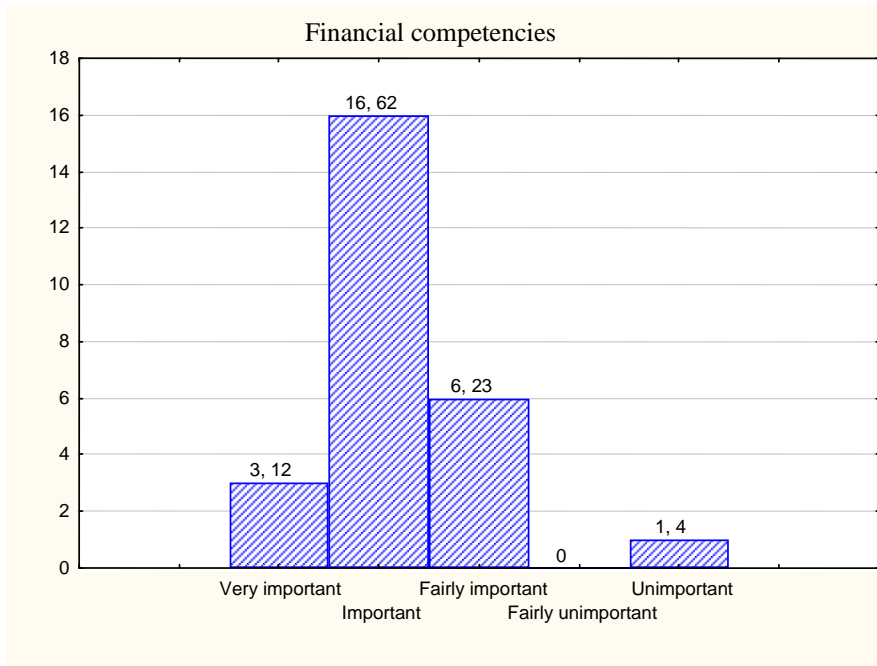


Figure 6.53 Financial competencies

Culinary professionals who participated in the focus group discussions considered financial competencies to be part of their basic administrative responsibilities (Table 5.2), and therefore it will be linked in this discussion. In this study, administrative competencies can refer to the abilities of time management, computer literacy, stock controls and the administration of records, liaising with suppliers and the keeping of information systems. Although culinary professionals are not considered to be administrative experts, administration forms part of their responsibilities, especially when employed in top management positions. Both administrative and financial competencies were considered important to fairly important by the respondents in the electronic mail questionnaire as graphically indicated above. Purchasing and pacing of orders, menu planning, costing and bookkeeping are all examples of both administrative and financial abilities. It is therefore imperative that aspects of administration and financial management should be included in a proposed curriculum for CPD in culinary studies.

- Management competencies

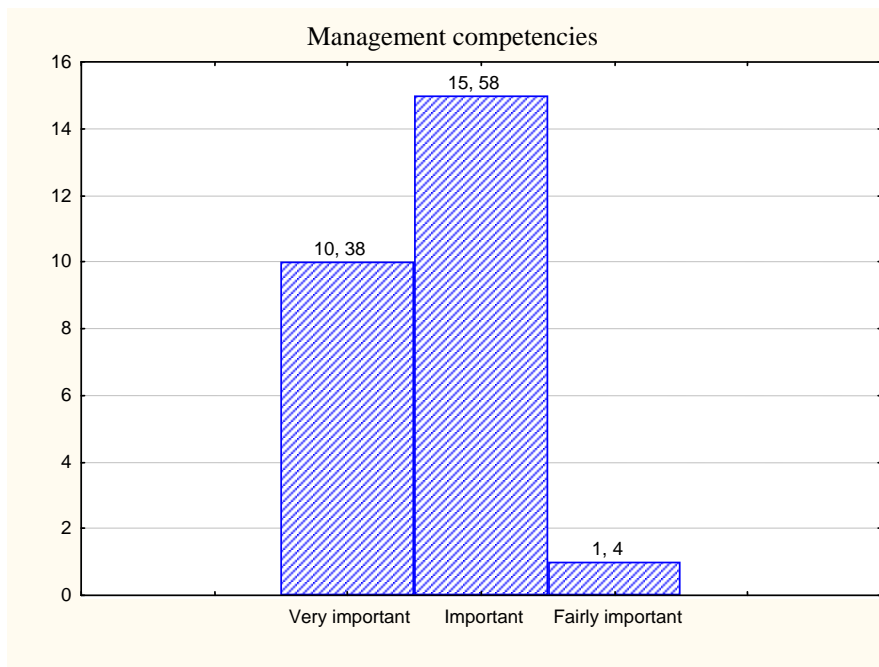


Figure 6.54 Management competencies

Management competencies are considered to be important to very important by respondents in this questionnaire. This correlates with the listing of main responsibilities by industry professionals in Table 5.2. The ability to delegate to the brigade, to co-ordinate functions and banquets, and as one focus group participants wrote, “the full running of a five star hotel kitchen on a daily basis, taking responsibility of the well-being and supervision of a full kitchen brigade”, requires definite management competencies. Provision for these competencies could be made by introducing management studies and leadership development courses into a curriculum for culinary studies.

- Human resources management and teaching or training competencies

Human resources management and teaching or training competencies will be linked in this discussion as areas for CPD.

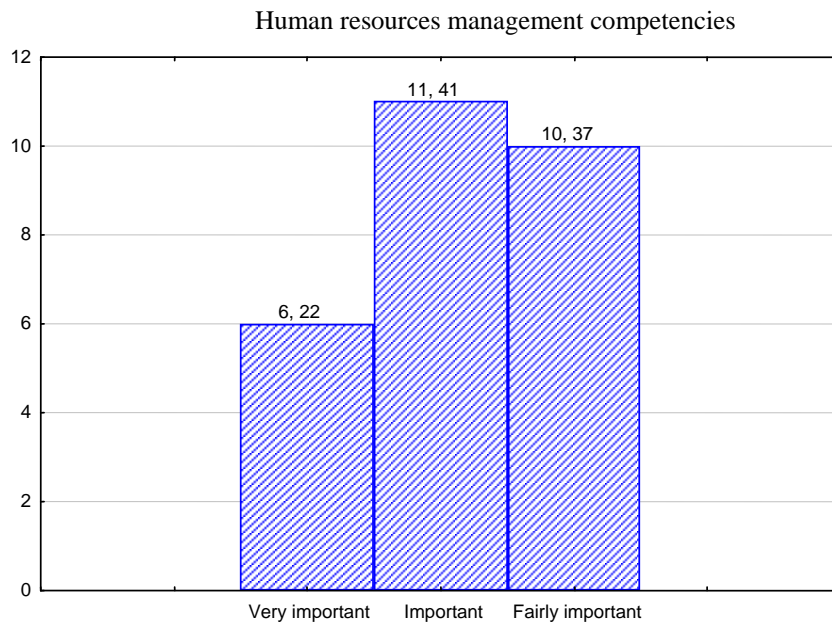


Figure 6.55 Human resources management competencies

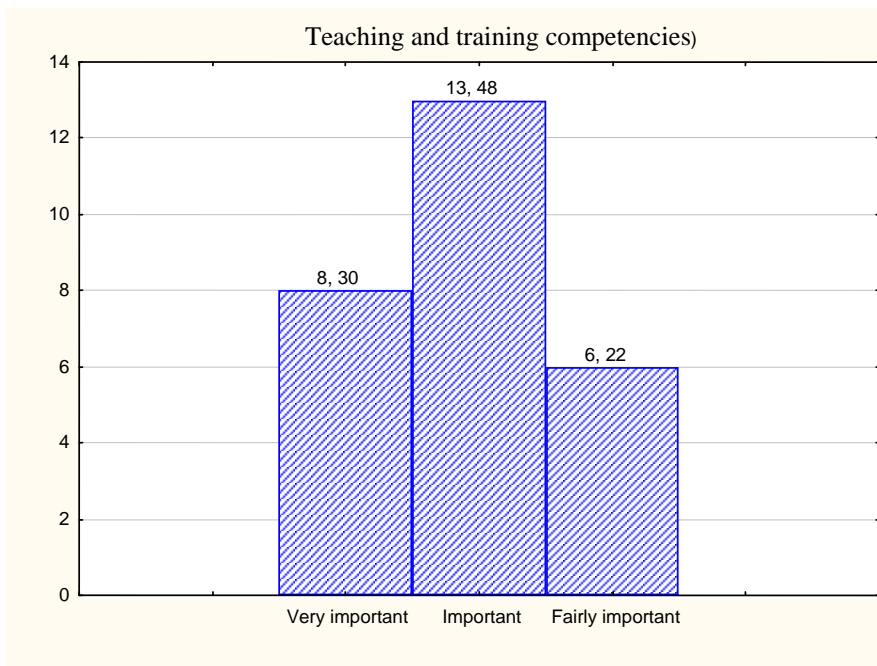


Figure 6.56 Teaching and training competencies

Because teachers and trainers, as educators, have been identified as a specific focus group in this study, their recommendations were addressed separately in Chapter 5 as part of the focus group discussions. The data generated by means of the e-mail questionnaire could be separated from that of educators, because it reflected opinion about training outside the formal classroom or formal educational system. This data primarily referred to aspects of RPL, in-service training and ABET. Both human resources competencies and teaching or training competencies were regarded as important by the respondents in this survey. During focus group discussions that preceded the electronic mail questionnaire, the importance of the training and qualifying of staff was also identified, confirming the stance that a culinary professional should have basic competencies in these areas. This can be addressed via courses offered by the ETDP.SETA of the NQA.

- Culinary competencies

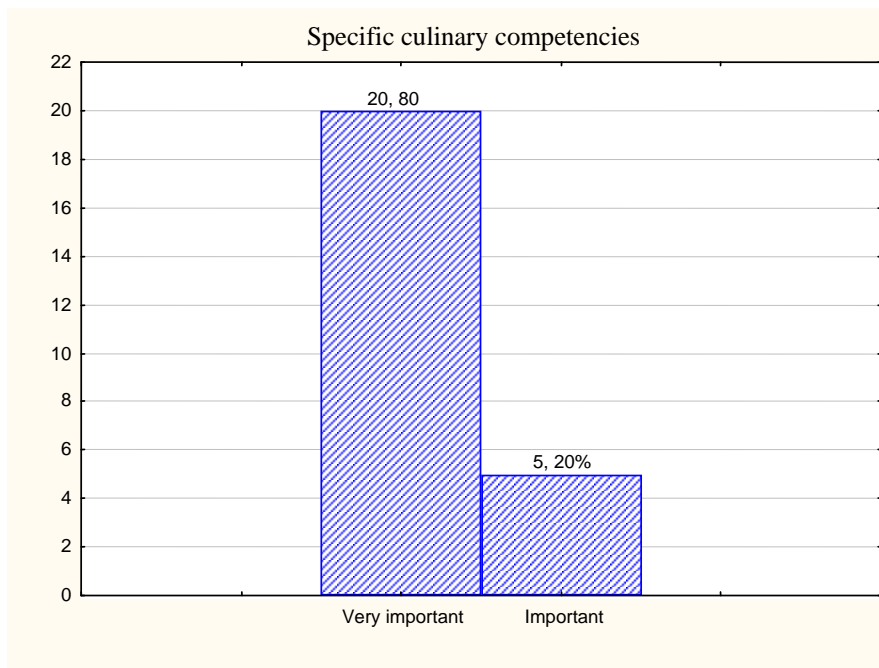


Figure 6. 57 Specific culinary competencies

General and specific culinary competencies, as discussed in Paragraphs 6.4.1.6 and 6.4.1.7, can be regarded as the core of a curriculum towards a culinary qualification. Competencies in these sections were regarded as very important by the respondents in the electronic mail questionnaire and were confirmed during focus group discussions (Paragraph 5.2.3.2). An

allocation of 35% towards a proposed curriculum for culinary studies was made by the focus groups (Table 5.6). They incorporated courses in Professional Cooking, Professional Baking and Pastry, Food Hygiene and Microbiology, Nutrition, Food Science and the History of Food. The summary of courses offered in two-year programmes in the USA (Table 4.5) indicated that more than 80% of the institutions require courses in Food Preparation, Baking and Pastry, Nutrition and Food and Beverage Controls.

Table 4.2 provided a summary of the subjects or courses available at nine private training institutions in South Africa. All of these institutions include a course in Professional Cooking; seven include Food Safety and Microbiology, as well as Food Theory and Professional Baking. Wine Studies, Kitchen Organisation and Design, Nutrition, Restaurant Studies and Food Service Management and Food Purchasing, and Costing and Controls were offered by six of the institutions. It can therefore be concluded that all the above-mentioned subjects or courses should be considered in a proposal for a curriculum framework for CPD in Culinary Studies.

6.4.1.9 Areas for specialisation

Areas which were considered as important to fairly important for CPD by the respondents in the electronic mail questionnaire can be considered for specialisation. These areas include entrepreneurial and business competencies, specialisation in labour law and legislation, arts and design, marketing and public relations, and multi-media food promotion and communication. The responses concerning the importance of these areas are illustrated graphically below.

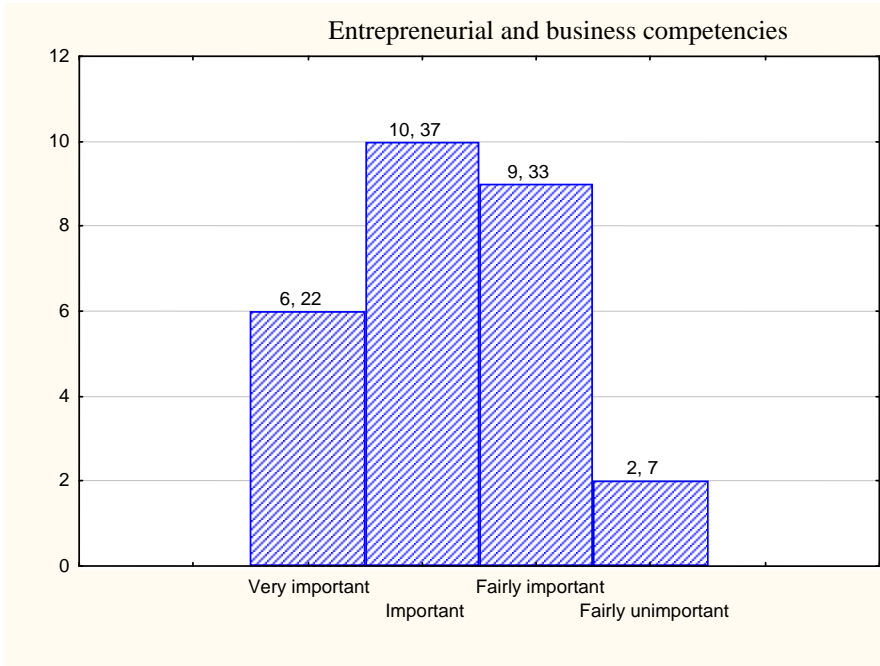


Figure 6.58 Entrepreneurial and business competencies

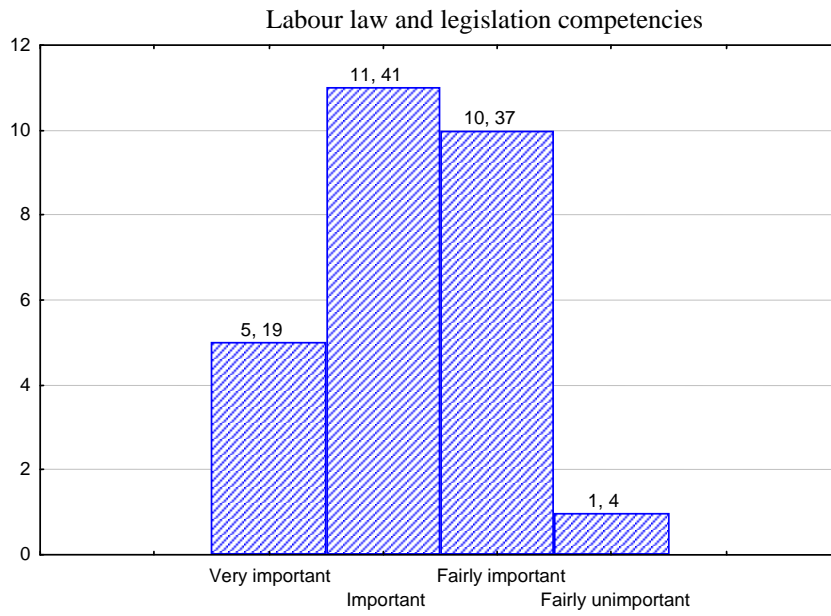


Figure 6.59 Labour law and legislation competencies

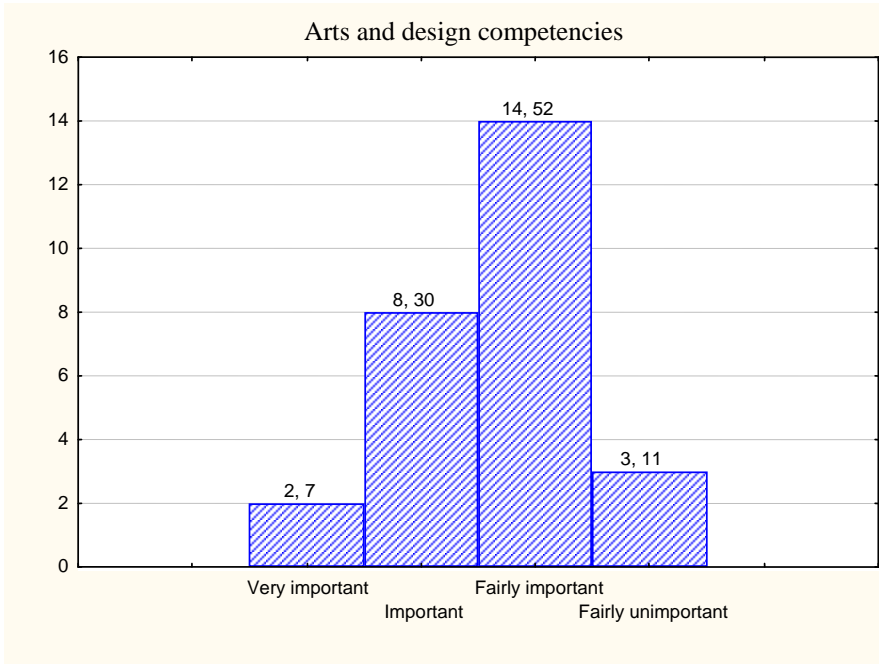


Figure 6.60 Arts and design competencies

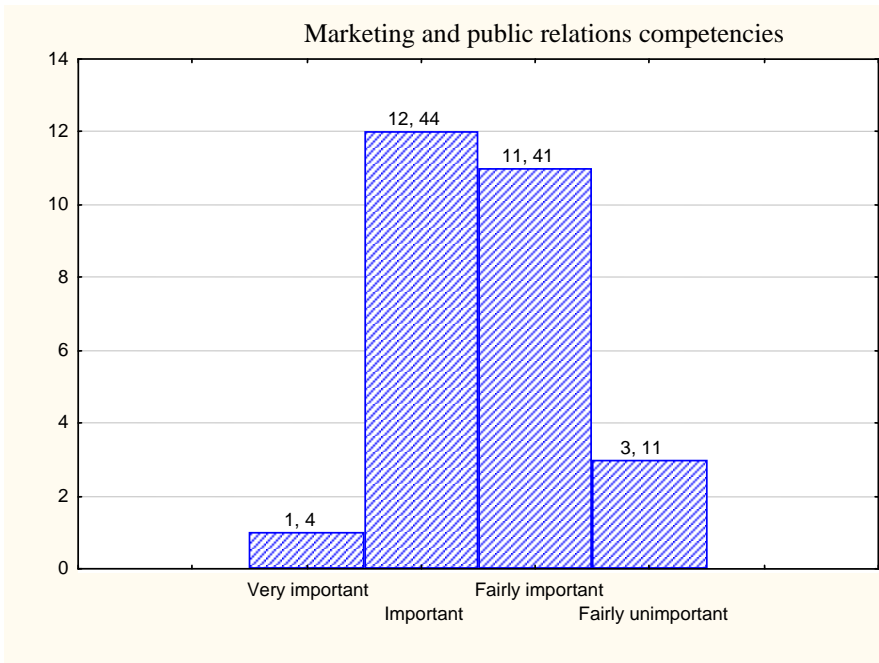


Figure 6.61 Marketing and public relations competencies

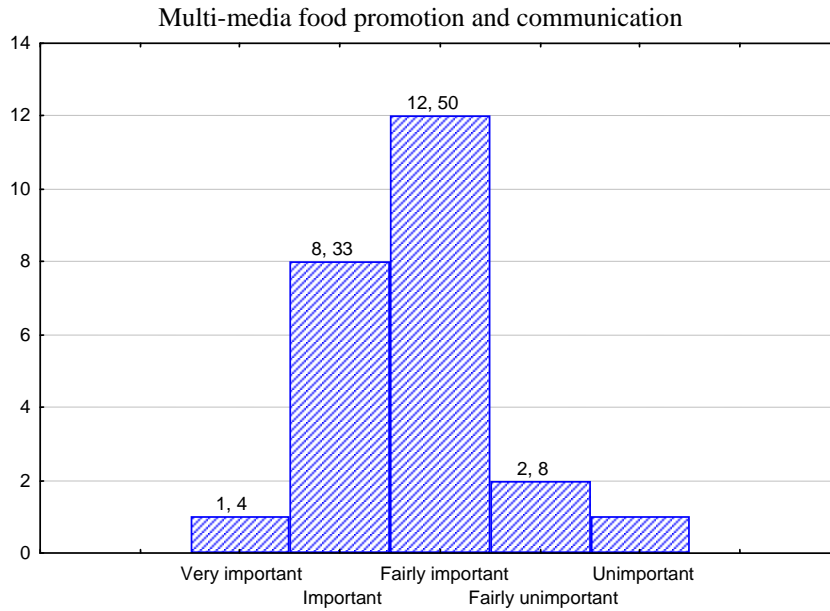


Figure 6. 62 Multi-media food promotion and communication

Opinion regarding the following five areas for specialisation was established as important to fairly important: entrepreneurial and business competencies, labour law and legislation competencies, arts and design competencies, marketing and public relationship competencies, and multi-media food promotion and communication. Opportunities for culinary professionals to start a new business are abundant, and with the culinary and tourism industries expanding, it will continue to create even more opportunities. Respondents agree to strongly agree with the statement that most of the areas listed above could be linked to the culinary context, giving them a ‘specialist’ value in CPD.

6.4.1.10 A summary of responses of basic competencies expected, by means of a box plot

In the following box plot, each number represents the options that respondents could select to indicate their opinion:

- 1 Very important
- 2 Important
- 3 Fairly important
- 4 Fairly unimportant
- 5 Unimportant
- 6 Totally unimportant

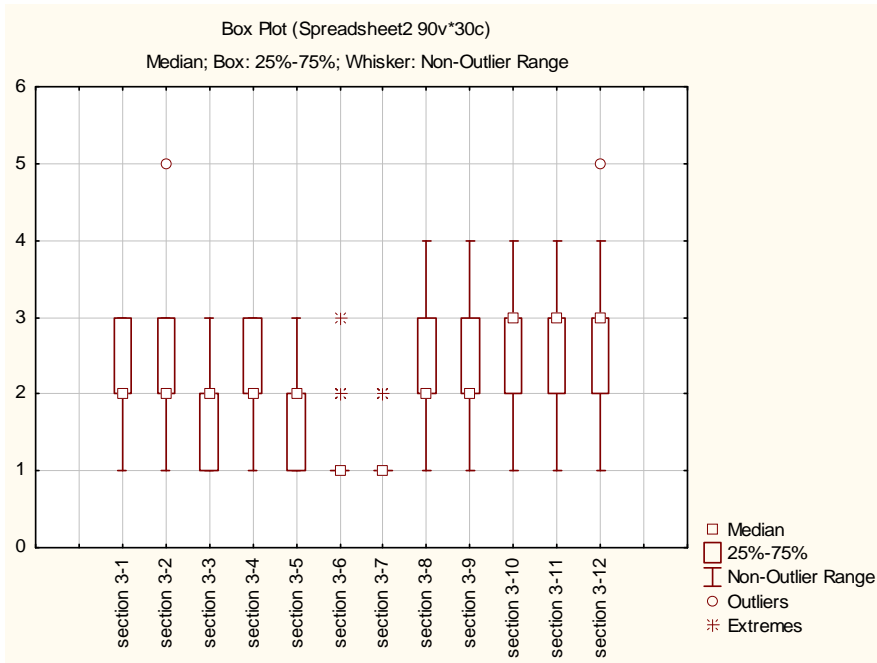


Figure 6.63 Box plot summary of areas for CPD

The sections as indicated in the box plot correlate with the e-mail questionnaire that each respondent completed, and repeat the areas for CPD that have been discussed in the preceding paragraphs 6.4.2.1 -6.4.2.5. A synopsis of the items and the responses to each item, as illustrated in the box plot, are offered below, with the median highlighted in each item.

Section 3.1	Administrative competencies	Important to fairly important
Section 3.2	Financial competencies	Important to fairly important
Section 3.3	Management competencies	Important to very important
Section 3.4	Human resources competencies	Important to fairly important
Section 3.5	Teaching and training competencies	Important to very important
Section 3.6	General culinary competencies	Very important
Section 3.7	Specific culinary competencies	Very important
Section 3.8	Entrepreneurial and business competencies	Important to fairly important
Section 3.9	Labour law and legislation competencies	Important to fairly important
Section 3.10	Arts and design competencies	Important to fairly important
Section 3.11	Marketing and public relations competencies	Important to fairly important
Section 3.12	Multi-media food promotion and communication	Important to fairly important

It can now be concluded that general and specific culinary competencies were regarded as very important for both basic qualifications and CPD. Important areas for CPD include the following competencies: Administrative, financial, management, human resources, teaching

and training, business and entrepreneurial and labour law and legislation. Fairly important areas, which could be considered for specialisation, include competencies in arts and design, marketing and public relations and multi-media food promotion and communication. The data generated by means of the e-mail questionnaire, and presented above, will be considered in the final proposal for a curriculum framework.

6.4.2 Professionalism in culinary studies in South Africa

The issues of professionalism in and professionalisation of culinary studies as a field of study were discussed in Paragraph 3.5.1 and provided the rationale for the inclusion of this section in the electronic mail questionnaire. Eight statements concerning professionalism were provided and respondents had to indicate on a five-point scale their degree of agreement to each statement. These statements are:

- Membership of a professional culinary association is important to be recognised as a culinary professional
- Entry level qualifications should be a prerequisite to becoming a member of a professional culinary association.
- There is a need for a neutral, professional council to verify culinary qualifications in South Africa.
- Food and culinary education should receive academic and professional recognition.
- The possibilities of graduate and post-graduate qualifications in food and gastronomy at HEIs should be considered.
- Studies in food and gastronomy should be the domain of specialised vocational institutions and not of HEIs.
- Areas such as law, financial management, training, business and arts should be linked to the context of food as possible areas of specialisation in CPD.
- A new approach to training for culinary professionals should focus on closing the divide between academic mastering and practical application.

The responses to these statements will now be presented graphically where after they will be discussed critically.

6.4.2.1 Membership of a professional culinary association



Figure 6.64 Membership of culinary associations

Paragraphs 6.2.9 and 6.2.10 presented data about the respondents in this electronic mail questionnaire concerning their involvement with professional associations: 57% of the respondents indicated that they are members of the South African Chefs' Association (Figure 6.9) and 47.6% indicated involvement with other professional associations (Figure 6.10). This served as an early observation that the respondents consider membership of professional associations as important. It is therefore significant to analyse the responses to the above-mentioned statement: The majority (10) of the respondents agreed with the statement that membership of a professional culinary association is important and eight indicated that they strongly agreed, but nine indicated that they preferred to take a neutral stance towards this statement and three strongly disagreed.

The diffusion of opinion can be clarified hypothetically by stating that there is no professional body where the respondents can find a 'professional home', or it can reflect on their opinion towards existing professional associations for culinary professionals. A typical example of a professional association, which was listed, is the USA-based International Association of Culinary Professionals (IACP) with members being Certified Culinary Professionals (CCPs).

Becoming a member of this association entails a certification process including minimum qualifications and entrance examinations. CCP exam review sessions are held annually at the IACP conference. To maintain certification, recertification is required every three years.

The mission of the CCP program is to identify individuals who have acquired and maintain a comprehensive range of culinary skills and knowledge through education and experience, who display continuing commitment to professional and community service, and who subscribe to the IACP code of ethics (<http://www.iacp.com>).

The fact that there is no coordinating body has an impact on the professionalism of a culinary career in South Africa. It is important that culinary professionals should be represented, both locally and abroad, on suitable professional bodies, allowing them a voice as professionals. Culinary arts will never be taken seriously as a profession if there is not a credible representative body in place to take the lead, and where membership can provide a key to professional development. Professional associations are not merely the guardians of a specific corpus of knowledge and professional status, but they can also negotiate with government and have access to the media, giving them a voice in the public arena.

The responses to the statement that entry-level qualifications should be a prerequisite to becoming a member of a culinary association are depicted in the following graphic illustration.

6.4.2.2 Entry-level qualifications

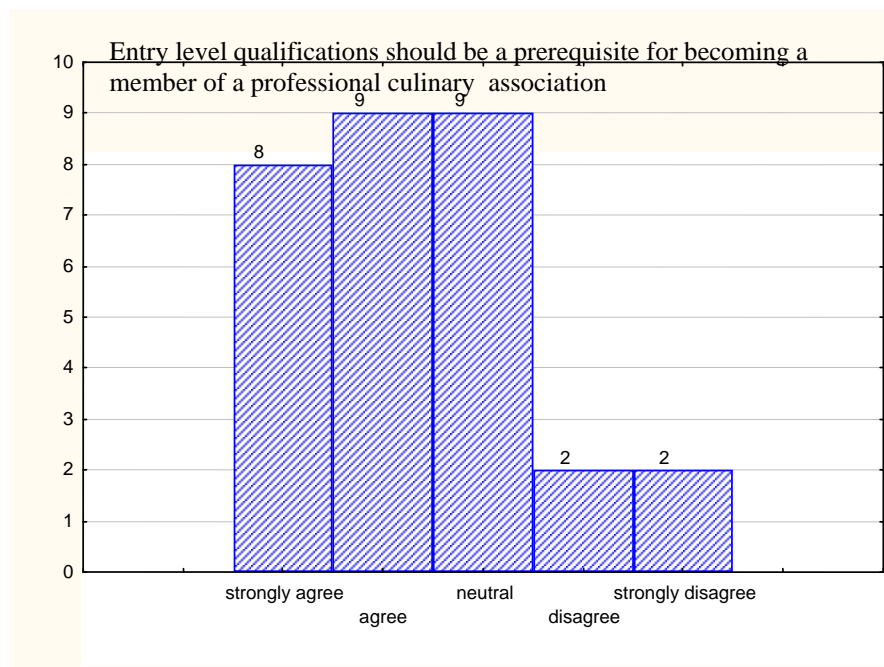


Figure 6.65 Entry-level qualifications as a prerequisite for membership of culinary associations

Diffusion of perspective was again present. The combined majority of respondents (17) agreed to strongly agreed that entry-level qualifications should be required. However, a significant number (9) preferred to stay neutral and four either disagreed or strongly disagreed. Because the culinary profession is still considered to be ‘young’, especially in South Africa, and in an attempt to gain a deeper insight into choices made by respondents, the last section of the questionnaire requested respondents to comment on this statement. The following qualitative responses, which are quoted verbatim, were reported:

It is all well to have a qualification, but if you are working an average of 14 hours per day (from 9 o'clock to 11), time for CPD and commitment to professional associations is a luxury. Getting off work to study is a basic impossibility, unless you take it as unpaid leave. Attitudes of companies and employers must change – employees should be treated like professionals.

Agree, but in all fairness, can all professionals afford CPD, or have regular excess to such opportunities needed to maintain the development edge?

In theory this should be true but in practice it is very difficult to uphold in an industry that is currently struggling towards professionalisation.

In theory this sound like a good idea, but in practice it will be difficult to employ because of the long working hours of professionals in this field.

Agree, but then CPD possibilities must be available regularly for culinary professionals.

Agree, but all training aspects should be NQF credit bearing for proper recognition and advancement within the professional's employment field.

Agree. Culinary professionals should be aware that they are always representing their profession in the public eye. The future towards professionalisation is in our own hands.

Agree, but only if the professional association is credible and worthwhile and anything more than an excuse for a ...! (The participant used an impolite word, which the researcher prefers not to repeat.)

Agree, but considering what is currently available or more to the point: what is NOT available.

Is this going to help them find good jobs or just provide employment for the associations? And if members fail to improve by not entering spurious cooking contests do we punish them by withdrawing their membership?

It can be construed that the majority of the participants agree that minimum qualifications should be in place to constitute membership of a professional association, but given the historical background of access to culinary qualifications, it is a statement that should be considered with empathy. From the responses as presented above, is clear that there is void to be filled by a professional organisation, not only to provide recognition to the profession or to create opportunities for professional development, but also to guard against practices of

exploitation as voiced in some of the quotes. Proper structures towards obtaining culinary qualifications and support to access these qualifications are priorities that need to be addressed before prerequisites should be considered. This sensitivity can be linked to the following statement that a need exists for a neutral, professional body to verify culinary qualifications in South Africa.

6.4.2.3 The need for a neutral, professional council

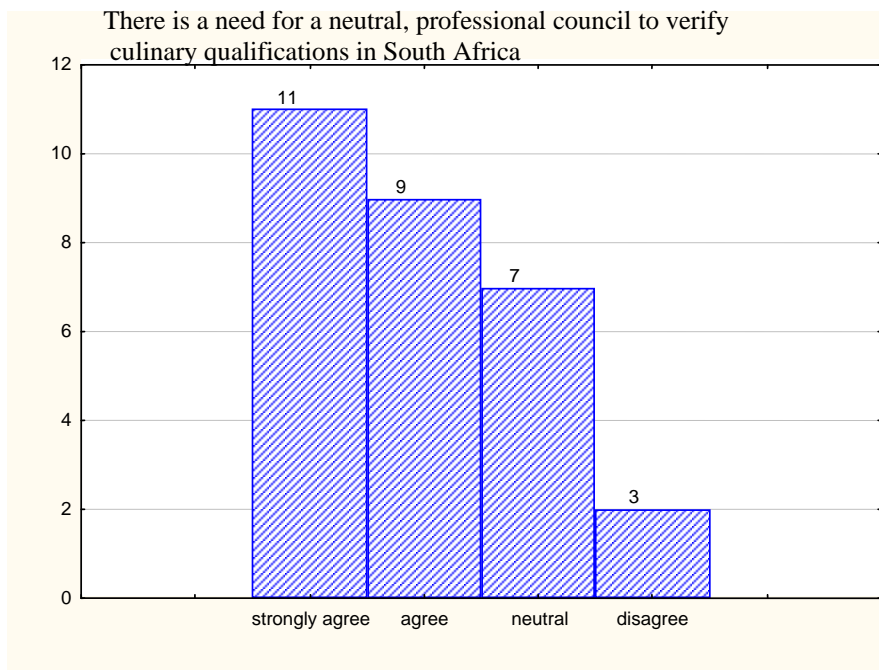


Figure 6.66 The need for a neutral, professional council to verify culinary qualifications

The word ‘neutral’ in the statement might have created confusion, and will be treated in this report as synonymous with ‘accountable without prejudice’. The majority of respondents strongly agreed with the given statement. In spite of the existence of the NQF and SAQA, the majority of institutions providing culinary training in South Africa (excluding universities of technology) are not accredited, thus leading to discrepancies. (Compare Table 4.2 – A summary of programme information from private training institutions in South Africa.)

The question of academic and professional recognition is directly linked to credible and accountable qualifications, graduate and post-graduate qualifications and the domain of the authority granting these qualifications. The issues concerning qualifications and recognition

of qualifications were voiced during the focus group discussion, thus providing the motivation to include this statement in the e-mail questionnaire. Eleven participants strongly agreed and nine agreed about the need for a council to verify qualifications, leading to a combined percentage of 66%. This statement can be linked to the recognition of culinary qualifications, which is presented as the next statement.

6.4.2.4 Academic and professional recognition

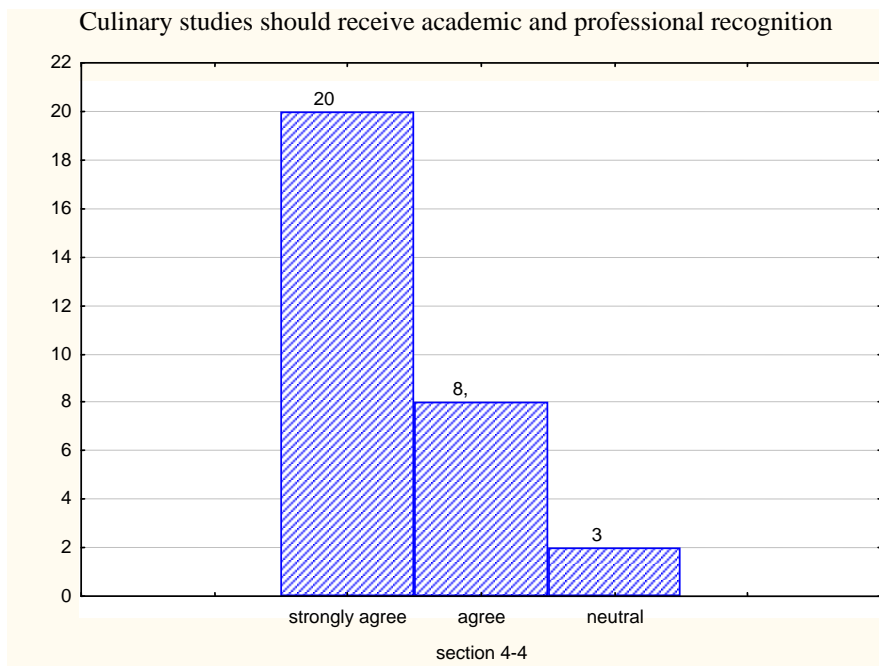


Figure 6. 67 Recognition of culinary studies

The majority (20) of this survey group strongly agreed with the statement that culinary studies should receive academic and professional recognition. This outcome was confirmed in the focus group discussions which are discussed in depth in Paragraph 5.2.3.1 as 10 statements on views and perspectives of culinary studies.

6.4.2.5 Graduate and post-graduate qualifications in food and gastronomy

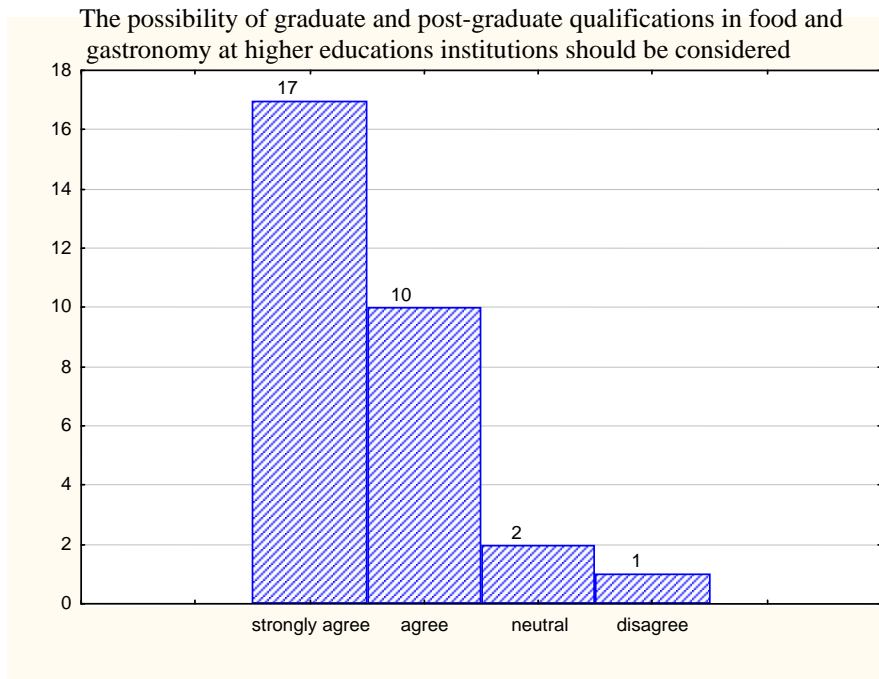


Figure 6.68 Graduate and post-graduate qualifications at HEIs

The majority of the respondents (17) strongly agreed and 10 agreed that the possibilities of graduate and post-graduate qualifications in food and gastronomy should be considered for higher education. This agreement will be considered when the curriculum framework for CPD is proposed.

6.4.2.6 The domain of food and gastronomy

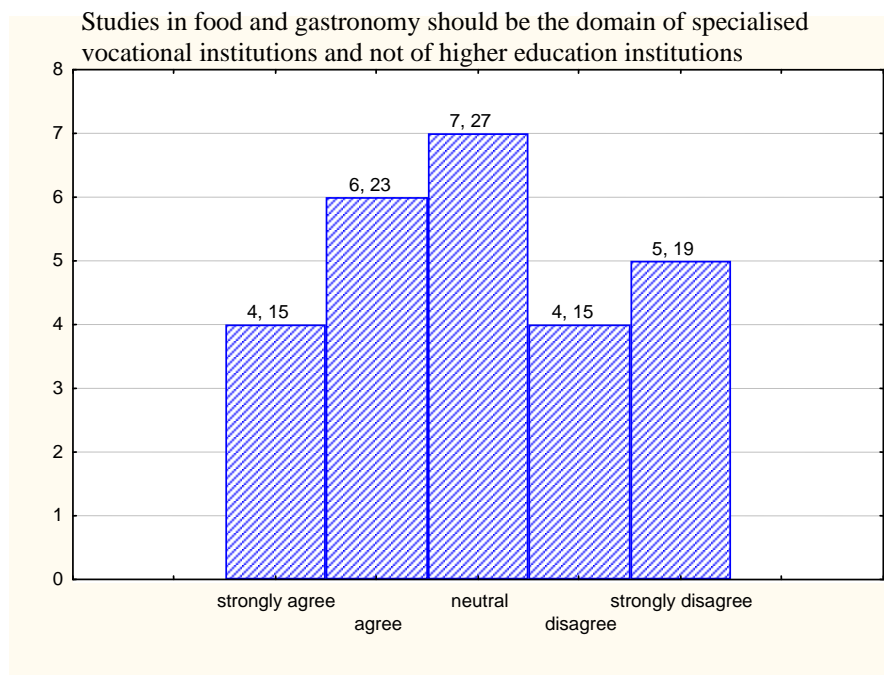


Figure 6.69 The domain of studies in food and gastronomy

The statement that studies in food and gastronomy should be the domain of specialised vocational institutions and not that of higher institutions created some confusion. The majority of respondents opted for a neutral stance with the rest almost equally divided into two groups which either agreed or disagreed. This difference of opinion becomes even more confusing when responses are analysed on the statement that follows (Paragraph 6.4.3.8), namely that a new approach towards training for culinary professionals should focus on closing the divide between academic mastering (higher education) and practical application (vocational learning). The discourse about academic learning vs. practical application was mentioned in the introduction to this study (Paragraph 1.1) and is very relevant in curriculum design in culinary arts.

During the focus group discussion of views and perspectives on culinary arts as a field of study, the domain of the field of study was discussed extensively and was presented in paragraph 5.2.3.1 by means of 10 statements. This tension between academic mastering and vocational application will consequently be considered when a curriculum framework for continuous professional development in culinary studies is put forth.

6.4.2.7 Areas of specialisation for CPD

Areas such as law, financial management, training, business skills, arts and design should be linked to the context of food – giving them a specialist value in CPD

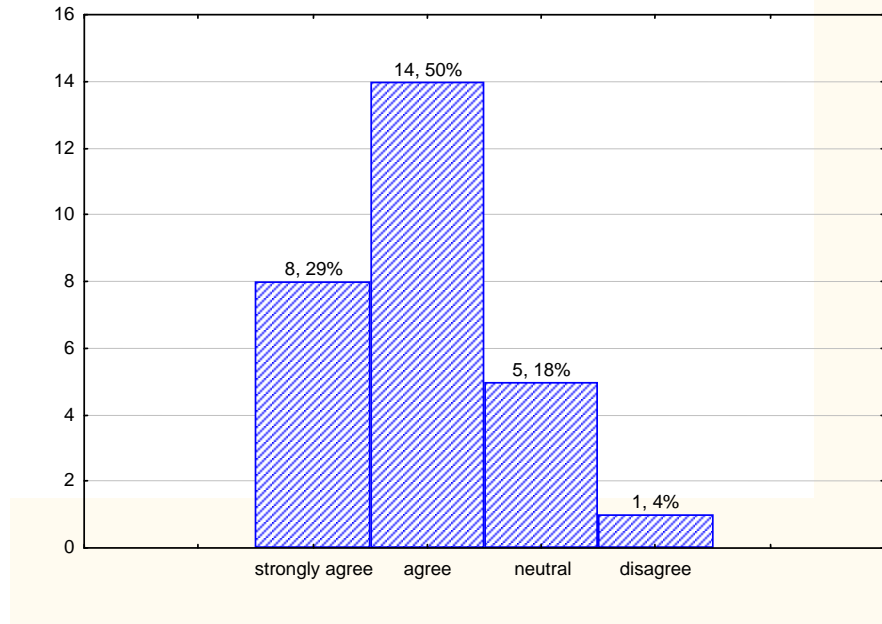


Figure 6. 70 Areas for CPD in culinary studies

This statement was discussed extensively in Paragraph 6.4.2.5, but is included in this section because of the chronology of the e-mail questionnaire.

6.4.2.8 The recommended approach towards culinary training

A new approach to training for culinary professionals should focus on closing the divide between academic mastering and practical application

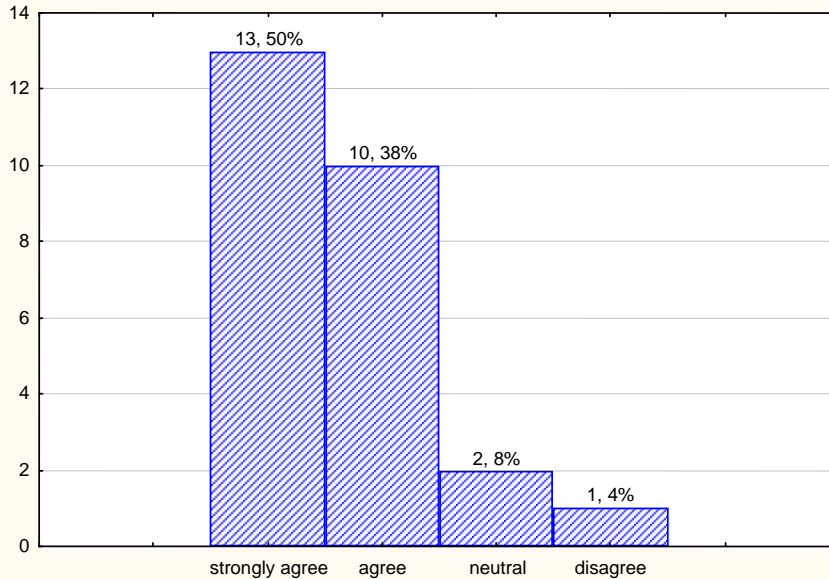


Figure 6.71 The approach to culinary studies

The discourse on vocational and practical applications or academic mastering is an ongoing one – in culinary studies as well. Bates and Dunston (1995:44-46) state that competence-based education “atomizes and fragments learning into measurable chunks”, that and instead of encouraging critical reflection, it offers a mono-cultural view on the satisfaction of narrow performance criteria. They argue that competence-based curricula in culinary arts have “come to be regarded as mechanistic and reduced, and unlikely to foster the fullest potential of human developments”. It is therefore important that a programme for professional development in culinary studies must also place emphasis on recognising and fostering intellectual development.

6.4.2.9 A summary of the responses to professionalism by means of a box plot

In the following box plot, each number represents the options that respondents could select to indicate their opinion:

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly disagree

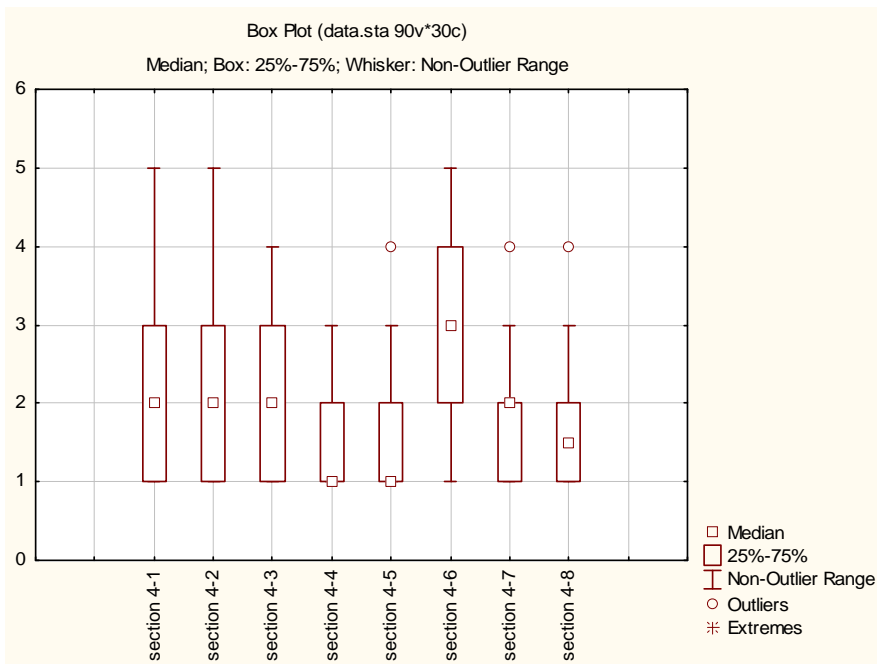


Figure 6.72 Box plot summary reflecting opinion regarding professionalism in culinary studies

The sections as indicated in the box plot correlate with the e-mail questionnaire completed by each respondent. They summarise the opinion about professionalism as was discussed in the preceding paragraphs, 6.4.3.1 - 6.4.3.8. A synopsis of the items and the responses to each item, as illustrated in the box plot, are offered below, with the median highlighted in the last column.

Section 4.1	Membership of a professional culinary association is important to be recognised as a culinary professional.	Agree
Section 4.2	Entry-level qualifications should be a prerequisite to becoming a member of a professional culinary association.	Agree
Section 4.3	There is a need for a neutral, professional council to verify culinary qualifications in South Africa.	Agree
Section 4.4	Food and culinary education should receive academic and professional recognition.	Strongly Agree
Section 4.5	The possibility of graduate and post-graduate qualifications in food and gastronomy at higher education institutions should be considered.	Strongly Agree
Section 4.6	Studies in food and gastronomy should be the domain of specialised and vocational institutions and not of higher educational institutions.	Neutral
Section 4.7	Areas such as law, financial management, training, business skills, arts and design should be linked to the context of food – giving them a specialist value in CPD.	Agree
Section 4.8	A new approach to training of culinary professionals should focus on closing the divide between academic mastering and practical application.	Strongly Agree

It can now be concluded that participants in both the focus group discussions (compare Paragraph 4.2.3) and the electronic mail questionnaire strongly agree that studies in food and gastronomy should receive academic and professional recognition, that HEIs should also consider qualifications for professional culinary studies and that curricula for basic qualifications and CPD programmes should address both the academic and scientific knowledge combined with the practical application thereof in the industry.

6.4.3 Allocation of study times for culinary qualifications

Participants were asked to consider the ideal duration of studies to obtain culinary qualifications, differentiating between theoretical learning and practical training or experiential learning. Degrees, diplomas, certificates and short courses were presented as the range for the different levels of qualifications.

The recommendations for total time in months for degrees varied from a low of 12 months to a high of 60 months. The majority of the respondents indicated that an average time of three years of formal learning and three months of experiential learning should be spent on

preparing candidates for a degree in culinary studies. For a diploma the majority recommended one year of formal learning and three months of experiential learning, and for certificates six months of formal learning and three months of experiential learning. It is noteworthy that, although the recommended formal learning time for each level of qualification varied significantly, the recommended experiential learning time stayed the same. Time allocations for short courses varied from one week up to two years, with a majority recommendation of three months combined time for formal learning and practical application. The nature of each course will determine the length and practical application.

6.4.4 Opinion regarding professional terminology

Because culinary studies is still a young field of study, professionals struggle to identify a collective term for this field of study and for people who are professionally involved with food and gastronomy. According to Larousse (1998:580), the English word *gastronomy* is derived from the Greek *gastros* (stomach) and *nomos* (law), and came into general use in France in 1801, the year that *La Gastronomie ou l'Homme des champs à table* by J. Berchoux was published. In 1835, the *Académie Française* made the word *gastronomie* official by including it in its dictionary. The essence of the word gastronomy can be captured as 'the science of cooking'. The word 'culinary' is explained in the Reader's Digest Universal Dictionary (1987:381) as pertaining to a kitchen or cooking. It originates from the Latin *culinarius*, from *culina* (kitchen). Individuals indicated that they can be referred to as culinary trainers, managers or food writers, but the majority of the response group recommended the application of the term 'culinarian'. The term *culinary arts* is used widely and is acknowledged in the USA as an official term referring to this field of study, as the word *gastronomy* (*gastronomie*) is used and acknowledged in Europe and specifically in France. The recommendations of the response group are illustrated graphically below.

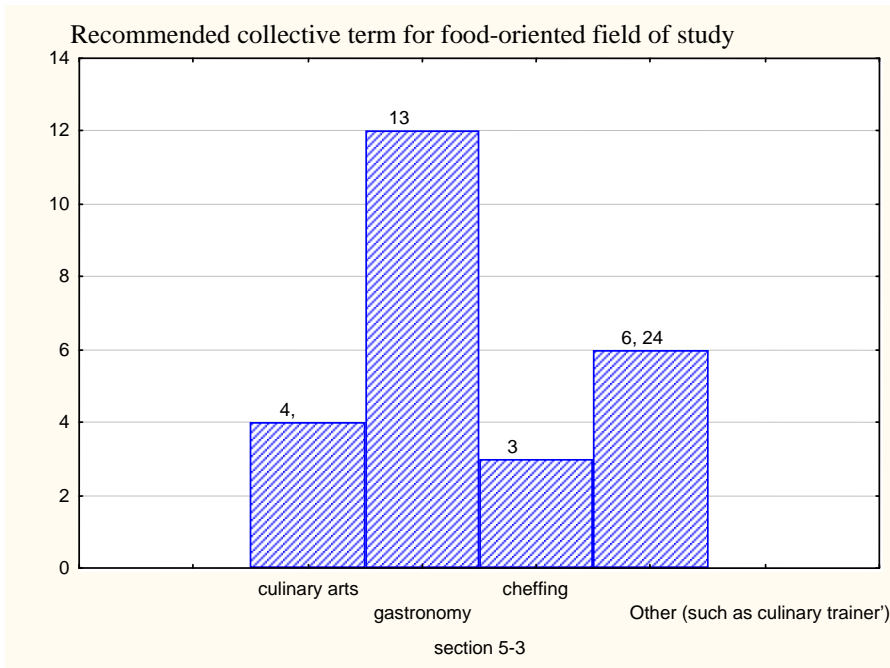


Figure 6.73 A collective term for food-oriented studies

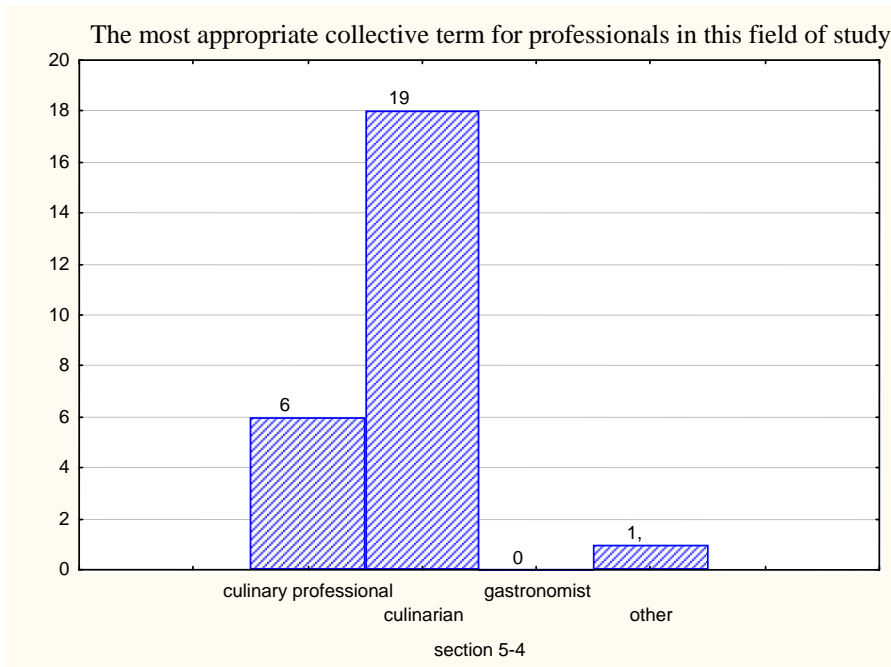


Figure 6.74 A collective term for professionals in this field of study

It is noteworthy that although the majority of respondents indicate *gastronomy* as the most appropriate collective term for the field of study, none recommended the use of the word *gastronomist* for the professionals involved in *gastronomy*. In this study the terms *culinary*

professional was used in reference to the persons and *culinary arts* or *culinary studies* in reference to the field of study.

6.4.5 Conclusion

To conclude, a final statement to verify the need and opportunities for CPD was put forth. Respondents were asked to comment on the following statement: “Training and continuous professional development for culinary professionals in South Africa is effective, adequate and relevant.” Some of the written responses are quoted verbatim below:

Where?

Certainly not!

I do not think it is at this stage already where it should be in terms of effectiveness and relevancy. Not much is provided for those who are already in a profession and want to further their development. Huge gaps exist!

Although there are several products available on the annual calendar, the quality of some workshops/training programs is questioned. Few instructions are really up to the required standard.

I strongly disagree! There are very little flexible, responsive and credit bearing programs available for up-skilling culinary professionals.

Training in SA is none of the above. Efficacy should be measured practically; is the graduate able to perform better than someone who has had no training? Adequate means able to display a level of competence that is on par with similar institutions elsewhere. Relevant means current, keeping pace with world trends, not the badly taught foods de cuisine that passes for training.

These comments all have an undertone of exasperation or frustration about the current situation of training and CPD opportunities for culinary professionals in South Africa, thus confirming the urgency for an investigation. The focus of this research was to investigate and analyse the gaps in training and the training needs of culinary professionals, indicated as the primary aim of this research (Paragraph 1.4.1). It is therefore envisaged that this research might contribute, as a starting point, towards a credible curriculum framework for continuing professional development in culinary arts.

6.5 SUMMARY

This chapter has aimed at presenting the results of the self-administrative electronic mail questionnaire (Appendix 2.4). This questionnaire was sent to two distinct groups, namely industry professionals and professionals employed at training institutions. The questionnaire was divided into four sections, namely demographic information, the establishment of basic competencies for a culinary professional, areas for continuous professional development and opinion regarding professionalism in culinary arts as field of study. The results generated from these four sections were presented graphically as histograms and subsequently discussed.

The questions posed in the biographical section were aimed at analysing specific groups of culinary professionals, their employment in the industry, and their experience and qualifications. The highest number of qualifications, and the most years of experience, was found amongst respondents in the training sector. The majority of the respondents had obtained a national diploma, were employed in top-level positions and had more than 10 years of work experience in their respective sectors.

The second part of the questionnaire aimed to propose sub-sections of questions relative to curriculum development and the identification of skills and competencies for continuous professional development in culinary arts. The respondents were asked to indicate on a Likert-type scale their perspective on these questions or statements, indicating either degree of importance or degree of agreement.

In the last part of the questionnaire, respondents were asked to make suggestions relative to allocated study time for a qualification in culinary arts, concluding with final comments about culinary arts as a profession. Many additional comments regarding attitude and opinion have been included, with the following quote by one of the respondents offered as a final word in this chapter.

Be in this industry because you love it, there is no other reason for doing it. Read all you can and absorb what is useful, let everything else fall. Listen to everybody, even a fool knows at least one thing you didn't know before. Seek to reform attitudes so people know the difference between service and servitude, a trainer and a bully, a manager and an observer, an owner and an exploiter. Make a point of learning one new skill each day. Do not chase after fame, it is fleeting at best. Rather pursue knowledge and understanding, once it is yours no-one can take it away from you.

The next chapter will present the conclusion of the study as well as the recommendations by proposing a curriculum framework towards professional development in culinary studies, based on the preceding data.

CHAPTER 7

A PROPOSED CURRICULUM FRAMEWORK FOR CONTINUING PROFESSIONAL DEVELOPMENT IN CULINARY STUDIES

7.1 INTRODUCTION

Research statements made at the onset of this study suggested a need for continuing professional development in culinary studies. A motivation for an empirical study towards curriculum design and development for this field of study was presented. A literature review of curriculum theory revealed a well-established and well-structured field of study that could serve as a valuable resource, both nationally and internationally, from which to draw. The importance of scrutinising curriculum theory in order to guide the curriculum development process was recognised. To achieve a successful curriculum development process, it is also important to acknowledge the significance of the micro- and macro-environment in which it will operate. For each basic element of the curriculum development process, the situation must be considered, taking the students, society (micro- and macro-) and the subject into consideration.

Literature regarding hospitality- and culinary-related curriculum development is neither highly structured nor easy to source. A wide variation was found in courses taught in different institutions. Universities of technology and some privately owned institutions in South Africa are taking the lead, following the example of leading international institutions such as Cornell University (in the hospitality arena) and the Culinary Institute of America (for culinary studies). No curriculum towards degree and post-graduate programmes in culinary studies could be found in South Africa, despite the fact that a B.Tech. degree in hospitality management is offered at some universities of technology.

Attention was also focused on the vocational/liberal discourse in curricula for culinary studies. The dominant approach is currently toward narrow and vocational industry needs. Competence-based education and training tends to lag behind equivalent systems in most developed countries. Competence-based education has been criticised on the grounds that it “runs counter to the spirit

of education”, and that “learning is fragmented into measurable chunks instead of encouraging critical reflection” (Bates and Dunston, 1995:41-45).

The context of the curriculum and the educational purposes it intends to serve was considered in the proposed curriculum framework for CPD in culinary studies. The interrelationship of the components of curriculum design was illustrated in Figure 3.2 as a cyclical flow of elements that influence one another. It was emphasised that the situation (as defined by society, student and subject) for which the intended curriculum will become operational, substantiates goals and objectives, content and learning strategies. It was furthermore established that evaluation should realise during each stage of the process and not be limited to a concluding aspect.

7.2 COMPONENTS OF THE CURRICULUM FRAMEWORK

The theoretical framework, as presented in Figure 7.1, endeavours to place the process of continuing professional development in culinary studies in the context of curriculum development. This framework holds the perspective that a continuous situation analysis or needs assessment is imperative to CPD, and that it is crucial to stay in touch with the needs and demands of a dynamic field of study and its professionals. Such an analysis will continuously generate data which will impact on the goals, content and strategies for CPD of culinary professionals who have completed basic qualifications.

The components and their prominence in a curriculum framework for culinary development are presented in Figure 7.1. This remains a theoretical framework, based on the data that was generated in this research, and will therefore have to be implemented and evaluated. More general and more abstract expressions will be formulated subsequently as a reflection of the generated data.

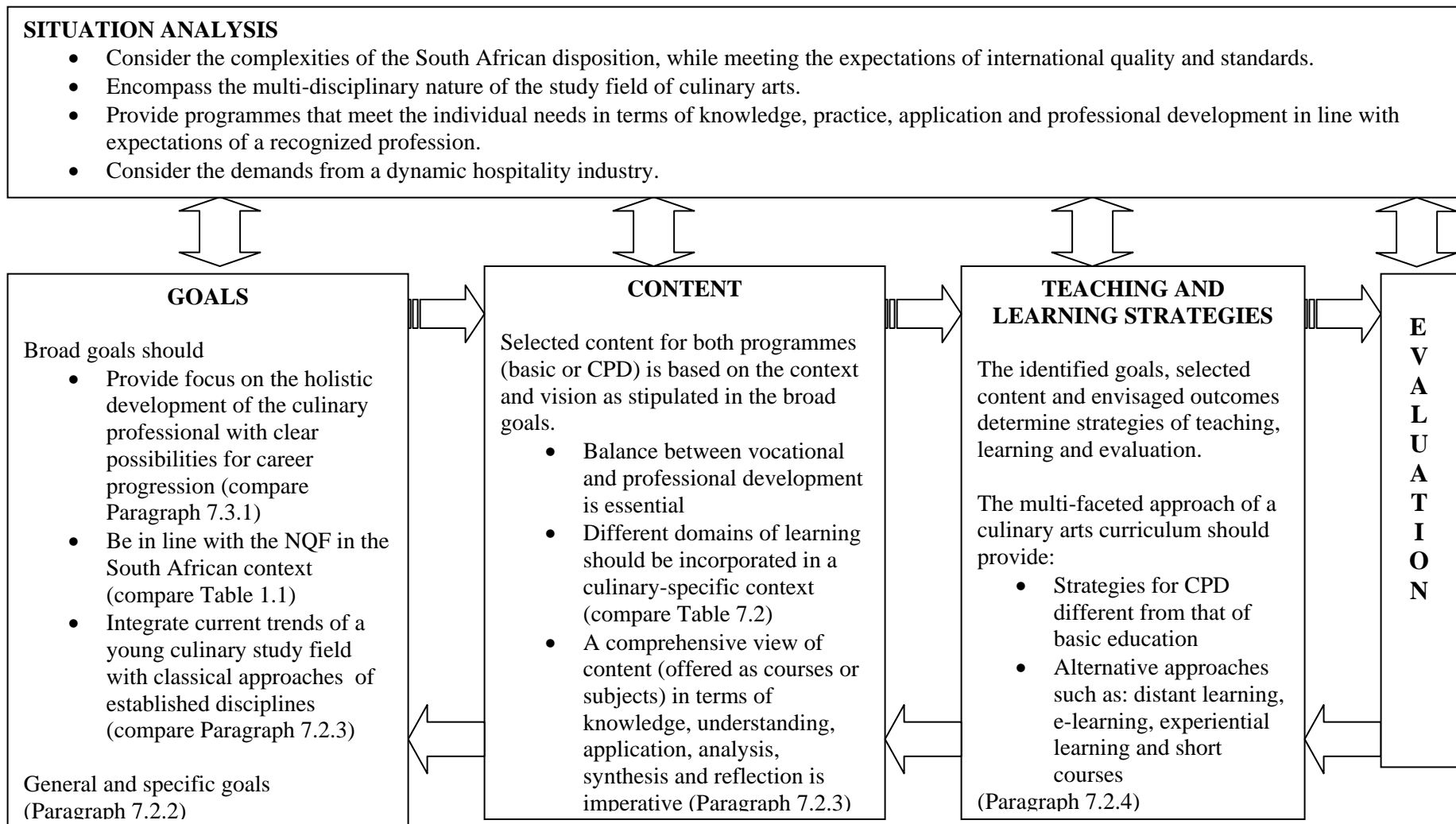


Figure 7.1 Components of a theoretical framework for CPD in culinary arts

7.2.1 Situation analysis

The research clearly confirmed the existence of gaps in the opportunities for training and continuing development of culinary professionals. Two major groups of culinary professionals have been identified, namely culinary educators/trainers who want to excel academically and professionally, and the industry professionals who want to stay on the forefront of a dynamic profession.

A curriculum framework for CPD in culinary studies must therefore consider a programme that:

- meets the expectations of international quality and standards for a recognised profession
- considers the complexities of the South African disposition
- provides the hospitality industry in terms of knowledge, practice and application
- involves key stakeholders in pioneering and monitoring professional development.








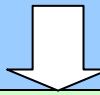


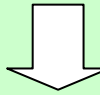
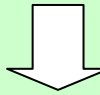
A diversity of views, perspectives, values, attitudes and expectations about CPD in culinary arts were identified during the research. There was agreement among all research participants that the only way to improve the profession effectively and to allow individuals to grow professionally is through sound basic training and appropriate CPD programmes. Curriculum planners and programme developers should recognise the importance of curricular balance between the theoretical / academic concepts and the practical / vocational application thereof. Culinary studies also reach beyond the confines of an isolated field of study, indicating that content should have a multi-disciplinary focus.

Endeavours for CPD currently require a great deal of individual effort from culinary professionals. Complex interactions exist between the different stakeholders involved in culinary education. Employers, industry, training institutions and government could collaborate to contribute meaningfully to the development of culinary professionals. Such collaboration between government, professionals in the hospitality industry and academics can ensure that culinary professionals are qualified for highly skilled technical-professional careers. These professionals also play a major role in areas such as culinary tourism and consequently contribute to the national economy. The hospitality industry must be proficient to deliver consistent levels of

professionalism and service excellence through its professionals.

The questions of who should become involved, what should be done, and how and why specific actions should be considered for the structuring of a curriculum framework for professional development in culinary studies, are addressed by means of Table 7.1 below.

Table 7.1 Key stakeholders for continuing professional development in culinary studies

Who are the key stakeholders?	GET / FET schools and colleges 	HE institutions 	NGOs and private training institutions 	Hospitality industry and professional associations 
What is required?	To focus on basic education – referring to hospitality-related subjects 	To acknowledge culinary studies as worthy of higher education 	To develop accredited programmes for specialised culinary training 	To encourage professionalism in the hospitality industry 
How can they contribute?	Empowerment of educators and curriculum planners for these subjects 	Investigation towards qualifications for graduate, post-graduate and research opportunities 	Formulation of a model curriculum to benchmark their programmes 	Investing in skills, qualifications and CPD opportunities for employees 
Why is their involvement imperative?	<p>To have a shared vision for and a focus on a holistic approach, ensuring growth in culinary studies – and not to concentrate on the narrow demand of skills for an economic enterprise</p> <p>To work towards the acquisition of relevant knowledge, skills and attitudes to constitute a recognised profession</p> <p>To identify broad aims and objectives for the curriculum development process, thus providing a focus for curriculum developers</p>			

It was confirmed that the hospitality industry requires graduates with a wide range of knowledge and skills. Moreover, culinary professionals are eager to grow as professionals by involving themselves in programmes for continuing professional development. Professional bodies and associations, the hospitality industry and government alike should support and become involved in the training and development of culinary professionals. Possibilities for academic progress and clear career paths should be established in the context of culinary studies.

7.2.2 Goals

The primary aim of this research (compare Paragraph 1.4.1) was to investigate the complex relations and interactions of various key role players in culinary studies, with the objective of proposing a framework for CPD. The broad goals for this framework have significant implications for the curriculum development processes as they determine both the context and the vision of the curriculum and also provide a focus for the curriculum developers.

This curriculum framework prioritises the broad goals of professional ethics and professionalism which were identified during the research as core values inherent to all culinary professionals. These broad goals refer to the transmission of a complexity of professional, technical and intellectual skills and concepts, which must empower students and culinary professionals to compete successfully in a professional career, by –

- becoming productive members of society
- staying committed to lifelong learning
- developing their professional culinary careers
- contributing to the field of study and area of work in the industry
- enabling them to perform effectively in the complex work environment.

Specific goals that were identified during the research and that should be incorporated into CPD programmes include the following:

1. The development of personal skills and life skills that will empower culinary professionals to work effectively, efficiently and safely and to act with confidence and

integrity. A comprehensive list of personal attributes and basic skills and competencies required has been identified and was discussed in Paragraph 5.2.3.2.

2. The development of a sound culinary foundation with curricular balance between a theoretical knowledge base, practical competencies and experiential learning opportunities. Intellectual capabilities, technical skills, industry knowledge, interpersonal skills and professional skills will be developed through the identified areas of learning (compare Paragraph 7.2.3).
3. Recognising the importance of industry standards of service excellence and professionalism. Specific objectives such as the ethics of meeting customers' needs, being passionate about work standards and delivery and never compromising quality have been identified. The development of service excellence and an attitude that embraces excellence is important.
4. CPD should contribute towards an understanding and application of relevant information systems and computer literacy.

The context and vision as stipulated in the broad goals in the preceding paragraph guide the selection of content for basic and CPD programmes in culinary arts. The following paragraph will present broad content which should be considered for specific programmes.

7.2.3 Content

The ascertained educational goals of a curriculum framework for CPD in culinary studies are to integrate current trends of a young but dynamic culinary industry with the classical approaches of more mature fields of study such as business sciences, life sciences and the natural sciences and to work towards the acquisition of relevant knowledge, skills and attitudes to constitute a recognised profession (Figure 7.1).

The biggest challenge in curricula for culinary studies is reflected in the complexity and multi-disciplinary nature of this relatively undefined industry and field of study. Some of the industry

professionals participating either in the focus group discussions or as respondents in the electronic mail questionnaire placed a high premium on meeting industry requirements. Training institutions must therefore provide CPD programmes which reflect curricular balance between culinary-specific knowledge, the application thereof and general competencies. The ‘competition’ between skills and knowledge, which often depicts two different paradigms of learning, should be eliminated. Both concepts and skills are contextualised in reasoning, reflecting, problem solving and critical thinking. Participants in both the focus group discussions and the electronic mail questionnaire agreed that culinary studies should claim a rightful place in higher education and not be restricted to technical skills and practical application.

The traditional way of specifying curriculum content is often through the medium of specific subjects or courses. Culinary-specific subjects comprise competencies in professional cooking, baking and pastry, food science and nutrition, and restaurant and wine studies. General competencies include strategies to work in a dynamic environment, being able to apply creative thinking and problem-solving skills, and interpersonal communication skills.

Subjects or courses most often presented by different institutions were sourced and summarised (compare Tables 4.2, 4.5 and 5.6) The researcher analysed these subjects or courses and was able to identify specific learning areas which contribute to the multi-disciplinary nature of culinary arts. These areas of learning have been clustered into four domains which underpin culinary arts as a field of study. Recommendations for specific content for CPD have been identified by participants in the electronic mail questionnaire (compare Paragraph 6.4.1.8). These domains, with specific sub-sections or subjects and recommendations for CPD are summarised in Table 7.2.

Table 7.2 The domains of culinary studies

CULINARY ARTS AND GASTRONOMY	FOOD AND LIFE SCIENCES	BUSINESS AND ENTERPRISE	INFORMATION AND TECHNOLOGY
Professional Cooking Professional Baking & Pastry Gastronomy /Culinary Studies Theory of food production & food composition Food and Beverage Studies Wine Studies Restaurant Management Experiential Learning Kitchen Organisation and Design	Basic Food Science Microbiology Hygiene and Food Safety Health and Safety Basic Human Nutrition Language and Communications Human Relations and Human Resources Professional Ethics History of Food and Cultures	Hospitality Management Financial Management Business Management Labour Law and Legislation Marketing Innovation Enterprise Professional Internship	Information Technology Media Communications (food Journalism and Photography) Hospitality Information Systems
RECOMMENDATIONS FOR CPD PROGRAMMES			
All the above mentioned sections and subjects can obtain specialist value in programmes for CPD	Applied food science Product development Nutrition for specific groups (including food intolerances and allergies), vegetarians, etc Leadership development Management of ethical issues	Development of entrepreneurial skills Drawing of a financial business plan Compiling of a code of conduct	Development of communications skills Improvement of computer skills Food promotion and marketing skills

In reviewing subjects or course descriptions, the researcher identified key words in order to establish similar content. Courses with different titles but similar subject matter were combined and categorised into the above-mentioned domains. These identified subjects were all applied to the context of culinary studies. The selection of content, and subsequently the identification of

skills, knowledge and outcomes for CPD programmes must be linked to the broad goals.

Because a culinary study is still a very new field of study, the balance and organisation of subjects and their content is critical. Culinary studies as a field of learning has struggled to develop holistically. While some sub-sections of the field of study have been established and have evolved, most development has been compartmentalised and holistic development has been restricted.

Teaching and learning strategies and methods of assessment must be considered concurrently with the selection and organisation of content.

7.2.4 Instructional learning and teaching strategies

Together with content, the instructional learning and teaching strategies, as well as the assessment strategies, are critical areas to consider for each identified domain. The nature of this multidisciplinary field of study involves a wide range of instructional learning and teaching strategies, ranging from distance e-learning via information systems to traditional lectures, demonstrations, hands-on applications and experiential learning. Opportunities for experiential learning include a wide range of options to expose the learner/student/professional to the practical applications and the complexity and interrelationships of the hospitality sector. Identification of mentors and industry leaders and the possibilities to learn from observing experts at work should be considered.

It became clear during the research that there is a high expectation for appropriate credentials of academic staff at training institutions, and that facilities should be available to support the delivery of CPD programmes. These facilities include media centres or libraries equipped with computers, training kitchens, production kitchens, laboratories and restaurants.

7.2.5 Evaluation, validation and accreditation

Considerations for the academic level and the purpose of assessment are important. Two basic approaches are proposed to evaluate if the curriculum has met the objectives. The first concerns

formative assessment, which refers to an internal process by each institution and where after improvements can be made. The second concerns summative assessment, in which an external validating body normally takes a broader view of the quality of the whole curriculum and its output.

A curriculum framework includes goals to outline a programme. Since evaluation is at the core of determining curriculum success, it must be linked with goals as well as content throughout the broad curriculum process. Curriculum development and its assessment should always be planned coherently.

7.2.6 Conclusion

A conceptual framework for this study towards continuing professional development in culinary studies was presented as Figure 1.1. Following the comprehensive research, which included a literature review of curriculum theory and a situation analysis of culinary education in the current perspective, the researcher realised that this conceptual framework needed to be expanded. The data that was generated and analysed referred to skills and competencies that should be included in a curriculum framework for CPD. This process of data generation also contributes to the establishment of views, perspectives, values and attitudes together with the identification of

challenges in the specific context of culinary studies. This information was reflected in the goals, content and structure as well as in the teaching and learning strategies.

The practical application of this theoretical framework necessitates follow-up procedures and involves key stakeholders from various departments and institutions. The identification of specific goals, content, learning and teaching strategies, implementation and evaluation falls beyond the scope of this study, and is illustrated in Figure 7.2 as an expanded conceptual framework for studies towards continuing professional development in culinary arts.

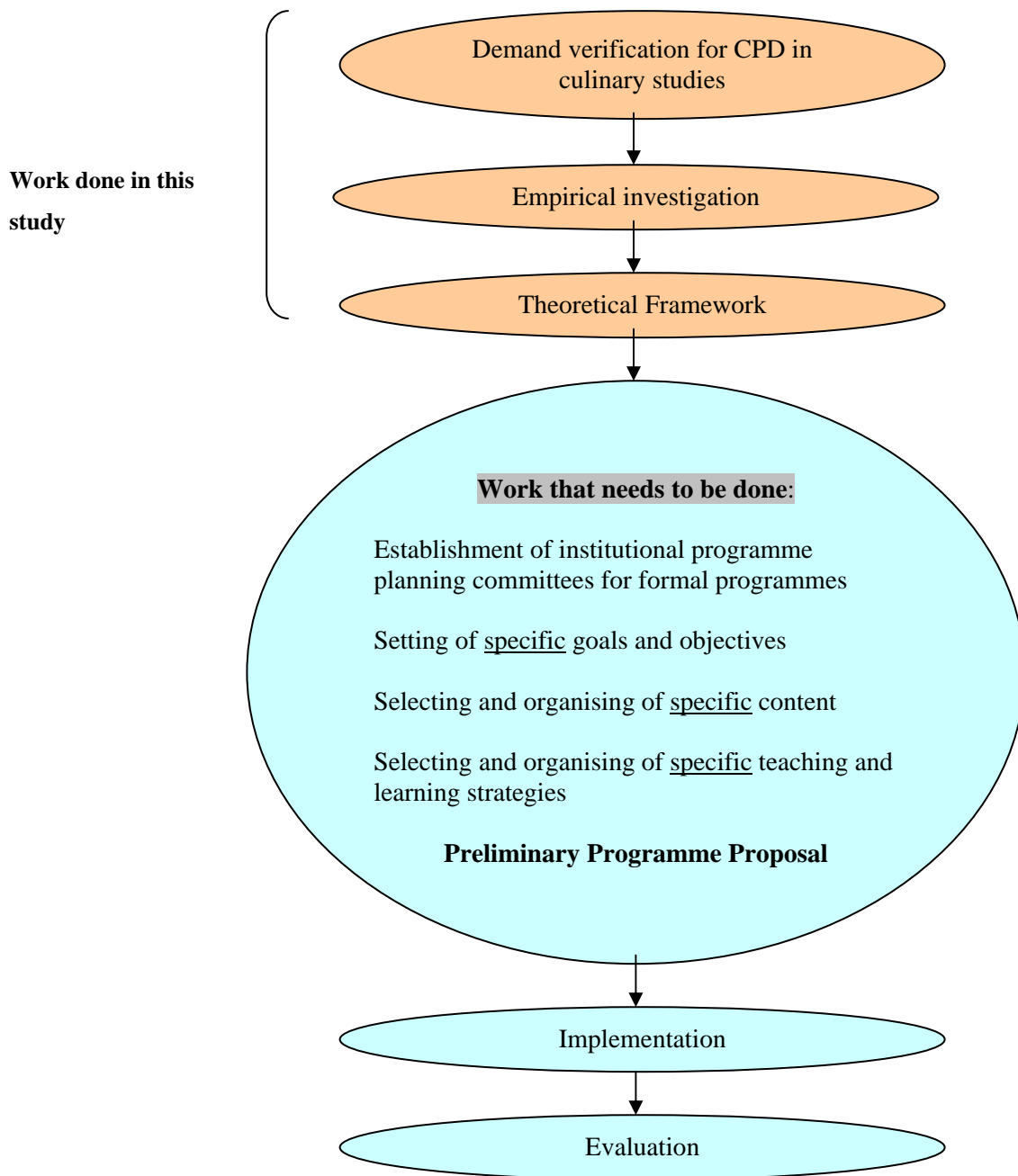


Figure 7.2 An expanded conceptual framework for studies towards continuing professional development in culinary arts

Since it was a theoretical framework that was provided, it must be emphasised that much more work and research need to be done in terms of the development of strategic plans and planning committees. This would involve industry, government, training institutions and service providers. The conceptual framework for this study has therefore expanded to encompass the work and research that still need to be done.

7.3 GAP ANALYSIS AND RECOMMENDATIONS

A considerable number of private culinary training institutions were launched over the last 12 years, in response to the needs of large numbers of learners seeking qualifications and CPD opportunities in this field of study. However, certain gaps which impact on the professional development of the culinary professional were identified. A discussion of these identified gaps is given, followed by some recommendations to address the shortcomings.

7.3.1 Clear culinary career paths

Because culinary arts is a young field of study in South Africa, clear career paths for professional development to the highest level have not yet been established. A summary of registered culinary-related qualifications at the NQF was offered as Table 1.1 as confirmation of this statement. A similar summary of qualifications available from the international qualifications awarding body, City and Guilds of London, was presented as Table 4.3. Both these summaries, together with the views, perspectives and expectations that were voiced by the participants in this research indicated the gaps in possible career progression for culinary professionals. The concepts of vocational skills and academic mastering have been argued, and the value of both was recognised in the development of culinary arts as a discipline.

The lack of opportunities for culinary arts achievement at HEIs became apparent. The concept of a university doctorate, as the highest degree that can be awarded, has always been clear: it proclaims that there are individuals who are in command of a professional practice or field of study and who are contributing to the development of this field of study in an original manner. Doctoral degrees are also indicators of professional benchmarks to other study fields. Culinary arts and gastronomy as a young profession has yet to develop appropriate research strategies.

7.3.1.1 Recommendations

Culinary arts education can be established through clear career paths and with academic and professional impetus. A conceptualisation of proposed career paths, emerging along with the core of highly skilled specialist from which 'new' instigators for professional development can be employed, is now presented as Figure 7.3.

GOVERNMENT / NATIONAL POLICIES

Hospitality education, including culinary studies and tourism studies, is a sector moving from uncertainty to maturity, fuelled by recognition by governments about their value and scale of jobs created and economic output and professional development

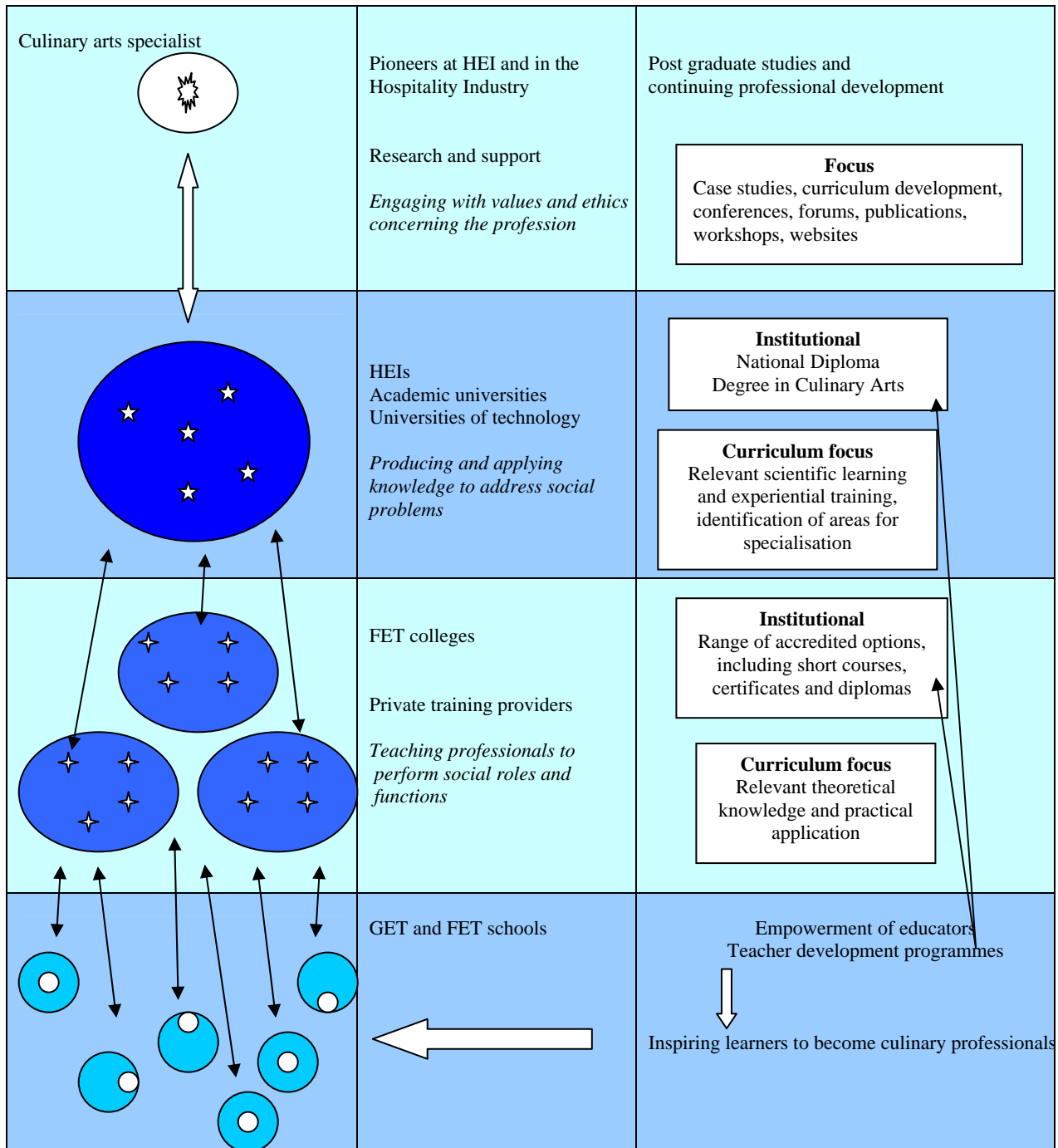


Figure 7.3 Conceptualisation of career pathways to provide a clear structure for continuing professional development

A progressive structure for qualifications and CPD programmes is proposed, ranging from credit-bearing short courses to certificate, diploma, degree and post-graduate qualifications and opportunities for research. An important strategy will be to implement an action plan to develop the whole range of qualifications and to consider options for lifelong learning and CPD. Because culinary studies as a field of learning has struggled to develop holistically, some sub-sections of the field of study have been established and have evolved; however, most development has been compartmentalised and holistic development has been restricted.

7.3.2 Credible and affordable training institutions

The concern of ensuring credible training institutions was also voiced during research discussions. The importance of choosing a credible educational institution was established, as not all qualifications such as certificates, diplomas (or degrees) hold the same status or recognition.

Due to the high costs involved in private training, a large number of workers who are already employed in the industry, and who are looking for CPD opportunities, cannot afford further training, being limited by either time or money restrictions. This becomes an even bigger dilemma considering the low income that often goes with employment in the hospitality industry. These high costs also discourage a large number of learners who have completed their basic education and want to explore the study area of culinary arts. This discrepancy that training institutions often develop training material to address short-term, immediate demands for skills, and invest in programmes that can generate the highest income for the institution, do nothing to promote long-term development in this field.

7.3.2.1 Recommendations

The following guidelines for the selection of a credible institution for professional development were identified: the institutions should have ties with industry and academy alike, a proven track record of successful alumni, and staff with appropriate credentials and relevant experience. Institutions should offer accredited programmes, both national and international. Intervention from industry and government to address these challenges should therefore be considered in terms of strategic planning, research, curriculum development, and financial support.

7.3.3 The dilemma of qualified educators for culinary-related subjects

Because educators were identified as a specific focus group of culinary professionals with specific requirements for CPD, there is merit in to address their unique situation separately. The biographic information of 24 educators as research participants was summarised in Table 5.5.

Over the past years, major curriculum changes have occurred in the teaching arena in South Africa and teachers are supposed to be major role players in these processes. Unfortunately, subject-specific educators are often precluded from contributing to the holistic curriculum development process and are generally merely expected to implement what is ‘handed down’ to them from ‘the top’ (compare Paragraph 3.3). The result is that educators either feel out of their depth when they are expected to teach differently, or they prefer not to take ownership of the new curriculum.

Most of the educators involved in the focus groups confirmed that their threshold of competence has been threatened because they have to adjust their old and familiar ways. Educators in culinary studies are rarely trained specialists, but are eager to grow and are fuelled by the missionary enthusiasm of pioneers.

Several factors that influence the attitude of teachers involved in culinary-related subjects, have been identified:

- They need to feel comfortable and well-equipped. During an experiential learning session in an industrial production kitchen they must, for instance, be dressed in proper protective chef’s clothing and slip-free shoes or be equipped with appropriate apparatus. Educators with appropriate academic training often feel intimidated in the ‘real working environment’, although they have to prepare their learners to enter such an environment.
- They need to collaborate with other professionals such as those within own their school, subject colleagues in other schools, and industry professionals.
- They do not want to be lectured, but often prefer to be inspired by observing a culinary expert performing the task.

- They need to be emotionally involved in their own learning for the sake of personal ownership and CPD. Even if a CPD programme is well designed, it will not be successful without the educator's wholehearted commitment.
- The different backgrounds of educators, including the tradition in their particular school, the diverse needs and social backgrounds of their learners in the specific context of their classrooms and their personal values and beliefs are all factors that constitute the 'hidden curriculum' of culinary subjects.

To further complicate the dilemma of qualified educators for hospitality related subjects, is the fact that Hospitality Studies as school subject does not grant learners access to universities. Higher education institutions in South Africa have abandoned programmes for culinary studies, thus eliminating the possibilities for training educators in this field of study. During personal interviews with curriculum planners (compare Paragraph 5.3) this situation was verified as being of critical importance.

Most learners make career choices at the age of approximately 16 (Grade 10) when they choose the subjects they wish to study in Grade 12 and for a future career. Fields of study such as medicine, law, engineering or accounting portray themselves as leading to highly sophisticated careers with a clear career path and excellent prospects. On the other hand, and generally speaking, culinary studies and the hospitality industry are often perceived as unsophisticated, involving very tough physical work and having poor prospects. Although the hospitality industry offers many opportunities for self-employment and professional development, there are unfortunately many who tend to have incorrect information about the profile of people in the hospitality industry and 'less academic' learners are often encouraged to pursue such a career in view of the possibilities of practical application it offers. Academic entry-level and supplementary subjects or study areas should be identified and placed into the perspective of a professional culinary career.

7.3.3.1 Recommendations

Research must be done into alternatives and accelerated forms of qualifying educators for hospitality related subject. Possibilities of articulation agreements between HEIs and best-practice providers of culinary training should be considered to work towards qualifications.

Professional development programmes for educators could include an Advanced Certificate in Education (ACE) in Hospitality Studies and accredited short courses at HEIs offering CE units, which could eventually lead to full certification. Post-graduate qualifications such as honours, master's and doctoral degrees in culinary studies should be available for educators in this field of study.

Opportunities for curriculum involvement and for CPD must become important ingredients for creating effective teaching and learning, which can consequently promote the delivery of education and thus improve learners' performance. Educators indicated that learning is most likely to happen when they participate in the processes of CPD and are involved with the progression of the curriculum. This participation includes formulating goals and objectives, selecting content, identifying teaching and learning strategies and evaluating the output. This empowerment of educators will facilitate a sense of ownership which promotes the internalisation of learning. When their specific preferences and diverse backgrounds are accommodated in programmes for CPD, they will acquire more skills, become more motivated and apply what they have learned in their classrooms.

Traditional approaches towards CPD opportunities for educators have been criticised for not giving educators the time, activities, or content to improve their knowledge and skills. Quick fixes will not produce the desired results. Direction and requirements for effective CPD programmes have to be set within the wider context of the discourses on professionalism of culinary arts as a field of study.

Since the global hospitality industry is booming, hard-working, motivated, intelligent, experienced, multicultural and multilingual candidates must be encouraged to pursue a career in the hospitality and culinary industry. Apprenticeship programmes should not simply fill an operational gap, but should also focus on the development of professionals in the hospitality industry and invest in the future of both the individual and the industry.

7.3.4 The issues of professionalism and professionalisation in culinary studies

In culinary arts, competence-based curriculum has been established as the norm. This approach is unlikely to foster the fullest possible potential of culinary studies development. It is important that basic programmes and CPD should acknowledge the essence of intellectual development.

Given the historical background of access to qualifications and learning opportunities, the majority of participants in this research indicated that minimum qualifications should be in place to constitute membership of a professional association.

7.3.4.1 Recommendations

A recognised void to be filled by a professional organisation exists, not only to provide recognition to the profession or to create opportunities for professional development, but also to guard against practices of exploitation as voiced.

Basic competencies have been identified in this research as general and specific culinary competencies and were regarded as very important for both basic qualifications and CPD. These competencies that need further consideration refer to administrative, financial, management, human resources, teaching and training, business and entrepreneurial and labour law and legislation proficiency. Areas which should be considered for specialisation include competencies in arts and design, marketing and public relations and multi-media food promotion and communication (compare Table 7.2). Curricula for basic qualifications and CPD programmes should address both the academic and scientific knowledge combined with the practical application thereof in the industry.

CPD could take place by means of training institutions liaising with industry in such a way that experiential training would contribute to shaping the curriculum. Culinary professionals could become engaged in activities to improve their academic qualifications, while educators (teachers and trainers) could gain more industry knowledge and experience. Special provision to address historically disadvantaged professionals should be considered. This could be realised through bridging programmes, RPL or accredited short courses.

More research is needed to investigate the impact of learning programmes on the culinary industry in South Africa. A lack of empirical research in this field of study also indicates that students and professionals should be encouraged to do such research and that higher education institutions should provide the opportunities and structures for such research. An exemplary topic for research could be a model curriculum for a Baccalaureus degree in culinary studies.

7.4 CONSTRAINTS OF THE RESEARCH

The following constraints were identified in the process of developing a curriculum framework for continuing professional development in culinary studies:

- The limited amount of appropriate resources to generate a reliable database and the inaccessibility or shortage of educational programmes and the poor organisation of programmes that could be used as a benchmark;
- Only broad outlines of available curricula could be sourced to be compared, as training institutions are protective of their specific curriculum detail;
- The historical precedent that has established a main focus and alignment of vocational approaches and practical application;
- The identified tension between the needs of the industry, the demands of a variety of validation panels and the capabilities of the individual professional;
- The difficulty to isolate continuous professional development in culinary studies;
- Higher education institutions which seem to be reluctant to acknowledge the possibilities of culinary studies and its inherent social, scientific, ethical and technological content.

It is important to acknowledge the relevance of this study in terms of current discourses about professionalism in culinary studies in South Africa. Because of the dynamic nature of both curriculum studies and culinary studies, the proposed curriculum framework is limited to a specific time and the specific context.

7.5 CONCLUDING PERSPECTIVES

This study was a response to the challenges of the demand for continuing professional development opportunities from a growing body of culinary professionals in the young field of study of culinary arts. A scientifically validated situational analysis was executed by means of focus group discussions, personal interviews, curriculum comparisons and an electronic mail questionnaire survey, which mainly generated qualitative data. The greatest challenges in culinary studies were reflected in the complexity and multi-disciplinary nature of this relatively undefined industry and field of study.

Both the concept and the design of a curriculum framework were proposed to meet the challenges and responsibilities of delivering culinary education opportunities to meet the expectations of the South African industry that is competing in a competitive global environment. This 'new' curriculum should enable culinary professionals to meet the challenges of a multi-disciplinary, results-focused and technology-driven entrepreneurial endeavour while simultaneously incorporating values, ethics and passion. Therefore, culinary arts education requires a holistic curriculum, designed to develop not only technical skills but also the individual's intellectual and moral capabilities. If this philosophy is not applied, the establishment of culinary arts as a discipline is at risk. Common parameters and criteria for the design of qualifications have been established in the NQF, giving HEIs ample scope to design educational programmes to realise their different visions and to meet the variety of needs for progression in culinary studies.

It is envisaged that this research might contribute to the establishment of some educational and cultural value required to address the need for continuing professional development of culinary professionals in the South African context. This is an exciting time to begin a career in the food industry. There is a greater interest in food and an increasing preference for dining out, not only in South Africa, but throughout the world. Chefs and culinary professionals, once considered to be on a par with domestic servants, are now respected as artists and skilled professionals. The growth in the food service industry has created a demand for professionals: Science has found its way into kitchens, and cooking into laboratories and factories.

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Council for Higher Education (CHE)

Online: <http://www.che.ac.za>

Department of Education

Online: <http://www.education.gov.za>

Escoffier

Online: <http://www.escoffier.com>

Hospitality Graduate Recruitment

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Institute for Hospitality Education (SA)

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Institute of Culinary Arts

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Online: <http://www.prueleith.co.za>

San Francisco University. Community College Relations.

Online: <http://www.sfsu.edu>

Silwood Kitchen School of Cookery

Online: <http://www.silwood.co.za>

Society for Foodservice Management

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Online: <http://www.achchefs.org>

The International Hotel School

Online: <http://www.hotelschool.co.za>

University of Pretoria

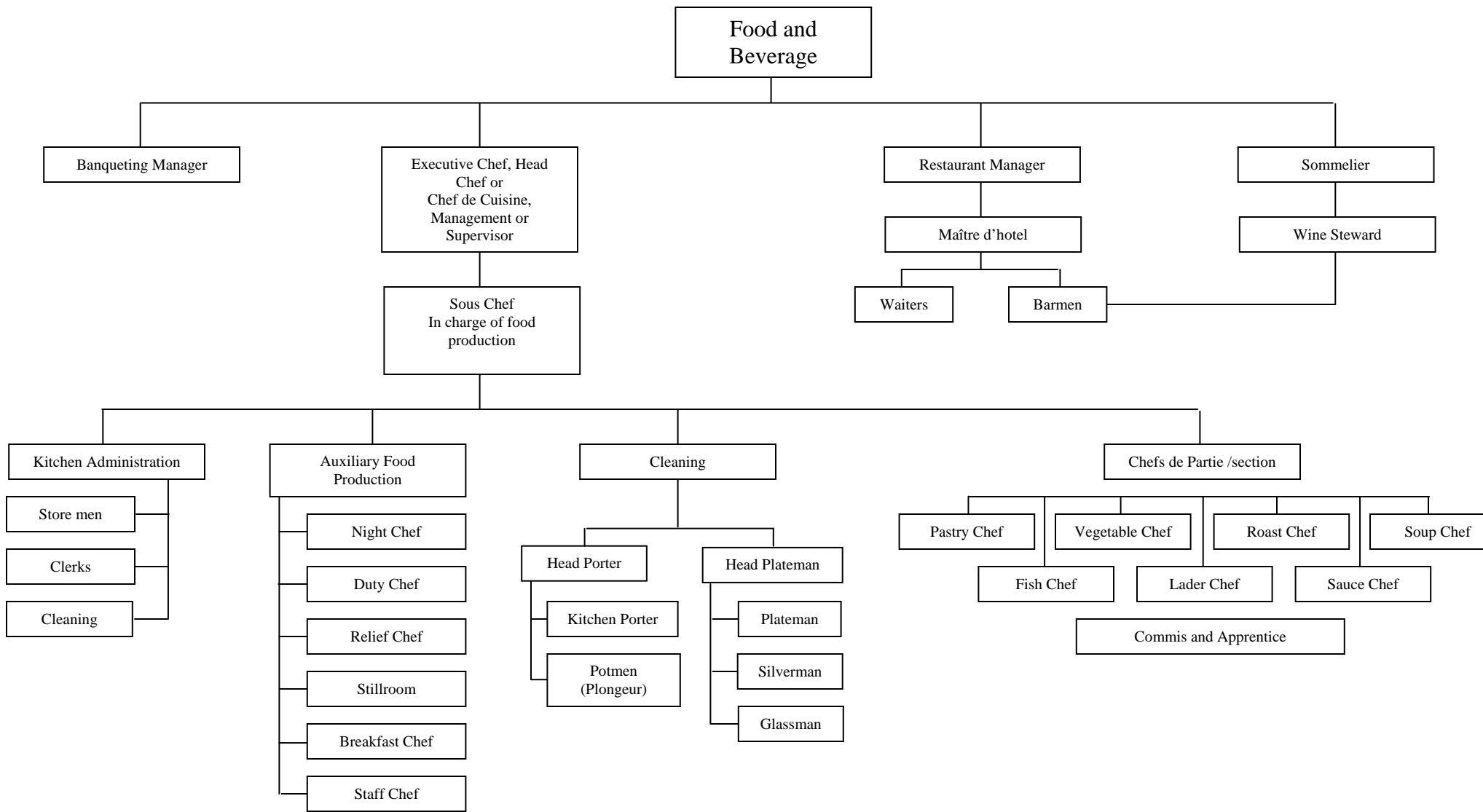
Online: <http://www.up.ac.za/academic/foodsci/agrar.html>

University of Stellenbosch

Online: <http://www.academic.sun.ac.za/foodsci/geninfo.html>

Warwick's Chef School

Online: <http://www.warwickschefschool.co.za>



Appendix 2.1: Schedule used for focus group interviews

Focus group discussions:

5. Academic staff of the Institute of Culinary Arts: 28/05/04
6. Career Changers: 27/05/04
7. Industry Professionals: 22/06/04
8. Teachers and trainers: 05/07/04

PLEASE COMPLETE THIS QUESTIONNAIRE BEFORE ATTENDING THE MEETING

AGENDA:

	Proposed time in minutes
1. Opening and welcome	5
2. Introduction and Motivation 'A curriculum framework for continuing professional education in culinary arts'	15
Profile of a culinary professional	
3. Qualities, skills and competencies	15
4. Challenges and changes	15
5. Sections of a Culinary Arts programme	15
6. Ideal length of a CPE training programme	15
7. Conclusion	10

Appendix 2.2: Questionnaire which participants received prior to focus group meetings.

1. BIOGRAFIC AND CONTACT DETAILS:

(Information about individuals will be treated as confidential and no names will appear in the final report)

FULL NAMES _____

ADDRESS _____

TELEPHONE _____ FAX _____

CELL _____ E-MAIL _____

GENDER _____ ETHNIC GROUP _____

Please list your qualifications, and where obtained.

EMPLOYED:	PREVIOUS	CURRENT
Where employed		
What position		
For what period employed		

Please give a short description of your daily responsibilities.

Are you a registered member of a professional union or association? (e.g. SACA, IACP, SAOU/SATU, ETC)

Yes	NO
-----	----

If yes, please list _____

2. INTRODUCTIONS AND MOTIVATION

Schedule of questions for target groups, investigating the requirements for a culinary professional to critically analyse the gaps in training and learning needs.

Please indicate on the 7-point scale the degree of your agreement on each of the given statements. 1 indicates that you disagree totally, while 7 is an indication that you fully agree with the statement;

2.1 Food and the Culinary Arts represent a field so vast that it should be a study field on its own

1 2 3 4 5 6 7

Comment: _____

2.2 Food and the culinary arts have not acquired academic recognition because it is merely technical discipline

1 2 3 4 5 6 7

Comment: _____

2.3 The proliferation of culinary programmes and chefs training schools is an indication of the relevance of this field of study

1 2 3 4 5 6 7

Comment: _____

2.4 The culinary arts precipitates a need to stay on the cutting edge through continuous professional development

1 2 3 4 5 6 7

Comment: _____

2.5 Culinary educational programmes should mainly provide curriculum content which is "useful" and "outcomes- based" to satisfy demands from industry

1 2 3 4 5 6 7

Comment: _____

2.6 Culinary arts training should receive academic recognition and graduate as well as post-graduate qualifications should be available/obtainable at tertiary training institutions

1 2 3 4 5 6 7

Comment: _____

2.7 There is a real need for continuing professional development in the field of culinary arts to keep up with the demands of an industry that is constantly evolving

1 2 3 4 5 6 7

Comment: _____

2.8 Culinary arts programmes should follow a holistic approach that reflects the best of both practices (theoretical, philosophical, sociological and ethical issues merged with practical industry requirements)

1 2 3 4 5 6 7

Comment: _____

2.9 In considering culinary arts training for higher education there is always a danger of over balancing, either into its inherent theoretical potential at the expense of its practical application or vice versa

1 2 3 4 5 6 7

Comment: _____

2.10 The neglected issues of culinary arts education in higher education and the limitations and possibilities of a new model of innovation, merging theoretical and vocational must be addressed

1 2 3 4 5 6 7

Comment: _____

3. SKILLS AND COMPETENCIES

3.1 Please list the most important attributes (qualities) of a culinary professional.

Group Consensus

3.2 Please list the most important skills and competencies of a culinary professional.

Group Consensus

3.3 In your opinion, do the available training institutions in South Africa provide adequately for the above-mentioned skills? (Please motivate your answer in full, indicating the shortcomings and gaps that you have experienced).

Group Consensus

3.4 Has the culinary arts profession a valid claim as a knowledge field in higher education or it is primarily vocational, and based on industry requirements? (Please motivate your answer).

Group Consensus

3.5 Regarding NQF, do you consider yourself informed?

Well	Reasonably	Poorly
------	------------	--------

3.6 Describe the best way, in your view, to obtain experiential training in culinary arts, with special reference to a **continual educational** programme.

Group Consensus

3.7 Repeat question (3.6), with special reference to the integration of **ICT**.

Group Consensus

4. CHALLENGES AND CHANGES:

4.1 Please specify the challenges you see facing the culinary arts industry in the next 5 years.

Group Consensus

4.2 Please specify, with motivation, what problems you see in the education / training / development in the culinary arts sector of the hospitality industry?

Group Consensus

5. GENERAL:

5.1 Please consider all the aspects of this profession that qualified culinary professionals struggle with in the first years of employment.

Group Consensus

5.2 Please list the factors that you consider to be responsible for the growth in the demands for training and continuing development in the culinary arts.

Group Consensus

5.3 Please use the space below to make comments regarding continuing development of culinary professionals?

Group Consensus

6. Please consider the listed **sub sections** and give an indication of importance of each section as percentage for continuing education.

Food Studies	Professional Cooking Professional Baking & Pastry Food Hygiene, Microbiology Food Science	
History	History of Food History of Cuisine & Gastronomy History of Environment, Cultures & Agricultural Landscapes	
Nutrition		
Law	Food Law & Policies	
Economics & Statistics		
Wine Studies	Geography of Wines Wines of South Africa Wines of the World Food & Wine	
Management	Restaurant Studies Hotel Studies Small Business Operational Management	
Food & Technology	Computer Proficiency Product Development	
Food & Society (Sociology)	Food Theatre Food Photography Food Writing Food Communication Culinary French	
Other (Specify)		
		100 %

7. In your opinion, what would you recommend as the ideal length for a training programme in culinary arts.

7.1 Certificates: _____

7.2 Diplomas: _____

7.3 Degrees: _____

7.4 Post-graduate qualifications: _____

Thank you very much for your contribution towards the development of a culinary arts curriculum!

Appendix 2.3: Covering letter accompanying the electronic mail questionnaires that were sent by the researcher.

15 March 2005

Dear Colleague

As a culinary professional you will agree that your career has many dimensions. The question arises: How does one provide initial training and opportunities for continuing professional development in a subject field so diverse and multifaceted? In an era of rapid changes and in an industry that is constantly evolving you might share the opinion that training programmes should stay dynamic and be geared towards continuing professional development (CPD).

A study to specifically investigate the CPD needs for culinary professionals has not yet been undertaken in South Africa. This survey questionnaire aims at gathering information on the need for CPD from industry professionals, trainers and qualified students. This questionnaire is the second phase of the study. The first phase comprised four focus group discussions to determine attitude, value and opinion together with views and perspectives on initial training and CPD. Some of the questions listed below are based on the outcomes of the first phase.

This research forms part of an individual registered post-graduate study (Masters in Education) at the Stellenbosch University by the researcher. The results of this investigation will be applied to develop a theoretical curriculum framework for CPD in culinary arts. It is envisaged that this framework might contribute towards providing a sound foundation and credibility towards the training of culinary professionals in South Africa.

A process of random sample selection was used to select either yourself or your institution to receive this questionnaire. You are kindly requested to complete the attached questionnaire and return it to the researcher on or **before the 25th of April 2005**. It will take approximately 10 - 15 minutes to complete.

Your input in completing this questionnaire will contribute largely towards the development of this curriculum framework. Please consider it as time spent towards an investment in this industry and the professionalization of your own career. Confidentiality of your response is guaranteed. If there are any questions that you would rather not answer, please continue to the next question.

Yours sincerely
Susina Jooste

E-mail: cookingsj@icachef.co.za

Fax to: 021 – 881 3404

Tel: 021 – 886 4809

Appendix 2.4: Electronic mail questionnaire

SECTION 1

(Information gathered in this section is for statistical research purposes only. Confidentiality is once again assured.)

1. Surname and initials: _____
2. Telephone No: _____
3. Fax No: _____
4. E-mail: _____
5. Gender: Male Female
6. Age: _____
7. Citizenship: RSA Other (specify): _____
8. Ethnic group: Asian Black Coloured White
Other: _____
9. For how many years have you been involved in the hospitality industry?
1 – 3 4 – 6 7 – 9 10 – 20 20+
10. Job title:

11. Job description i.e. main responsibilities at work?

12. Management level: entry middle top

13. Culinary-related qualifications:

Type of qualification	<i>Where obtained</i>	<i>When obtained</i>	<i>Duration of course</i>

14 Are you a member of the South African Chefs Association? Yes No

15.1 Are you a member of any other professional association? Yes No

15.2 If yes, please list _____

SECTION 2: Establishing Basic Competencies for a Culinary Professional

Please rate your perceptions on the importance of the different basic competencies necessary to substantiate a culinary professional. Mark your response in the corresponding box with a cross (x) on the questionnaire.

Very important	Important	Fairly important	Fairly unimportant	Unimportant	Totally unimportant
----------------	-----------	------------------	--------------------	-------------	---------------------

1. Administrative competencies

1.1 Manage time effectively	6	5	4	3	2	1
1.2 Communicate effectively	6	5	4	3	2	1
1.3 Computer literate	6	5	4	3	2	1
1.4 Manage meetings	6	5	4	3	2	1
1.5 Liaise with suppliers	6	5	4	3	2	1
1.6 Other: ...	6	5	4	3	2	1

2. Financial Competencies

2.1 Working according to a given budget	6	5	4	3	2	1
2.2 Planning and manage a budget	6	5	4	3	2	1
2.3 Compile a proper food costing	6	5	4	3	2	1
2.4 Pricing a menu	6	5	4	3	2	1
2.5 Balance cash and bank statements	6	5	4	3	2	1
2.6 Receiving and pay-out of money	6	5	4	3	2	1
2.7 Compile a financial business plan	6	5	4	3	2	1
2.8 Other: ...	6	5	4	3	2	1

3. Management Competencies

3.1 Handle client relations	6	5	4	3	2	1
3.2 Decision making and problem solving	6	5	4	3	2	1
3.3 Compile a code of conduct	6	5	4	3	2	1
3.4 Plan and implement control procedure	6	5	4	3	2	1
3.5 Develop and implement a management philosophy	6	5	4	3	2	1
3.6 Address ethncal issues (such in bias of profit and production)	6	5	4	3	2	1
3.7 Other: ...	6	5	4	3	2	1

Please rate your perceptions on the importance of the different **basic** competencies necessary to substantiate a culinary professional. Mark your response in the corresponding box with a cross (x) on the questionnaire.

Very important	Important	Fairly important	Fairly unimportant	Unimportant	Totally unimportant
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4. Human Resources Management Competencies

4.1 Appoint employees	6	5	4	3	2	1
4.2 Write job descriptions	6	5	4	3	2	1
4.3 Plan work schedules and staff rosters	6	5	4	3	2	1
4.4 Manage labour relations	6	5	4	3	2	1
4.5 Other: ...	6	5	4	3	2	1

5. Training and Teaching Competencies

5.1 Training of staff to execute a meal	6	5	4	3	2	1
5.2 Be a qualified accredited assessor	6	5	4	3	2	1
5.3 Be a qualified trainer / teacher	6	5	4	3	2	1
5.4 Plan and conduct public demonstrations	6	5	4	3	2	1
5.5 Being able to plan and implement a subject syllabus	6	5	4	3	2	1
5.6 Other: ...	6	5	4	3	2	1

6. General Culinary Competencies

6.1 Prepare a recipe	6	5	4	3	2	1
6.2 Develop a recipe	6	5	4	3	2	1
6.3 Compile a menu	6	5	4	3	2	1
6.4 Have a basic knowledge of human nutrition and dietetics	6	5	4	3	2	1
6.5 Have a basic knowledge of food science	6	5	4	3	2	1
6.6 Have a good knowledge and understanding of the different methods of cooking	6	5	4	3	2	1
6.7 Have a basic knowledge on food safety and microbiology	6	5	4	3	2	1
6.8 Understand and maintain the HACCP system and hygiene principles	6	5	4	3	2	1
6.9 Other: ...	6	5	4	3	2	1

Please rate your perceptions on the importance of a good theoretical body of knowledge of Culinary Arts in a professional context. Mark your response in the corresponding box with a cross (x) on the questionnaire.

Very important	Important	Fairly important	Fairly unimportant	Unimportant	Totally unimportant
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7. Specific Culinary competencies

7.1 Understands the food production cycle	6	5	4	3	2	1
7.2 Theoretical and practical understanding of all the sub-sections of food (including all foods of plant and animal origin)	6	5	4	3	2	1
7.3 Theoretical and practical understanding of food evaluation within a taste and sensorial context	6	5	4	3	2	1
7.4 Theoretical and practical understanding of restaurant service and management	6	5	4	3	2	1
7.5 Theoretical and practical understanding of wine production and wine service	6	5	4	3	2	1
7.6 Theoretical and practical understanding of beverages and beverage service	6	5	4	3	2	1

SECTION 3: Establishing Areas for Continuous Professional Development

<p>Please rate the importance of the following aspects to be included in a curriculum framework for CPD in culinary arts. The competencies 3.1 – 3.7 as an advancement on the basic competencies mentioned in section 2</p>	Very important	Important	Fairly important	Fairly unimportant	Unimportant	Totally unimportant
3.1 Administrative competencies Comments ...						
3.2 Financial competencies Comments ...						
3.3 Management competencies Comments ...						
3.4 Human resources competencies Comments ...						
3.5 Training and teaching competencies Comments ...						
3.6 General culinary competencies Comments ...						
3.7 Specific culinary competencies Comments ...						
3.8 Entrepreneurial and business competencies Comments ...						
3.9 Labour law and legislation competencies Comments ...						
3.10 Arts and design competencies Comments ...						
3.11 Marketing and public relations competencies Comments ...						
3.12 Multi-media food promotion and communication Comments ...						

SECTION 4: Establishing the professionalism of culinary arts

Please indicate on the given scale the degree of agreement on each of the given statements.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
4.1. Membership of a professional culinary association is important. Comments ...					
4.2. Entry level qualifications should be a prerequisite to becoming a member of a professional culinary association. Comments ...					
4.3. There is a need for a neutral professional council to check culinary qualifications in S.A. Comments ...					
4.4. Food and culinary education should receive academic and professional recognition. Comments ...					
4.5. The possibility of graduate and post-graduate qualifications in food and gastronomy at higher education institutions should be considered. Comments ...					
4.6. Studies in food and Gastronomy should be the domain of specialised vocational institutions, and not of higher educational institutions Comments ...					
4.7. Most of the “subjects” as listed in section 3 are well established and should be linked to the context of food – giving them a “specialist” value in CPD. Comments ...					
4.8 A new approach towards training for culinary professionals should focus on closing the divide between academic mastering and practical application. Comments ...					

SECTION 5: Establishing opinion

5.1 What do you consider the ideal study-duration in obtaining culinary qualifications?

(Please fill in the recommended time/period in the appropriate box according to the given example)

	Theoretical training	Experiential training
<i>e.g.: Degree</i>	<i>2 years</i>	<i>1 year</i>
Degree		
Diploma		
Certificate		
Short courses		

5.2 Comment on the following statements:

"Culinary professionals should provide evidence of continuing professional development to become or remain members of a professional organisation"

"Training and continuing professional development for culinary professionals in South Africa is effective, adequate, and relevant"

5.3 Select the most appropriate term for your subject field:

Culinary arts Gastronomy Cheffing Other: _____

5.4 Select the most appropriate collective term which refer to the professionals in this industry:

Culinary professional Culinarian Gastronomist Other: _____

5. Please make other suggestions pertaining to the training and continuing professional development of culinary professionals.

Thank you very much for taking time to complete this questionnaire. Your contribution towards a curriculum framework for culinary arts is highly appreciated.

Susina Jooste