

The relevance of the National Certificate Vocational at Technical Vocational Education and Training colleges for the South African tourism industry

by

MARDINE ENGELBRECHT

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Supervisor: Professor J P Spencer

Co-supervisor: Dr A van der Bijl

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DECLARATION

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ABSTRACT

The study was planned to investigate the relevance of the National Certificate Vocational tourism programme for the South African tourism industry in terms of the employability and skills required by tourism students to work in the tourism industry, once they graduated. The main objective of this study was to identify the challenges facing the National Certificate Vocational tourism programme, with sub-objectives focussing on the level of graduates' employability, articulation from the National Certificate Vocational programme to higher education, as well as on the skills and abilities needed by National Certificate Vocational lecturers to teach in their specific field.

The research was conducted in the form of an empirical survey to gather information using research questionnaires. A mixed methods approach, using both a quantitative and qualitative methodology, was employed to gather relevant data for the study. Qualitative questionnaires were distributed to a target population comprising conveniently selected National Certificate Vocational Tourism graduates (a total sample of 100), and National Certificate Vocational lecturers (a sample of 50 suitably qualified persons), at four Technical Vocational Education and Training colleges in the Western Cape. Personal interviews were conducted with ten conveniently selected tourism industry employers and role-players. Ten specifically identified representatives of tourism and government education departments and other government organisations were also part of the target population.

The first part of the study looked at the history of Vocational Education and how it is practised in other countries. The history of the National Certificate Vocational programmes within South Africa is explained, as well as the challenges facing the National Certificate Vocational tourism qualification and its relevance to the tourism industry in South Africa. Results from the research suggested that National Certificate Vocational tourism students are only employable in small to medium micro enterprises (SMMEs) once they graduate. It was concluded that graduates would need more experience and practical knowledge to be employable in the wider tourism labour market. The results confirm that the updated National Certificate Vocational tourism curriculum is critically important to make the qualification more relevant to the South African tourism industry.

Key words:

NCV

Vocational

TVET colleges

Tourism industry

Employability

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DEDICATION

To Our Lord God, for giving me the determination and knowledge to complete this study.

TABLE OF CONTENTS

DECLARATION	II
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	v
LIST OF TABLES	xi
LIST OF FIGURES	xi
GLOSSARY	xiii
CHAPTER ONE: BACKGROUND AND ORIENTATION	1
1.1 Introduction	1
1.2 Problem statement	4
1.3 Research aim	4
1.4 Research objectives	4
1.5 Research questions	5
1.6 Motivation for the research	5
1.7 Literature review	6
1.8 Significance of the research	12
1.9 Stakeholders in the study	13
1.10 Delineation of the study	14
1.11 Research methodology	14
1.11.1 Research population	15
1.11.2 Research sample size	15
1.12 Ethical considerations	16
1.13 Structure of the study	17
1.14 Summary	18
CHAPTER TWO: INTERNATIONAL PERSPECTIVES OF VOCATIONAL EDUCATION	19
2.1 Introduction	19
2.2 Comparative education	19
2.3 Tourism and tourism education in South Africa	23
2.4 Tourism VET in selected countries	23
2.4.1 The United States of America (USA)	24
2.4.2 Switzerland	27
2.4.3 Germany	29
2.4.4 Australia	31
2.4.5 The Netherlands	33
2.4.6 United Kingdom	36
2.5 Link to the NCV (National Certificate Vocational) programmes and tourism in South Africa	38
2.6 Summary	44

CHAPTER THREE: THE STRUCTURE OF AND REQUIREMENTS FOR VOCATIONAL EDUCATION IN SOUTH AFRICA	45
3.1 Introduction	45
3.2 Tourism courses in the Western Cape	48
3.3 National Certificate Vocational requirements	51
3.4 Assessment for the awarding of the National Certificate	53
3.4.1 Internal assessment	53
3.4.2 External assessment	55
3.4.3 Weighting of internal and external assessments	55
3.5 Post-NCV Level 4 graduation	55
3.6 Potential employment for NCV graduates	57
3.6.1 The tourism industry	58
3.7 Tourism industry employment requirements	59
3.8 Current problems and challenges facing NCV in South Africa.	62
3.8.1 Programme-related challenges	64
3.8.2 Learner-related challenges	67
3.8.3 College-related challenges	70
3.9 Summary	75
CHAPTER FOUR: RESEARCH DESIGN	76
4.1 Introduction	76
4.2 Research objectives	76
4.3 Research design	77
4.4 Pilot study	80
4.5 Research techniques	81
4.6 Population and sample	85
4.6.1 Sampling	86
4.7 Data collection	86
4.7.1 Questionnaires	87
4.7.2 Interviews	87
4.8 Validity and reliability	88
4.9 Trustworthiness and credibility	88
4.10 Ethical considerations	89
4.11 Summary	91
CHAPTER FIVE: DATA ANALYSIS	92
5.1 Introduction	92
5.2 Section A: NCV tourism graduate questionnaire	93
5.2.1 Year NCV Level 4 Tourism course completed	93
5.2.2 Work commenced immediately after completing the Level 4 NCV course	94
5.2.3 Currently working in the tourism industry	95
5.2.4 Number of tourism-related organisations applied to for work	97
5.2.5 General responses from the tourism industry when applying for work	99

5.2.6	Confidence level of work applied for	101
5.2.7	Sufficient knowledge gained from the NCV Tourism course to enter the tourism industry	102
5.2.8	Future requirements for improvements in the NCV Tourism programme	103
5.2.9	Participants' perceptions of lecturers' tourism knowledge	105
5.2.10	Participants' interest in a career in the tourism industry	106
5.2.11	Interest in further study in tourism (e.g. National Diploma/Degree in Tourism)	108
5.2.12	Biggest obstacle to getting a job (in any field)	110
5.3	Section B: NCV lecturer questionnaire	112
5.3.1	Highest qualification achieved	112
5.3.2	Periods of practical tourism experience	113
5.3.3	Period of teaching NCV	115
5.3.4	Resources available to teach students in the best possible way (relating to the specific industry into which they will be going)	116
5.3.5	The NCV Department receives regular support from the relevant industries	118
5.3.6	Invitation received to workshops hosted by the relevant Industries	120
5.3.7	Students' abilities and knowledge on a par with what is expected from the relevant industries on completing Level 4	121
5.3.8	The NCV curriculum is relevant to the various industries covered in the sense that these students can be employed straight out of Level 4	123
5.3.9	Biggest obstacles in teaching NCV students	125
5.3.10	Biggest obstacles for graduates leaving Level 4 to find work	128
5.3.11	The concept of NCV is understood by the general public	130
5.3.12	Lecturers can support NCV graduates to ensure they all have a good chance of being employed	132
5.4	Section C: Interview responses of tourism industry employers and role-players	133
5.4.1	Number of NCV Tourism job applications received in the past	134
5.4.2	Employers and role-players know what NCV is	135
5.4.3	Employers and role-players will employ NCV Tourism students	137
5.4.4	Employers and role-players only employ persons with experience	139
5.4.5	There are enough tourism jobs available for NCV tourism students	141
5.4.6	NCV graduates are better advised to study further, e.g. Diploma/Degree in Tourism	143
5.4.7	The NCV tourism programme is relevant to the tourism industry	144
5.4.8	NCV tourism graduates can enter the tourism industry without any experience of travel (seeing that most TVET students come from lower income groups who do not have the luxury to travel)	146
5.4.9	Qualifications of top employees	148
5.4.10	New employees were given additional training to be able to do their jobs successfully - kind of training given	150
5.5	Section D: Questions to government, educational and tourism organisations (Appendix K)	152
5.5.1	There is a future for the current NCV tourism programme in South Africa as it is currently focused on academic performance	152

5.5.2	Graduates can find relevant work in the tourism industry with an NCV Tourism Level 4 qualification. Are there enough job opportunities for all who complete their studies, in your opinion	156
5.5.3	Participants' opinions regarding the NCV Tourism programme	159
5.5.4	All NCV tourism lecturers should have the required knowledge of the tourism industry through practical experience, and not just a teacher's qualification	163
5.5.5	Resources FET colleges should have to conduct NCV Tourism programmes (resources of lecturers and students, vocational tools, simulation rooms)	166
5.5.6	The tourism industry and government can assist graduates to further their studies in the form of skills programmes once they have completed Level 4	169
5.5.7	Government education and tourism associations have employed NCV Tourism graduates	174
5.6	NCV tourism programme Western Cape: Level 2 to Level 4 throughput statistics	176
5.6.1	Figure 5.26 Western Cape: NCV Tourism L2 intake, L4 graduated, throughput percentage 2007 to 2015	176
5.6.2	Figure 5.27: NCV tourism programme drop-out rate 2007 to 2015	177
5.6.3	Figure 5.28 DHET: Western Cape: NCV tourism Level 4 wrote vs passed, 2009 to 2015	178
5.6.4	Figure 5.29 DHET: Western Cape: Level 4 pass percentages 2009 to 2015	179
5.7	Summary	180
CHAPTER SIX: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		186
6.1	Introduction	186
6.2	Summary of existing challenges	186
6.2.1	Programme-related challenges	187
6.2.1.1	Curriculum	187
6.2.1.2	Subject workload	188
6.2.1.3	Concept of NCV	188
6.2.1.4	Co-operation with the tourism industry	188
6.2.1.5	Subject theory versus practical	189
6.2.2	Learner-related challenges	190
6.2.2.1	Challenges to the pass requirement	190
6.2.2.2	Learner expectations	190
6.2.2.3	Socio-economic obstacles	191
6.2.2.4	Employability and articulation challenges	191
6.2.3	College-related challenges	192
6.2.3.1	Resources and student facilities	192
6.2.3.2	New enrolments	193
6.2.3.3	Lecturer abilities	193
6.3	Recommendations	194
6.3.1	Programme challenges	194
6.3.1.1	Concept of NCV	194
6.3.1.2	Tourism curriculum	195
6.3.1.3	Practical experience	196
6.3.1.4	Co-operation with the tourism industry	198

6.3.2	Learner challenges	199
6.3.2.1	Graduate support	199
6.3.2.2	National student financial aid scheme	200
6.3.2.3	Academic performance	200
6.3.2.4	Learning challenges	201
6.3.2.5	Learner expectations	201
6.3.2.6	Employability of NCV graduates and articulation to higher education	202
6.3.3	College-related challenges	204
6.3.3.1	Lack of resources and student facilities	204
6.3.3.2	Lecturer abilities	205
6.3.3.3	New NCV enrolments	208
6.4	Conclusion	209
6.5	Future research	210
	REFERENCES	212
	APPENDICES	222
	APPENDIX A: CPUT ETHICS COMMITTEE APPROVAL	223
	APPENDIX B: DHET PERMISSION LETTER TO CONDUCT RESEARCH	224
	APPENDIX C: CAPE TOWN TOURISM LETTER OF PERMISSION	225
	APPENDIX D: CITY OF CAPE TOWN TOURISM DEPARTMENT LETTER OF PERMISSION	226
	APPENDIX E: NORTHLINK COLLEGE LETTER OF PERMISSION	227
	APPENDIX F: TOURISM OPERATIONS LEVEL 4 ASSESSMENT PLAN	228
	APPENDIX G: INFORMED CONSENT LETTER	229
	APPENDIX H: QUESTIONNAIRE FOR NCV TOURISM GRADUATES	230
	APPENDIX I: QUESTIONS FOR NCV LECTURERS	231
	APPENDIX J: QUESTIONS FOR TOURISM INDUSTRY ROLE-PLAYERS	232
	APPENDIX K: QUESTIONS FOR GOVERNMENT AND TOURISM BODIES	233
	APPENDIX L: ASATA CONSENT LETTER	234
	APPENDIX M: BOLAND COLLEGE ALL CAMPUSES CONSENT LETTER	235
	APPENDIX N: COLLEGE OF CAPE TOWN ALL CAMPUSES CONSENT LETTER	236
	APPENDIX O: SOUTH CAPE COLLEGE ALL CAMPUSES CONSENT LETTER	237
	APPENDIX P: SAQA LEVELS 1 TO 4 DESCRIPTIONS	238
	APPENDIX Q: NCV PROGRAMMES OFFERED	243
	APPENDIX R: ICASS GUIDELINES FOR NC(V) JANUARY 2016	261
	APPENDIX S: DHET SUBJECT GUIDELINES FOR TOURISM OPERATIONS LEVEL 4	266
	APPENDIX T: UMALUSI LETTER – DECLINE TO PARTICIPATE	277
	APPENDIX U: INTERVIEW SCHEDULE	278
	APPENDIX V: DHET RESOURCES LIST FOR NCV TOURISM PROGRAMME	280
	APPENDIX W: LETTER FROM GRAMMARIAN	281

LIST OF TABLES

Table 2.1: Country VET summary	43
Table 3.1: NQF Levels	47
Table 3.2: Western Cape TVET colleges and courses offered	51
Table 4.1: Quantitative, qualitative and mixed methodologies	78
Table 4.2: Participants – interviews	84
Table 4.3: TVET Colleges and campuses which were the sample of the population	85
Table 5.1: Employer organisation responses	134
Table 5.2: Employer knowledge of NCV	136
Table 5.3: Employer organisation responses	138
Table 5.4: Experience needed by graduates considered for employment	140
Table 5.5: Enough jobs in the tourism industry	142
Table 5.6: Should NCV graduates continue to higher education	143
Table 5.7: NCV tourism programme relevant to tourism industry.	145
Table 5.8: NCV graduates enter the tourism industry without experience	147
Table 5.9: Employee qualifications	149
Table 5.10: Additional training given to new employees	151

LIST OF FIGURES

Figure 3.1: Tourism arrival statistics Oct 2014 to Oct 2015	58
Figure 4.1: Sequence for questionnaire instrument development	82
Figure 5.1: Year in which the participants graduated	93
Figure 5.2: Work commenced immediately after completing NCV Level 4	94
Figure 5.3: Currently working in the tourism industry	96
Figure 5.4a: Number of tourism-related organisations applied to for work	97
Figure 5.4b: Students that did not apply at all	98
Figure 5.5: Responses from the tourism industry	99
Figure 5.6: Confidence level of work applied for.	101
Figure 5.7: Sufficient knowledge gained to work in the tourism industry	102
Figure 5.8: Future improvements of the NCV Tourism programme.	104
Figure 5.9: Participants' perceptions of lecturers' tourism knowledge	105
Figure 5.10: Interest in working in tourism	107
Figure 5.11: Further study in tourism	109
Figure 5.12: Biggest obstacles to obtaining work in the tourism industry	111
Figure 5.13: Tourism lecturers' qualifications	113
Figure 5.14: Period of practical experience	114
Figure 5.15: Years of teaching NCV	115
Figure 5.16: Sufficient resources available to effectively teach	117

Figure 5.17: The NCV departments receive industry support	119
Figure 5.18: Lecturers invited to workshops hosted by the relevant industries	120
Figure 5.19: Students' knowledge on par with industry needs	122
Figure 5.20: NCV curriculums relevant to the various industries	123
Figure 5.21: Reasons for "no response data" in Figure 5.20	124
Figure 5.22: Biggest obstacles to teaching NCV students	126
Figure 5.23: The biggest obstacle for graduates with Level 4 to find work	128
Figure 5.24: The NCV concept is fully understood	130
Figure 5.25: How lecturers could support NCV graduates	132
Figure 5.26: Western Cape: NCV Tourism L2 intake, L4 graduated, throughput percentage	176
Figure 5.27: NCV tourism programme drop-out rate	178
Figure 5.28: DHET: Western Cape: NCV tourism Level 4 wrote versus passed	179
Figure 5.29: DHET: Western Cape: Level 4 pass percentage	179

GLOSSARY

Terms/Acronyms/Abbreviations	Definition/Explanation
ACSA	Airports Company of South Africa
ASATA	Association of South African Travel Agents
ASQA	Australian Skills Quality Authority
ASSETT	Advanced Software Solutions for Education and Training
BKSB	Basic Key Skills-BUILDER
CAP	Competency and placements test
CATHSSETA	Culture, Arts, Tourism, Hospitality and Sports Sector Education and Training Authority
CCC	College Curriculum Committee
CPUT	Cape Peninsula University of Technology
CTT	Cape Town Tourism
DANIDA	Danish Aid
DEAT	Department of Environmental Affairs and Tourism (now NDT)
DEDAT	Department of Economic Development and Tourism
DHET	Department of Higher Education and Training
DoE	Department of Education
DoL	Department of Labour
ELRC	Education Labour Relations Council
ETQA	Education and Training Qualification Authority
FET	Further Education and Training
FETC	Further Education and Training Certificate
FVB	Federal Vocational Baccalaureate

GDP	Gross Domestic Product
GDS	Global Distribution System
GET	General Education and Training
GRS	Global Reservation System
HAVO	Hoger Algemeen Vormend Onderwijs
HE	Higher Education
HESA	Higher Education South Africa
ICASS	Internal Continuous Assessment
ICT	Information and Communication Technology
IQMS	Internal Quality Management System
ISAT	Internal Summative Assessment
ITS	Integrated Tertiary Software
LMS	Learner Management System
LOLT	Language of Learning and Teaching
LSS	Lecturer Support System
LTSM	Learning and teaching support materials
MBO	Middelbaar Beroeps Onderwijs
MICE	Meetings, incentives, conferences and events
MOODLE	Learner management system used at Northlink College
MTRO	Middelbaar Toeristisch en Recreatief Onderwijs
NATED	National Education
NBI	National Business Initiative
NCFE	National Committee on Further Education

NCV	National Certificate: (Vocational)
ND	National Diploma
NDT	National Department of Tourism (ex- DEAT)
NEET	Not in employment, education or training
NQF	National Qualification Framework
NSC	National Senior Certificate
NSF	National Skills Fund
NSFAS	National Student Financial Aid Scheme
NTCE	National Tourism Careers Expo
OBE	Outcomes Based Education
OECD	Organisation for Economic Co-operation and Development
OFO	Organizing Framework for Occupations
PDI	Previously disadvantaged individual
PHEI	Private Higher Education Institution
PIVOTAL	Professional, Vocational, Occupation and Academic Learning
POE	Portfolio of Evidence
QAF	Quality Assurance Framework
QC	Quality Council
QCTO	Quality Council for Trades and Occupations
ROCs	Regional Training Centres
SADC	Southern African Development Community
SAIDE	South African Institute for Distance Education
SAIVCET	South African Institute for Vocational and Continuing Education and Training

SAQA	South African Qualifications Authority
SATSA	South African Tourism Standards Association
SESD	Support to Education and Skills Development
SETA	Sector Education and Training Authority
SMME	Small to medium micro enterprise
SSACI	The Swiss-South African Cooperation Initiative
SSP	Sector Skills Plan
SSS	Student support services
TAFE	Technical and Further Education
THRD	Tourism Human Resources Development
TVET	Technical Vocational Education and Training
UMALUSI	The Council for Quality Assurance in General and Further Education and Training
UoT	University of Technology
UWC	University of the Western Cape
VE	Vocational Education
VET	Vocational Education and Training
VWO	Vorbereidend Wetenschappelijk Onderwijs
WBE	Workplace-based Experience
WCED	Western Cape Education Department
WIL	Work Integrated Learning
YIPS	Years in a phase

CHAPTER ONE

BACKGROUND AND ORIENTATION

1.1 Introduction

Technical colleges in South Africa were declared Further Education and Training (FET) colleges during 2003 (South Africa. Western Cape Government, 2002). FET colleges have since 2006 received considerable government investments to improve infrastructure, to introduce a more relevant curriculum and to train staff, as well as to assist college learners financially. Following this, during 2007, the National Certificate (Vocational), known as NCV, was introduced for FET colleges nationally, with 11 programmes. These new programmes replaced some of the National Education (NATED) N1, N2 and N3 courses at public FET colleges: first at Level 2 in 2007, at Level 3 in 2008, and in 2009 at Level 4 (WCED, 2009). The rationale for introducing the proposed NCV programme was in direct response to the perceived shortage of occupational skills within the country, of which artisanship was central.

According to WCED (2009), since the Further Education and Training Act was passed in 1998, the Act envisaged that the aims of FET colleges were to be:

- Regulate FET institutions;
- Provide for the registration of private FET institutions;
- Provide for quality assurance and quality promotion in the FET sector;
- Provide for transitional arrangements and the repeal of previously applicable laws; and
- Provide for matters connected therewith.

FET courses are vocational or occupational by nature, meaning that the student receives education and practical training as a component of the academic learning function, with a view towards a specific range of jobs, employment possibilities or promotion. This is in line with Powell's (2012:643-653) approach to broaden the arguments of vocational education and training, especially considering the need for poverty alleviation in South Africa. Once the Further Education and Training Act was passed in 1998, FET colleges became the target for intensive policy reform in the years that followed (South Africa, 1998). In 2012, with the passing of the Further Education and Training Colleges Amendment Bill (DHET, 2012a) a process was started to change the name from FET colleges to Technical, Vocational Education and Training (TVET) colleges. This was confirmed with the release of the White Paper on Post-School Education and Training (DHET, 2013a), on 15 January 2014.

With the rollout of 11 programmes under the NCV, a new curriculum was introduced, including one for Travel and Tourism. In terms of the South African National Qualifications

Framework (NQF), NCV Levels 2, 3 and 4 equated approximately to Grades 10, 11 and 12 in the formal schooling sector, and the entrance requirement for all new learners to enter an NCV programme is a completed Grade 9. Each NCV level is taught over a period of one year, therefore the entire course concludes with a Matric-equivalent qualification at NQF Level 4 after successfully completing all three years (DHET, 2007a). The NCV programmes comprise 14 different categories which focus primarily on the economic sectors within the South African economy. Each programme consists of seven subjects comprising the three fundamental subjects: Language (first additional), Mathematical Literacy and Life Orientation Skills, together with four vocational subjects (DHET, 2007a:6). The new curriculum is accompanied by a shift to outcomes-based teaching and learning approaches (OBE), as well as a rigorous assessment and moderation regime, with national summative examinations set by the National Department of Education. Programme certification is conducted by Umalusi, the Council for Quality Assurance in General and Further Education and Training.

The NCV Level 4 aims to equip learners adequately for entry into the world-of-work by providing them with practical knowledge and skills relating to a particular economic or vocational sector. However, this study focuses on travel and tourism.

Other course objectives include providing learners with ways to cope with the social, economic and cultural challenges they may face in their daily lives. While the vocational component of the qualification is grounded in a South African context, it also incorporates global imperatives to help the South African economy to compete internationally in terms of specific issues, including productivity, quality, efficiency and cost effectiveness. This qualification provides learners with the knowledge, skills, attitudes and values to enable them to access learning in the higher education (HE) band. The NCV Level 4 also provides learning experiences in situations relevant to the particular vocational area chosen by the learner, and offers programmes comprising subjects of academic knowledge and theory, integrated with practical skills and values, specific to a vocational area. While programme objectives are clear, tourism industry roleplayers do not share these views, claiming that the tourism programme does not fully prepare students for the world of work.

Vocational qualifications and training are an integral part of education systems in virtually every country in the world. However, the understanding of what vocational education and training means, and the target learner groups, varies from country to country. The way in which vocational education and training is practised in different countries is usually closely linked to that country's specific labour requirements, unemployment levels, economic growth targets, and skills shortages.

This dissertation focuses on the Level 4 qualification (NCV Tourism), equivalent to Grade 12, and the employability of Level 4 graduates in the tourism industry. It also focuses on what is

currently being done by the Department of Higher Education and Training (DHET) to improve the employability of Level 4 students. Tourism can be defined as a service industry with three main subsectors, namely transportation, accommodation and services, supplied to fulfil the needs and wishes of travellers. Many graduate students are not finding work within the tourism industry, and the reasons for this need to be investigated.

The National Department of Tourism (NDT), ex-Department of Environmental Affairs and Tourism (DEAT), set a target of creating 225 000 new tourism jobs by 2020, according to Deputy-Minister Tokozile Xasa when addressing the Tourism Youth Empowerment Day in Stellenbosch on the 11th May 2011 (NDT, 2011a). This statement suggests that the NDT would help create new job opportunities in the tourism sector for students who have completed their studies, depending on the standard of the curriculum and the minimum requirements set by the tourism industry itself. TVET colleges would therefore need to critically evaluate their current curriculum to ensure that they are producing students who can be employed by the industry.

The DHET has partnered with the Swiss-South African Co-operation Initiative (SSACI) since 2001 (SSACI, 2001). In 2014 the DHET, with consent from Umalusi, established a workplace-based experience (WBE) task book for Level 4 students to enter the tourism industry and gain workplace-based experience. The main aim of WBE is to open pathways to skilled employment for young South Africans. The roll-out of the WBE task book for NCV Tourism took place in the June 2014 school holidays, over a 10-day period. It is spearheaded in the Western Cape by the DHET and will be implemented in the other eight provinces in the near future (SSACI, 2014:1-77). This WBE task book will allow Level 4 students to enter the tourism industry and work in a professional environment, to determine whether they are able to make a success of a career in tourism, where many job opportunities can be directly attributable to the WBE programme.

The success of the WBE concept is already apparent, with Northlink TVET College having placed their NCV Tourism Level 4 students into businesses in the tourism industry since 2010, and many of these students have been offered permanent employment as a result of their work-based experience placements.

SSACI will conduct research into college enrolment records as well as examination results, starting from 2007, to study and confirm the progress of students in the NCV programme. This will assist the DHET to identify problem areas or shortcomings within the qualifications (SSACI, 2001). Since the implementation of WBE for NCV Tourism in 2014, the above research has not yet been concluded and this dissertation had to rely on information received from the DHET.

1.2 Problem statement

Students of TVET colleges country-wide are required to undergo workplace experience as part of the NCV programme, which is called work-based experience (WBE) or work-integrated learning (WIL).

There is a major concern regarding the relevance of the current NCV Tourism programme offered by TVET colleges, and the consequent employability of graduates, as expressed by the local (Cape Town) tourism industry where students from the TVET colleges are required to undertake a 10-day period of industry exposure (WBE/WIL). A lack of knowledge exists among tourism employers and TVET College lecturers (who do not have Tourism industry experience) with regard to the NCV Tourism programme offered at various TVET colleges. Also of concern is the level of practical and theoretical knowledge that students should have gained once they have completed their Level 4/Grade 12-equivalent that will make them employable.

1.3 Research aim

Travel practices are not keen to employ TVET, NCV graduates because they claim these graduates are not fully trained to operate efficiently and effectively, due to the tourism curriculum not addressing tourism industry requirements.

The aim of the study is therefore to critically evaluate the current NCV Tourism programme, to establish the extent to which it meets the tourism industry's requirements for employing graduates with this specific qualification.

1.4 Research objectives

The problem statement and study aim reveal serious areas of concern which need to be addressed.

The main study objective is to investigate the current problems mentioned in the introduction section (1.1) in the NCV Tourism programme, and how these can be overcome to improve the quality of the course and the employability of the graduates.

- Following from these objectives, the following sub-objectives need to be addressed:
- Establish the level of employment in the tourism industry for Level 4 NCV Tourism graduates.
- Investigate articulation of Level 4 graduates to institutions of higher education.
- Consider the knowledge and skills of lecturers in preparing Level 4 NCV Tourism graduates for employment.

1.5 Research questions

Certain critical questions follow from the problem statement, aim, and objectives that will give direction to the study, including the following:

- Can the current NCV Tourism programme be improved to eliminate problems previously identified?
- Are NCV Tourism graduates employable in the tourism industry?
- Does the current NCV Tourism programme allow for articulation to institutions of higher education?
- Do lecturers of the NCV Tourism programme have the required skills and knowledge to prepare students for employment in the tourism industry?

1.6 Motivation for the research

The research needs to be undertaken to determine whether the NCV Tourism programme meets the minimum standards set by the tourism industry for employment of NCV Tourism graduates. The current NCV Tourism curriculum for the major subject, namely Tourism Operations, will be specifically investigated (the content of this subject is used in everyday operations of all retail tourism business) and compared to what the tourism industry requirements are, to determine what is lacking and needs to be added to the current curriculum.

Opinions of tourism industry employers regarding the significance of the NCV programme will be obtained to determine if they understand the NCV tourism programme, and whether graduates are currently being employed by them. Information will also be obtained from graduates to establish whether the NCV Tourism programme prepares them adequately in terms of knowledge and skills that are needed to work in the tourism industry, and how the NCV tourism programme can be improved. From the sample group, it is important to establish how many students furthered their tourism studies through HE institutions or went to work in the tourism industry, versus how many merely completed the NCV Tourism programme to obtain an equivalent to a Grade 12 senior certificate.

Finally, it is very important to look at NCV Tourism Level 2 enrolment numbers and compare them with the number of Level 4 graduates, to determine how many students are successful in completing the entire NCV qualification, in the Western Cape. TVET colleges must reach certain targets set by the DHET in terms of enrolment numbers. However, in an attempt to reach these targets, the quality of students enrolled may consequently decline. Constraints in delivering quality education to students must be investigated, and may also be that the limited resources available to lecturers to teach students impacts on the results. New developments in the NCV sector, like the WBE implemented by the DHET, will also be

researched to determine what is being done to assist Level 4 students in terms of future employability.

This research aims to critically evaluate the current NCV tourism programme and seek inputs to either revise the programme or propose a new one to meet the requirements of the tourism industry regarding the employability of graduates.

1.7 Literature review

Information needed for this dissertation was obtained mainly from the DHET, focussing specifically on the Western Cape. Reference is made to Level 4 enrolment and pass-rate statistics, as well as considering the same group's enrolment in Level 2, while focussing on the current curriculum of Tourism Operations. Other information needed is feedback from NCV Tourism graduates and from tourism industry role-players to ascertain what the actual work opportunities are for graduates, and what the current requirements for employment are in the tourism industry. It is also vital to determine how many NCV Tourism students actually go on to higher education. The importance of this research is to determine whether the tourism industry understands what NCV is, and whether these students are being employed in the tourism industry.

DHET documents provide insight into Internal Continuous Assessment (ICASS) guidelines for the NCV qualification at FET colleges, and what students must achieve to graduate (DHET, 2012b). Another important document that was examined is the NCV 'Subject Guidelines' for the Tourism Operations subject. These subject guidelines are compared to the minimum requirements of the tourism industry to ascertain whether NCV students receive the necessary occupational skills to be employable (DHET, 2007b).

The White Paper for Post-School Education and Training, published by the DHET in 2013, gives important insight into what is currently being done by the DHET to link education and the workplace, as well as relationships with employers and how to improve teaching and learning. The name change from FET to TVET is also discussed (DHET, 2013a).

The Green Paper on Further Education and Training Colleges (DoE, 1998) was issued by the Department of Education in Pretoria on 15 April 1998, following substantive consultations conducted by the National Committee on Further Education (NCFE). This Ministerial Committee was appointed on 18 September 1996, and the brief was to investigate:

...the FET sector and advise on all aspects of post-compulsory education and training prior to entry into higher education or work. The Committee was requested to make recommendations regarding a plan and time frames for implementation, evaluation and further development regarding the sector.

An international conference on *Rethinking of education and training for tourism*, organized by the Department for Tourism of the Faculty of Economy, Zagreb University, was held in Zagreb, Croatia on 18-20 June 2002. Various educational institutions were present at this conference. For the purpose of this dissertation the researcher considered the following papers which were presented:

Ladkin (2002:45-56) delivered *The relationship between employment and tourism education*. The author approached her theory from the labour market perspective, advising that employment opportunities were a guiding principle in the development of tourism education. The relationship between the tourism industry and tourism education needed to be explored further.

Growth and change in tourism education was presented by Airey (2002:13-22) who explained how tourism education had grown over the last 40 years and how the scale had increased. He discussed what was now offered as tourism education, and what challenges this growth would bring with it. Also explained was the importance of tourism knowledge and how those changes in the nature of tourism education would implicate the stakeholders in education for tourism.

Steynberg, Slabbert and Saayman's (2002:89-102) paper, *Global curriculum for tourism*, proposes a global curriculum, with tourism being one of the fastest growing industries in the world. This raises important questions—should the focus be on a standard international curriculum, or should each country set up their own, and who should set up this curriculum. Professionalism is of extreme importance and should be a driving force behind this curriculum. This dissertation discusses the need for a global tourism curriculum to enhance international literacy for South African students.

Internationalisation of a tourism education programme was presented by Mihalič (2002:503-516). In South Africa, our economic, social and political transformation is an ongoing process, and South Africa has to adapt to the international and global dimensions of the tourism business. Closer ties need to be created between educational institutions offering tourism and the tourism industry itself, but also closer ties need to be created with other educational institutions worldwide, to allow for international educational programmes to become more comparable to the rest of the world.

On 26 September 2003 the South African Qualifications Authority (SAQA) with the approval of the Minister of Education and in consultation with the Minister of Labour, had under Section 14 of the South African Qualifications Authority Act, No. 58 of 1995, made "...regulations relating to level descriptors for Level 1 to 4 of the National Qualifications Framework..." which should ensure coherence across fields of learning in the allocation of qualifications and

standards to particular levels, and facilitate the assessment of the international comparability of standards and qualifications (SAQA, 2003).

SAQA released a document on 6 September 2006 which explained the origin, objectives and rationale behind the National Certificate: Vocational Levels 2, 3 and 4. This document explains why and how the NCV programme came into being (SAQA, 2006). Valuable information for this dissertation was obtained from this publication and provides clarity on the topic of the study.

DoE (2006) explains the National Policy regarding FET NCV programmes, by the then-Minister of Education, Naledi Pandor. From the initiation of the NCV programme, the public was asked to respond on the implementation of NCV programmes, and this can be seen in this volume of the Government Gazette, with initial strategies that were implemented.

The Western Cape Provincial Gazette (number 5829 of 2002) contains a notice in terms of Section 9(9) of Act 98 of 1998 to declare Technical Colleges in the Western Cape as public Further Education and Training institutions, showing when FET colleges came into being in the Western Cape (South Africa. Western Cape Government, 2002:2).

The National Policy on the conduct, administration and management of the assessment of the National Certificate (Vocational) as set out by the Department of Education, is explained in DoE (2007:6). It describes what a student should achieve as a minimum result to qualify to continue to the next NCV Level, as well as what a Level 4 student should achieve to graduate.

The SAQA FETC (Further Education and Training Certificate) Policy Document considers minimum requirements for students to graduate from Level 4, to obtain the National Certificate in Tourism. This states the pass requirements for NCV Tourism and what level of knowledge and skills the student must reach to successfully complete this qualification. This information can then be compared to the expectations of the tourism industry (SAQA, 2006).

In June 2009 a research report was prepared for the Western Cape Education Department in which the poor performance of NCV students in 2007 and 2008 was considered. The report investigated factors that contributed to the poor performance of FET college learners in NCV Level 2 and Level 3 programmes in 2007 and 2008. This research was jointly sponsored by Danish Aid (Danida) and the Western Cape Education Department (WCED). It considers support for Education and Skills Development (SESD), and states that FET colleges in South Africa have been the target of intensive policy reforms since 1998 (WCED, 2009).

SAQA and HESA (Higher Education South Africa) conducted a study of South African graduates from the perspective of the employers (SAQA, 2009). This study addresses the

problems experienced from the employers' perspective, relating to new workers who have graduated from higher education institutions. While this dissertation focuses on NCV graduates in the tourism field, higher education graduates who experience the same problems that NCV graduates face, may learn from this study. The two central assumptions underpinning the study's focus on the quality of graduates produced by public higher education institutions in South Africa are:

- that the knowledge, competencies, skills and values of new graduates (attributes that are a necessary pre-condition for any graduate to have achieved 'employability') may be out of line with the needs and expectations of current employers within the tourism industry; and
- that the previous notion of skills may now need to be redefined within the context of a changing world-of-work; anticipating that the study would need to shed light on what appears to be different positions with regard to the skills needs of employers and the role of higher education.

This 2009 study focused on two main issues:

- what employers expected; and
- their evaluation of what they currently get.

Research questions posed to tourism industry role-players will give further insight (SAQA, 2009).

According to DHET (2009b), on 4 February 2009, the DHET briefed the Portfolio Committee for FET colleges, explaining FET college challenges and the role that FET colleges play in South Africa. For the purpose of this study, focus will be on the following documents that relate specifically to this study, and which are discussed in more detail in Chapter Two:

- Interventions in FET colleges
- The socio-economic context
- 2005 FET sector challenges
- Infrastructure development
- Challenges that persist in FET sector
- Enrolment in scarce skills programmes 2007-2009
- Role of colleges
- Monitoring and supporting
- Lecturer training

Focussing on the above will afford insight into problems faced not only by the colleges themselves when it comes to funding of essential resources needed to encourage learning, but it will also shed light on challenges faced by lecturers to ensure an environment on continuous learning (DHET, 2009b).

Consideration was also given to the Sector Skills Plan (SSP) document of the Culture, Art, Tourism, Hospitality and Sports Sector Education and Training Authority (CATHSSETA) which relate to the minimum industry requirements for students to be employable. The SSP is a strategic document that is researched and developed by each individual SETA for the industry sectors and stakeholders for whom they are responsible (CATHSSETA, n.d.).

These SSPs are developed for a five-year period and annual updates are sent to the DHET. CATHSSETA's Tourism and Travel Chamber Guide focuses on SSPs as well as other information relating to tourism industry requirements regarding prospective employees, specifically looking at what skills are in demand currently and what would be needed in the future (CATHSSETA, n.d.) Further insight will be obtained from answers to research questions posed to tourism industry role-players.

A report was generated by Umalusi in May 2008 which described how NCV students are being graded and what quality controls are in place to ensure that NCV qualifications are credible (Umalusi, 2008). Arguments for this study are informed by mention in this report of challenges facing FET colleges.

The DHET presented a working document to the FET Portfolio Committee on 9 April 2010 to provide insight into the "...challenges facing the FET college subsystems and towards finding resolutions in partnership with stakeholders". This document focused on challenges in the FET sector, and who the stakeholders were. Shortcomings within the NCV programme which were identified by this working document were discussed with the stakeholders (DHET, 2010a). According to DHET (2010a), the intention in presenting this working document to the Portfolio Committee is:

... to provide a rigorous basis for debate that is informed by an analysis of the challenges in the sector. This analysis has been developed in discussion with key stakeholders and has been richly informed by these perspectives.

The DHET Annual Report for 2010 (DHET, 2010d) was studied to further understand the FET college sector.

The DHET Strategic Plan for 2010-2015 (DHET, 2010b) considers the role of FET colleges in South Africa and the challenges that face this education sector, with reference to NCV and skills development. Research questions answered by NCV lecturers will ascertain if the

above report is in line with what is happening at the FET colleges currently when it comes to challenges facing the NCV lecturers (DHET, 2010d).

The report by SSA (2014) gives insight into actual statistics on jobs available in the tourism industry. Further insight into this area will be gained from some of the research questions asked.

A speech was delivered on the 11th May 2011 at the Tourism Youth Empowerment Day at the Stellenbosch University by the Deputy-Minister of Tourism, Ms Tokozile Xasa, regarding youth involvement in tourism and the future of tourism and the youth in South Africa. Ms Xasa commented on The National Tourism Sector Strategy that aimed to create at least 225 000 jobs by 2020 and contribute R499 billion towards the country's Gross Domestic Product (GDP) during that period (NDT, 2011b). Emphasis was placed on the number of international arrivals to South Africa, which showed an annual growth of 15.1% in 2010 (NDT, 2011a) and that tourism is one of the key sectors that performed well, even in the face of the recession. The Deputy-Minister commented on the positive effect that tourism had on other industries, like construction and financial services, and that young people must understand that strong skills are the only way that they will be competitive in such a difficult job market.

The NDT (ex-DEAT) in its National Tourism Sector Strategy examines annual tourist arrivals in South Africa and the contribution by the tourism sector to employment within South Africa and tourism's contribution to the GDP of the country. Also discussed is how tourism could be improved to benefit everybody in the country and ensure the geographical spread of tourism (NDT, 2011a).

Anon (2011) in an article entitled "The twin pillars of FET" in the *Mail and Guardian*, explains what NCV is and how it is misunderstood by the public. It also looks at how NCV started and when these 'new Matrics' wrote their first NCV Matric exam. The article compares National Senior Certificate graduates and National Certificate Vocational graduates and discusses how they can enter into higher education. It also opines that NCV focuses on a specific field of study. Challenges facing NCV are discussed and valuable points are made that reiterate the fact that NCV was never properly advertised and explained to the general public when it was implemented. The researcher probes this shortcoming by posing some pertinent questions to respondents in this study.

To determine what the minimum admission requirements are for Higher Certificate, Diploma and Degree programmes, requiring a National Certificate (Vocational) at Level 4 of the National Qualifications Framework, the researcher consulted a Government Gazette as referenced by DHET (2009a).

Duncan Hindle, Minister of Basic Education, briefed the Portfolio Committee for FET Colleges and the following was discussed: government's interventions related to FET bursaries, student enrolments, lecturer training given, and challenges facing FET colleges with a focus on resources, infrastructural development and lecturer training. The NSFAS bursary scheme was also discussed, as well as how bursaries would be allocated (DoE, 2009).

A DHET briefing on strategic plans and budgets for the FET sector discusses the DHET operational plans. Some of the main focus is on the development of skills to drive South Africa's economic growth and social development. DHET wants to improve access to institutions of learning and improve the relationship between industries and educational institutions to ensure a focus on the necessary skills (DHET, 2010c).

Keyser (2009) gives insight into the tourism industry in South Africa and the types of employment found within the tourism sector. This clarifies the types of positions NCV graduates can expect to apply for once they have graduated.

The researcher also considered Breytenbach (2010) in addressing some of the research questions, as well as tourism industry requirements for new employees. Breytenbach's research evaluated selected FET and HE institutions in the Western Cape, and how they deliver tourism knowledge and skills, as well as their application of National Policy. FET and HE institutions also have differences in design and delivery of these tourism programmes within the Western Cape and looking at how these differences can affect the level of knowledge and employability of the graduates. Evaluation of the awareness of the tourism industry regarding these programmes was also investigated (Breytenbach, 2010).

Some of the research questions in this dissertation will be addressed by the report from Mokone (2011) who investigated how academic development programmes impact on the performance of lecturers in the classroom at public further education and training colleges. This report also gives an understanding of what constitutes a relevant academic development programme for FET college lecturers.

1.8 Significance of the research

The research should be of benefit to a number of stakeholders within the education sector. The main research objective is to investigate the employability of NCV Tourism graduates, with reference to the minimum requirements set by the tourism industry regarding the necessary skills and knowledge students should have to enter the tourism job market. This research will not only benefit the tourism industry, but also future NCV Tourism students, to ensure that the skills they acquire are according to industry standards. The study will assist

TVET colleges to determine whether the current NCV Tourism curriculum is in line with tourism industry requirements.

NCV lecturers will benefit by being to identify constraints in their college environment that can hinder the delivery of quality education to students, and to bring the curriculum they are teaching into line with tourism industry standards. The research results will inform Umalusi, NQF and SAQA of tourism industry opinions regarding the current NCV Tourism curriculum, and whether tourism industry role-players consider that the programme meets current industry requirements. The tourism industry will benefit in terms of receiving future employees possessing the required skills and knowledge, thereby eliminating a possible skills-shortage in this sector.

1.9 Stakeholders in the study

The main stakeholders in the study are the NCV Tourism graduates, NCV lecturers at TVET colleges, tourism industry employers, tourism role-players and tourism organisations, and the national and provincial education departments in South Africa. National and provincial education departments play a major role in this study. Most of the important information sourced for the study is derived from their records, and the outcomes of the study will be made available to them.

Stakeholders interviewed as part of the research include Cape Town Tourism (CTT), the Association of South African Travel Agents (ASATA), as well as officials at the following organisations from whom valuable information was obtained:

- The Department of Economic Development and Tourism (DEDAT) – insight into job availability and further training available to NCV graduates.
- Tourism and Hospitality Education Training Authority (old THETA, now CATHSSETA) – gave insight into what the Tourism industry expected of new employees and the minimum skills required to work within the tourism industry, using the National Tourism Sector Strategy.
- The Department of Higher Education and Training (DHET) – insight into provincial number of NCV Tourism graduates that will enter the tourism industry and what training and support they can expect, as well as what new developments are taking place to improve the NCV Tourism programme.
- National Department of Tourism, NDT (ex-DEAT) – interviewed to assess what the future of tourism is regarding job availability and growing the tourism sector.
- Western Cape Education Department (WCED) – insight into the implementation of NCV and how FET colleges can improve the NCV programmes, and looking at the future of NCV Tourism.
- The City of Cape Town Tourism Department – interviewed to determine what tourism jobs are available and if they are aware of what NCV Tourism is.

Umalusi was approached but declined to participate in the research (see Appendix T) because the questions were beyond the scope and mandate of Umalusi. They ensure standards of quality and did not feel that they could assist with this research.

1.10 Delineation of the study

This study focused on four TVET colleges in the Western Cape only, namely: Northlink College, Boland College, College of Cape Town and South Cape College. The total number of TVET colleges in the Western Cape is six, but West Coast College only started offering NCV Tourism in 2014 and False Bay College only started offering NCV Tourism in 2013 and are thus not deemed meaningful for inclusion in this study.

NCV Tourism graduates have increased since 2009 and the number of graduates for 2013 was the highest yet at 117 graduates. The total number of NCV Tourism graduates from 2009 to 2013 is 337. Graduates who had completed their NCV Tourism course were randomly selected. Lecturers from the NCV Tourism, Marketing and Financial Management programmes at all four colleges were approached and randomly selected.

1.11 Research methodology

The research was conducted in the form of an empirical survey to gather information on the fundamental issues that form the focus of the study. The practical implementation of the research methodology therefore is a quantitative data collection approach using research questionnaires. The reason for a quantitative approach is that a large number of persons must take part in an empirical survey to reach relevant conclusions, and for the research to be credible and representative of the tourism population. A mixed method approach was thus employed.

Quantitative questionnaires were distributed to conveniently selected NCV Tourism Level 4 graduates and NCV lecturers. The total number of NCV Tourism graduates from 2009 until 2013 in the Western Cape is 337. Contact was made via email from a mailing list sourced from four TVET colleges: Boland College, Northlink College, College of Cape Town and South Cape College. The total sample was 100 graduates. NCV lecturers were selected from NCV lecturers who taught tourism, marketing and financial management programmes at TVET colleges within the Western Cape, which yielded a total sample of 50.

Personal interviews were conducted on a sample of 10 conveniently selected tourism industry employers and role-players, from various tourism sectors (retail, wholesale and transport, services). Ten specifically identified representatives of tourism and government education departments and other government organisations were also interviewed. These interviews were conducted to obtain expert opinion from these respondents.

To obtain this information interviews were conducted with tourism industry role-players as well as NCV Tourism graduates. Various sources were used to gather information on international VET trends, including sources that have already been identified to support and provide direction and valuable insight into the study.

The focus is on the Western Cape because in the past (until 2013 for the 2014 academic year) the WCED spearheaded the preparation of ICASS assignments and tests for NCV Tourism in the Western Cape. Each TVET college had an assessment instrument to set up for the following academic year. This is done at an annual focus group meeting hosted by WCED, and the assessment is then captured on a system called Advanced Software Solutions for Education and Training (ASSETT)¹. This ensures a high standard of ICASS instruments and spreads the volume of work between the various Western Cape TVET colleges offering NCV Tourism. It also ensures a smooth process with no repetition of ICASS instruments led by Western Cape TVET colleges, for example, the new SSACI WBE initiative that was being rolled out for NCV Tourism in the Western Cape first, in June 2014. The Western Cape also provides the largest number of tourism-related job opportunities and is a province that annually receives very high volumes of tourists.

1.11.1 Research population

The research population comprised TVET colleges in the Western Cape only and colleges teaching NCV Tourism from 2007 onwards were considered. The following TVET colleges have had NCV Tourism Level 2 classes since its initiation in 2007, namely Northlink College; Boland College, Stellenbosch campus; South Cape College. College of Cape Town had their first NCV Tourism Level 2 class in 2009 and Boland College, Paarl campus had their first NCV Tourism Level 2 class in 2012. It is important to assess the number of students enrolled for NCV Tourism Level 2 compared to the number of students who graduated and completed Level 4. Questionnaires were given to NCV Tourism graduates and to NCV lecturers from all the selected colleges listed, although certain colleges returned more questionnaires than others. Personal as well as telephonic interviews were conducted with certain tourism industry employers and role-players, focussing on the retail, wholesale, transport and services sectors. Government education role-players were also interviewed telephonically as well as through email correspondence.

1.11.2 Research sample size

Enrolment and graduation statistics were sourced from the four TVET colleges to assess the NCV Tourism Level 2 enrolments compared to the number of students that graduated from

¹ASSETT will operate only if TVET colleges pay for the system annually

Level 4. A total of 100 lecturers were invited to complete the questionnaire and a total of 50 questionnaires were returned. Questionnaires were emailed or NCV Tourism graduates were contacted via telephone. NCV tourism graduates' contact information was sourced from the four TVET colleges that participated in this study. 200 NCV Tourism graduates were contacted to receive back a minimum of 100 questionnaires. The respective sample sizes were therefore 50 lecturers and 100 tourism graduates.

1.12 Ethical considerations

The Cape Peninsula University of Technology research committee granted ethical approval for this study to be conducted (see Appendix A).

Further, to comply with the ethical considerations of this study the DHET was approached to obtain permission to conduct the research. Permission to conduct this research was granted by the Director General of DHET, Mr G.F. Qonde, on 10 May 2012 (see Appendix B). Tourism role-players and government bodies were also approached to ensure that the study would not be considered unethical. The following role-players consented in the form of written confirmations that they would participate in the study: Cape Town Tourism (Appendix C); City of Cape Town Tourism Department (Appendix D); Northlink College (TVET) campus manager Mr N. Kearns (Appendix E).

Further acknowledgement of the importance of the study was given by ASATA. The other TVET colleges approached as part of this research also gave their consent, namely: Northlink College; Boland College, Stellenbosch; Boland College, Paarl; College of Cape Town; South Cape College. All questionnaires answered and interviews conducted, will be treated with the utmost confidentiality. No names or contact details will be divulged in the research results and thus anonymity of all participants (graduates and NCV lecturers, tourism industry and government role-players) is ensured. Participants were informed that participation in the survey was voluntary and that they could withdraw at any time. They were assured that their responses will be confidential.

1.13 Structure of the study

Chapter One – Introduction and background

Chapter One gives a general overview of the study and a background is sketched. The research problem and key questions pertaining to the study are stated. The objectives of the study are delineated and the significance of the study is addressed. Additionally, the chapter explains the research methodology. The chapter concludes by outlining the structure of the study.

Chapter Two – Literature review: international perspective

This chapter focuses on international trends in vocational education and training. Comparison are drawn and discussed between South Africa and the USA, Switzerland, Germany, Australia, the Netherlands and the United Kingdom. Current problems facing NCV and how to overcome them are addressed.

Chapter Three – Literature review: the structure of and requirements for vocational education in South Africa

The South African perspective on NCV is examined in this chapter. Also discussed is the history of NCV, how it evolved and how vocational education started. Gradings and structures of the NCV programme are explored. Graduation requirements, with reference to SAQA documents which explain NCV Levels 2, 3 and 4, as well as entry into higher education, is considered. The NCV Tourism subject curriculum for Tourism Operations is investigated in detail and compared to tourism industry requirements, to assess if the knowledge gained by NCV graduates enables them to gain entry into the tourism industry. NCV Tourism enrolments for Level 2 within the Western Cape are considered and compared to the number of Level 4 graduates (enrolment versus certification).

Chapter Four – Research methodology

In this chapter, the research methodology employed in this study is explained. The objectives of the research, research methodology, research techniques and tools used, are discussed. Critical questions related to this study are reviewed. Also discussed are the questions asked of NCV Tourism graduates, NCV lecturers and tourism industry role-players, as well as provincial and national government education departments.

Chapter Five – Research findings

This chapter provides an analysis and interpretation of the data, including a report and the findings of the study. Results are presented in spreadsheet format. The data in this chapter are discussed in relation to the problem statement, study aim and objectives, questions, and information provided in the literature review. Moreover, this chapter discusses findings of the primary research obtained through a qualitative approach. The results obtained from

administering questionnaires and conducting interviews are compared to the review of the literature studied.

Chapter Six – Conclusion and recommendations

This final chapter draws conclusions from the research and recommendations regarding the main research question are presented.

1.14 Summary

This study focuses on the relevance of the NCV Tourism programme and the jobs available to NCV graduates within the tourism industry. The tourism industry can learn more about the NCV Tourism programme and the capabilities of graduates. There remain many questions by the tourism industry regarding the relevance of the NCV programme. By conducting personal interviews as part of the study, an open dialogue can be created, to ask questions about the programme, to communicate the possibility of placing graduates in certain tourism-related jobs as interns, and as part of an ongoing relationship between tourism industry role-players and TVET colleges.

Building relationships between TVET colleges and the tourism industry is of the utmost importance, not only for the NCV programme and higher education institutions, but also for NCV students, to give them job placements once they have completed their Level 4 qualifications. With the implementation of the SSACI WBE programme, these relationships with the tourism industry can only be strengthened. Giving NCV graduates the option to increase their skills and knowledge by approaching institutions such as CATHSSETA will afford students from very low income households the opportunity to further their studies, and help them to increase the possibility of finding work in the tourism industry, should the NCV qualification be deemed sufficient.

CHAPTER TWO

INTERNATIONAL PERSPECTIVES OF VOCATIONAL EDUCATION

2.1 Introduction

Vocational training and qualifications are an integral part of the education systems in virtually every first-world country. However, the understanding of what vocational education and training (VET) means, and the target learner groups, varies from country to country. The way in which vocational education and training is practised in different countries is usually closely linked to that country's respective labour requirements, unemployment levels, economic growth targets and skills shortages. VET is often seen as the solution to the problem of youth joblessness. VET around the world is based on three types of vocational systems, namely school-based education, a dual system in which school-based education is combined with company-based training, and informal training (Eichhorst, Rodriguez-Planas, Schmidl & Zimmerman, 2012:1).

This chapter is an exploratory study of the VET systems in a number of countries and how they compare with that of South Africa, focussing specifically on tourism education. Focus is on countries with a strong vocational education and training commitment that focuses on youth development of 16 to 25 year olds and their preparation for further learning and/or entry into a broad vocational sector. Six countries with some of the world's accepted best vocational education systems are considered, namely the United States of America, Switzerland, Germany, Australia, The Netherlands and the United Kingdom. In the discussions on the above countries, reference is made to VET, whilst in the South African context reference is made to National Certificate Vocational (NCV), but VET and NCV both refer to vocational education.

2.2 Comparative education

According to Noah and Eckstein (1969, cited by Wolhuter, 1993:5), comparative education is a specific academic field of study that examines education in one country by using data and insight drawn from the practices and situation in another country or countries to understand the similarities and differences among educational systems and to establish generalized statements about education that are valid in more than one country. The national character of a country shapes its education system and to understand a particular national or international education system, the national character of a particular country should be considered (Kandel, 1933:23). Factors influencing the educational development in countries include: natural factors (race, environment and language), religious factors and secular factors (humanism, socialism and nationalism) (Hans, 1955:17-235). It is futile to borrow an

educational practice or innovation which had evolved in one national context and transplant it into a different societal context for which it would be unsuitable (Hans, 1955:3).

In this chapter a perspective study is made looking at South Africa's VET system (focussing on the NCV programmes), and VET systems in selected countries. The socio-economic situation within South Africa is very different to the countries under discussion.

Wolhuter, Lemmer and de Wet (2007) concur with Noah and Eckstein that there are five phases in the evolution of comparative education:

1. A phase of travellers' tales
People travelling to other countries brought back information, impressions and ideas regarding the cultures of the people they encountered in the foreign country (Noah & Eckstein, 1969, cited by Wolhuter *et al.*, 2007:3).
2. Systematic data collection for borrowing
Governments looked across foreign borders to study education systems in other countries with the aim to implement the best ideas and practices to improve their own education systems at home (Noah & Eckstein, 1969, cited by Wolhuter *et al.*, 2007:4).
3. International co-operation
Marc-Antoine Jullien (1778-1848) was the first person to plead for a scientific study of education systems worldwide; he believed that education can create a sense of social responsibility to promote peace amongst all humankind (Noah & Eckstein, 1969, cited by Wolhuter *et al.*, 2007:5).
4. A hermeneutic phase
Hermeneutic means 'schooled in interpretation' in Greek. During this phase educationists wanted to interpret national educational systems within their national context, and understood that it was futile to borrow an educational system from one national context and put it into a different societal context for which it would be unsuitable (Noah & Eckstein, 1969, cited by Wolhuter *et al.*, 2007:6).
5. Social science phase
During this phase there was a belief that education was the instrument that can be used to achieve any societal goal, for example economic growth, eradication of poverty and social mobility. Wolhuter concurs with this phase (Noah & Eckstein, 1969, cited by Wolhuter *et al.*, 2007:6).

Paulston (1997, cited by Wolhuter *et al.*, 2007:2-3) identified the following additional phases in comparative education from the early 1970s onwards:

- a phase of heterodoxy
- a phase of heterogeneity

According to Eckstein and Noah (1993, cited by Wolhuter, 1993:5), comparative education has four purposes:

- To describe educational systems, processes, or outcomes;
- To assist in the development of educational institutions and practices;
- To highlight the relationship between education and society; and
- To establish generalized statements about education that are valid in more than one country.

Leading South African comparative educationalists proposed schemes for practising comparative education to address the societal issues of the day. Barnard (1984, cited by Wolhuter *et al.*, 2007:14-15) distinguishes between the theoretical and practical aims of comparative education.

Theoretical aims include the following:

- The characterisation and study of the structure and functioning of the education system. The structure and effective functioning of the education system (both the universal structure and functioning, and the structure and functioning of particular education systems.)
- The study of the education system from a determinant's perspective. Education systems are explained and comprehended in the light of the societal determinants of education systems (such determinants include the economy, demography, political system). Once again this includes both universal and general statements regarding the relationship between the determinants and the education system, and the explanation of particular education systems.
- The evaluation of education systems in which the efficacy of education systems is evaluated (again universal as well as particular education systems).

Practical aims refer to the practical significance of comparative education and include the following:

- Improving the own education system.
- Advancing communication. By studying the education systems of various countries, areas and groups, knowledge and information about these countries, areas and groups are spread. It is believed that the availability of knowledge and information is conducive to better communication and better relations between particular countries, areas and groups.
- Advancing internationalism (Wolhuter *et al.*, 2007:14-15).

Berkhout and Bondesio (1992, cited by Wolhuter *et al.*, 2007:15) distinguish between the following aims of comparative education:

- Descriptive aims. Education systems are described, and thus more knowledge regarding the education systems of various countries is acquired.
- Explanatory aims. Education systems are explained in accordance with their external determinants.
- Control-orientated aims. In this case the intention is to solve problems in the education system and can be further divided into two subtypes:
- Prediction-oriented aims. Further trends and outcomes, including the outcomes of particular practices and reforms in the education system, are predicted.
- Design-oriented aims. Changes to education systems are planned.

Noah (1986, cited by Wolhuter *et al.*, 2007:16) states that comparative education may increase the understanding of one's own society and own education system. According to Wolhuter *et al.* (2007:16), comparative studies can be of assistance to education administrators and policy-makers as well as being a valuable part of teacher training programmes.

Noah (1986, cited by Wolhuter *et al.*, 2007:16) distinguishes between the following utility values of comparative education:

- Assistance in decision-taking. Accurate, reliable descriptions of foreign education systems frequently show that the own education problems are not unique and such knowledge can be very useful. It guides the comparative education scholar to investigate which forces and factors that transcend national boundaries and operative in the shaping of education systems. Knowledge about how other countries address educational issues is indispensable for a substantiated judgement and standpoint on handling such problems in the own country.
- Origins and influences. European neo-colonial activities and American influence have spread a particular education and school model across the globe. It is, for example, impossible to understand education in Nigeria, Tunisia or the Philippines without taking into account the models planted in these countries by Britain, France and the United States respectively. Comparative studies identify the potential and limitations of transnational borrowing and adaptations in the field of education.

Comparative studies and education can therefore help achieve a better understanding of the cause, implications, extent and possible solutions to educational problems and issues. However, it is not advisable, and the abuse of comparative education to simply adopt and transplant educational practices from one country to another without looking at the various determinants within a country, as well as the contextual similarities and differences between the foreign and the own education systems, is a danger (Wolhuter *et al.*, 2007:17).

2.3 Tourism and tourism education in South Africa

The South African education system has three broad bands that are referred to as Basic Education (essentially the first twelve years of school education); Technical Vocational Education and Training (comprising vocational and occupational education and training offered at colleges and sometimes as the last three years of basic school education); and Higher Education (universities and universities of technology) (TVET Colleges, n.d.). The first Further Education and Training (FET) Act (Act No. 98 of 1998) was passed in October 1998, to establish a national co-ordinated training system for further education (South Africa, 1998:A-851). In 2007 the National Technical Education (NATED) courses offered by FET colleges were phased out and replaced with the National Certificate Vocational courses (NCV). NCV courses contain a new curriculum introduced to FET colleges around the country and give Grade 9 students an alternative to the academic Grades 10, 11 and 12, named Level 2, 3 and 4 in the FET sector. This means that these students could get a National Certificate once they have completed Level 4, the equivalent to a Matric, but not the same as a National Senior Certificate (NSC). Both these qualifications give students entry to higher education, but if a student has an NCV qualification they would be more narrowly directed towards study in a field related to the vocational designation reflected on their certificate (DHET, 2006:2-5). In 2007 it was thus the start of NCV Tourism qualifications being offered at selected FET colleges. These NCV Tourism programmes were designed to incorporate both theory and practice to meet workplace challenges, but theory must be accompanied by a practical component related to the tourism industry.

In 2012, with the passing of the Further Education and Training Colleges Amendment Bill, a process was started to change the name from FET colleges to Technical, Vocational Education and Training (TVET) colleges. This was confirmed with the release of the White Paper on Post-School Education and Training on 15 January 2014 (DHET, 2013a:26).

This chapter concludes with a link to the NCV programmes and tourism in South Africa.

2.4 Tourism VET in selected countries

Tourism qualifications in the countries under discussion differ from country to country, and their different educational systems are explained. The various fields of study within the tourism industry at educational institutions are discussed. These countries enjoy tourism industry participation and buy-in from their various tourism industries to help support and provide practical experience for students wanting to further a career within that tourism industry. The USA and Australia in the past focussed mainly on sending their post-secondary students to universities but this has now shifted to more students following the VET path. Switzerland and Germany both have the dual system of VET in place and this allows

students to move between the classroom and the world-of-work and exposes these students to practical knowledge that is extremely valuable within any tourism industry. In Australia the VET tourism qualifications are defined by their tourism industry to bring the content and curriculum in line with tourism industry requirements. The United Kingdom focuses on their tourism industry requirements to ensure the tourism qualifications are in line with what the tourism industry requires. The VET system in South Africa is compared to these countries' VET systems and to consider possible improvements. The tourism industry is an important sector within the economy of every country being discussed and thus plays an important role in the socio-economic development of each country.

2.4.1 The United States of America (USA)

Countries such as the United States of America (USA) started the system of vocational education with the passing of the (old) Deluder Satan Act in Massachusetts in 1847 (Encyclopaedia of Education, 2002:7). This Act set the roles of the master and the apprentice and what the specific requirements were for each party during the apprenticeship programme. The 1963 Vocational Education Act firmly established the American vocational education system. Many countries followed this system, so that the USA and the following five countries are the world leaders in vocational education, namely: Switzerland, Germany, Australia, the Netherlands and the United Kingdom (Encyclopaedia of Education, 2002:8).

Vocational education has entered a new era with an increasing acknowledgement that traditional education that focuses on college-bound youth needs to change. There is growing concern in the USA that the system is not adequately preparing the growing pool of new workers, women, minorities and immigrants for productive and successful roles in the workforce. The education system is being urged to change the way it prepares youth and adults to function in a global economy. All these trends are bringing new importance to vocational education (Education Encyclopaedia-StateUniversity.com, 2013:8).

In the past few years the overall enrolment in vocational courses has dropped in the USA. While traditional vocational offerings were geared toward immediate entry into specific occupations, new programmes and courses are intended to prepare students for both colleges and careers, by combining a challenging academic curriculum with development of work-related knowledge skills (Education Encyclopaedia-StateUniversity.com, 2013:11). This new combination aims to keep students' options open after high school. Students with disabilities, or with low grades, accounted for a larger number of vocational course-taking in high school. Many high school students who combined a substantial academic curriculum with a set of vocational courses are doing better than students who did not. The idea of combining vocational and academic coursework is central to high schools that work— a network of more than 800 schools in the USA—engaged in raising academic curriculum with

modern vocational studies and focussing the curriculum around the career-related interests of the student (Education Encyclopaedia-StateUniversity.com, 2013:12).

According to Education Encyclopaedia-StateUniversity.com (2013:13-14), further trends include work experience programmes that allow students to learn first-hand about the world-of-work while still in school, in terms of:

- Work-based training programmes outside the school: such as co-operative education, youth apprenticeship, and school-based enterprises. Co-operative education is run by individual schools as part of their vocational education programme; students are provided part-time jobs during the school year in their field of vocational specialization.
- Youth apprenticeships include preparation for post-secondary education as well as employment. This should include principles such as active participation of employers, integration of work-based and school-based learning, integration of academic and vocational learning, structured linkages between secondary and post-secondary institutions, and award of a broadly recognized certificate of occupational skill.
- School-based enterprises which enable students to produce goods or services for sale or use to other people. Such enterprises include school restaurants, construction projects, child care centres, vehicle repair shops, hair salons and retail stores. These programmes do not place students with employers. The goal is to allow students to apply their classroom knowledge to running real-world businesses within the school itself.

President Barack Obama proposed substantial new spend on education with a \$69.8 billion education budget heavily focused on boosting vocational training, both at high-school and college level (Simon, 2012). The growing tourism industry in the USA provides tremendous opportunities for ambitious students who enjoy working with people. The tourism industry has traditionally been an industry that emphasised hands-on experience but due to the competitive nature of businesses a combination of experience and higher education is now needed. To meet the needs of the tourism industry, tourism programmes offered by colleges and universities have grown rapidly in the USA. Today programmes are offered by a variety of vocational schools, community colleges and both private and public universities, where options range from short-term skills-orientated certificates to post-graduate degree programmes. Vocational schools generally offer a more hands-on training to prepare students for specific entry-level positions. More Americans are enrolled in community colleges than in any other institution of higher education in the USA. Community college tourism programmes offer a variety of specialized certificate and associate degree options as well as university transfer programmes that allow students to complete a Bachelor's degree (International Student Guide to the USA, 2015).

According to Hoffman, in an interview done with Goldstein in 2012, dealing with 'Jobs for the Future in USA', the youth unemployment rate in the United States is 22% and in other countries such as The Netherlands and Switzerland, it is as low as 5%. Hoffman argues that the USA should adopt a model similar to that of Switzerland, in which students in their last

two years of high school have the option of participating in highly structured workplace apprenticeships, working for pay several days of the week, and spending the rest of the time in the classroom (Goldstein, 2012).

When it comes to VET, the differences between the USA and South Africa are significant. The USA is a developed country whilst South Africa is still developing. This is apparent when looking at the unemployment rate in South Africa and widespread poverty that presents huge challenges. In South Africa it is also very necessary to not only create bonds with the various industries but to give NCV students the much-needed vocational experience. The DHET, with the help of SSACI, has since 2012 been focussing more on what is called workplace-based experience taking NCV Level 4 students into the specific industry for which they are studying, to increase their knowledge of real world working experiences that may increase their chances of finding suitable employment. This process will in future be more structured than in the past. In 2012, with the passing of the Further Education and Training Colleges Amendment Bill, a process was started to change the name from FET colleges to Technical, Vocational Education and Training (TVET) colleges. This was confirmed with the release of the White Paper on Post-School Education and Training (DHET, 2013a:12).

In the USA reference is made to community colleges but in South Africa the term TVET colleges is used. Currently TVET colleges in South Africa do have youth apprenticeships for engineering (electrical, building and civil) and welding courses which means students in these fields get the opportunity to work within their industries whilst learning. When it comes to school-based enterprises as in the United States and TVET colleges in South Africa, this is done mostly by the NCV hospitality students who work in the college cafeteria as part of an introductory chef course (DHET, 2007a:6). Also, according to Hoffman (as cited in the article written by Goldstein, 2012) the United States needs a combination of employer and government infrastructure to support employers in taking in young people (as is needed in South Africa) to not only improve industry relations with potential employers but to ensure that the DHET implements infrastructure and resources at the TVET colleges to support this (Goldstein, 2012).

Due to South Africa's high unemployment rate, very poor socio-economic circumstances exist nationwide and as a result, the majority of secondary or NCV pupils cannot afford to further their studies at an institute for higher learning. Hence, TVET colleges in South Africa were advised by the DHET to focus more on NCV to enable more students to empower themselves with employable skills (DHET, 2013a:2). In the United States the focus is more on sending post-secondary school students to colleges or institutions of higher learning, while in South Africa a high number of the student population does not have the financial means to advance to higher levels of education. However, through financial aid given by the

National Student Financial Aid Scheme (NSFAS), students can obtain funding to study NCV and gain the necessary knowledge and skills to advance into the workplace with the ability to perform tasks successfully (OECD,2014:3).

2.4.2 Switzerland

In Switzerland the majority of adolescents commence vocational education and training (VET) after lower-secondary education (Grades 8 and 9). There are VET programmes for some 230 different occupations within the Swiss labour market. Many professional qualifications are obtained in upper-secondary education, while in other countries the same qualifications are obtained at tertiary level education. The Swiss system, with its dual-track VET programmes, includes practical training (apprenticeship) for three to four days at a training company per week, supplemented by theoretical classes (vocational and general educational subjects) on one to two days per week at the VET school. In addition, the VET students attend inter-company courses in which they enhance vocational practical skills. The vocational education and training (VET) can also be completed at a full-time vocational school. This allows students to prepare themselves for their particular industries and doing their academic studies at the same time, practical as well as academic training is thus given to students every week (Educa. Swissheduction, 2013).

Seventy per cent of teenagers in Switzerland spend their week moving between a workplace and school and within this dual system students can choose from occupational fields such as technical, business (under which tourism falls), design, commercial, natural sciences, and health and social work (Hoffman, 2013). Admission requirements in Switzerland for VET education are that pupils who have completed lower-secondary education and have reached the age of 14 can apply for an apprenticeship at a training company or enrol at a full-time vocational school. The training company decides on the selection procedure. In general, criteria for selecting a VET student include the student's performance in lower-secondary education, the application documents and an interview. Various training companies also require applicants to pass an aptitude test.

The vocational education and training (VET) structure offers the following programmes:

- Two-year vocational education and training VET programme with Federal VET Certificate. The two-year vocational education and training VET programme leading to a Federal VET Certificate replaces the earlier pre-apprenticeship. Unlike the pre-apprenticeship, which did not lead to any formal qualifications, the two-year VET programme offers adolescents with a lower learning performance a federally recognised professional qualification and enables them to continue their training at a higher level within the VET sector. Two-year VET programmes provide preparation for work in a profession with less demanding requirements.
- The three- or four-year VET programme with Federal VET Diploma. This programme leading to a Federal VET Diploma provides training for work in a particular profession.

- Federal Vocational Baccalaureate programme leading to a Federal Vocational Baccalaureate: The Federal Vocational Baccalaureate (FVB) programme leading to a Federal Vocational Baccalaureate (FVB) Certificate is an extended general education to supplement the three- or four-year VET programme for adolescents with higher learning performances. The FVB was introduced in the mid-1990s. It enables direct admission to a university of applied sciences. The FVB programme may be completed either during the three- or four-year VET programme (with additional instruction in general education subjects) or, after completing the VET by attending a correspondence educational institution (one-year full-time programme or one-and-a-half to two-year part-time programme). The FVB Certificate can also be obtained by passing the Federal Vocational Baccalaureate Examinations. The preparation, therefore, can occur in self-study without attending a VET programme. An admission procedure or the student's performance at the end of lower-secondary education or at the end of VET decides whether students may enrol in FVB education. The admission requirements and admission procedures are regulated by the cantons (Educa. Swissheduction, 2013).

Switzerland has the highest density of public and private hotel and tourism schools in the world, and courses of study range from basic vocational education with apprenticeship to higher vocational education, to undergraduate and postgraduate education. Seventy per cent of the young people in Switzerland begin an apprenticeship once they finish compulsory education (European Commission, 2014a:2). Tourism is one of the most important sectors in Switzerland with more than 150 000 full-time jobs, but their tourism labour market is experiencing difficulties in attracting new workforce to the sector, where the working conditions are considered to be unattractive and the average wage is low. However, students from all over the globe study at Swiss hotel schools to ensure that they get a professional and future-oriented education. Hotels and tourist organizations worldwide are therefore keen on employing Swiss-trained hoteliers due to their ability to succeed in a highly competitive environment (European Commission, 2014a:2).

When it comes to tourism education in Switzerland, apprenticeships were introduced in tourism, hotel, gastronomy, travel agencies and public transportation and made the system more appropriate to the needs of the labour market. Tourism education in Switzerland prepares for the four Swiss tourism branches: the hotel and restaurant industry; tourism organizations; experience sectors; and transport and mobility. Each branch has different levels of education, including post-secondary and tertiary level education in vocational colleges of tourism or in polytechnics and universities where tourism-focused learning curricula are provided (European Commission, 2014a:4).

Switzerland is a country at the forefront of VET, especially when considering their dual-system, which is not in operation in South Africa. In South Africa, VET students do either an apprenticeship, which is closest to the dual-system but only in certain programmes, while NCV Tourism students in South Africa do mainly their three years at an TVET college focussing on academic study only, and do either job shadowing or Work-Based Experience (which has only been implemented for NCV Tourism from 2014) for a certain number of

days, based on a total of 80 working hours. In Switzerland the students are at a college for a maximum period of two days per week and the rest of the week work in the industry (Switzerland. Federal Department of Economic Affairs, Education and Research, 2014). Such a system would benefit NCV Tourism students in South Africa tremendously, especially considering the high unemployment rate. However, the South African system needs to improve in extending the period for which students go into the industry and also focus on how TVET colleges in South Africa need to build on industry relationships. This would ensure that the NCV students get opportunities to enter their respective industries to gain the much-needed practical experience to supplement their academic knowledge.

2.4.3 Germany

The vocational education and training system in Germany, often referred to as the 'dual system', has around 60% of young people in Germany participating in the dual system of vocational training—'dual' because training takes place both in the business and in part-time vocational school. The company provides practical training and vocational school supplements this on-the-job learning with theoretical knowledge. This system is frequently regarded as a model system which might be used as an example to redress skills shortages and to improve economic performance within a country. Graduates from all types of schools may enter vocational training at age 15 or 16, but are legally obliged to continue with some form of school-based education until 18 years old. This requirement is the origin of the term 'dual system'. Vocational training in Germany can either be in full-time vocational schools or, if it is in the form of an apprenticeship, it also always includes a school-based element (Germany. Federal Ministry of Education and Research, 2014).

The following types of vocational schools exist in Germany:

- Berufsschulen – by far the most common type of vocational schools which do not only provide vocational skills but also cover basic academic subjects such as German and English.
- Berufsfachschulen– these cater for two different groups of students: for those who have failed to obtain an apprenticeship place, and for those training for occupations which are not a part of the dual system. These schools are for those who have not achieved the intermediate level secondary school certification. The courses are occupation-specific and last for one year.
- Berufliches Gymnasium (or Fachgymnasium) – schools which provide the equivalent of the last three years of the *Gymnasium* education on technical/vocational basis. As well as the subjects normally offered at the *Gymnasium*, these schools also offer career-oriented subjects such as business studies or engineering (BiBB, 2010:9-11).

Vocational education and training has a long tradition in Germany and can be traced back to the Middle Ages. The Vocational Training Act of 1969 created the *Bundesinstitut fuer Berufsbildung* (BiBB), the Federal Institute for Vocational Education and Training (BiBB,

2010:9). In South Africa our NCV Tourism programmes are very new, only established at TVET colleges in 2007.

The dual system has always been, and still is, widely accepted in Germany. The dual system's goal could be described as training workers for immediate, full-time employment. The number of organisations that participated in the training of students decreased by 8.2% between October 2008 and September 2009, thus 52 623 students did not get placed with a business, but in 2011 the number increased to 76 000. According to BiBB projections, a further decline of 21 900 places in the number of apprenticeships offered for 2013 followed (BiBB, 2010:9-10). The reasons for the decline were the financial and economic crisis in Germany and worldwide. Of those who were placed, 61% received permanent job offers from the companies for which they worked (BiBB, 2010:15). If more tourism companies in South Africa participated in the WBE process this may alleviate the unemployment situation amongst the youth in South Africa, but because of the lack of more intense industry participation in programmes such as NCV Tourism, and the possible misconception of the capabilities of NCV Tourism students, this may be difficult to achieve. However, this should be a definite goal. TVET colleges have tried to improve the placement of students by introducing placement officers to form a link between businesses and NCV students to find work placement.

Qualification requirements for trained employees are constantly evolving, especially within the tourism industry in Germany, as a result of increasing globalization and continuous structural change in the tourism industry and society. For this reason, training regulations for existing occupations are being updated and new training occupations are being created to generate new professional fields. In this way, the dual system of vocational training ensures targeted qualification and support. The tourism industry plays a fundamental role in Germany and in 2007 tourism was able to offer more than 117 000 placements in this industry with training contracts for vocational students (Pankow, 2009). The number of training contracts for the period from October 2011 to September 2012 was 551 271 (BiBB, 2013:10). Tourism programmes are practically oriented and embody certain areas of management science and business administration. Due to the high level of competition within the tourism industry in Germany, there is a demand for advanced quality services and this can only be done by well-trained, efficient and motivated personnel. Educational services in Germany offer a wide range of educational programmes related to tourism, both in vocational and academic education. Vocational training in tourism is a highly specific and well-established activity in Germany and is generally sector-specific, seeking to equip students with clearly defined skills (Germany. Federal Ministry of Economics and Technology, 2013:29, 44).

Tourism education at an academic level is currently provided through a combination of full-time and part-time courses that are provided by universities, Fachhochschulen and academies of co-operative education. The German federal government invests in the improvement of education and training in tourism, promotes foreign language education, in-depth knowledge about Germany and broader familiarity with the cultures of the countries which mostly contributes to tourism in Germany (Germany. Federal Ministry of Economics and Technology, 2013:43). The major difference between the dual system in Switzerland and the dual system in Germany is that the German system has fewer options for advanced degrees in tourism than that of Switzerland (Hoffman, 2013).

Unfortunately, in South Africa our NCV students do not have the same opportunities as in Germany when it comes to the time spent in industry, and NCV Tourism is mostly academic-based, with limited practical time spent in the industry. A Swiss-South African Co-operation Initiative (SSACI) and the Department of Higher Education and Training (DHET) initiative for NCV students to do work-based experience (WBE) in a structured format, including a workbook to be completed and tasks that count as part of their Internal Continuous Assessment (ICASS) mark, has now been introduced, initially rolled out for NCV Tourism at certain TVET colleges in the Western Cape structure from 2014 (SSACI, 2001). Compared to the German and Swiss VET systems, the stipulated time NCV students have to do actual work in the industry and the time currently allowed needs to be reconsidered. NCV programmes do not have the same advantages of such extensive apprenticeships for programmes as in Germany where, due to their dual system, students receive considerably more exposure to the work environment; they work more closely with various industries; and their time spent in the classroom and in the work place is well-divided because their work week is divided between the VET school (for academic knowledge) and the industries (for practical knowledge) in which they are working.

2.4.4 Australia

The Australian government and the Australian Skills Quality Authority (ASQA) note that vocational education and training enables students to gain qualifications for all types of employment, and specific skills to help them in the workplace. The providers of VET include Technical and Further Education (TAFE) institutes, adult and community education providers and agricultural colleges, as well as private providers, community organisations, industry skills centres, and commercial and enterprise training providers. In addition, some universities and schools provide VET (ASQA, 2014).

The Australia National Vocational Education and Training Regulator (Act 12 of 2011) established a new approach to national regulation of the vocational education and training (VET) sector in Australia. Part of the new approach is the creation of a national regulator,

ASQA, which is responsible for registering training organisations and accrediting courses. Since the Australian states and territories are responsible for most public delivery and all regulations of providers, a central concept of the system is national recognition. Assessments and awards of any one registered training organisation must be recognised by all others. This allows national portability of qualifications and units of competency (ASQA, 2014).

The vocational education and training sector is at the front line of Australia's response to major global challenges. According to CISCO Research (2011), major trends in VET in Australia are:

- Since the turn of the century students are entering vocational education at an earlier age and also later in life. The number of students aged 15 to 19 in Australian vocational education and training schools increased from 167 100 in 2006 to 216 700 in 2009. The very definition of retention targets—that is completion of year 12 or equivalent—is a direct indication of the fact that pathways to accredited training have significant value. As demand for new and higher level skills increase, older workers will be increasingly required to re-train. European countries have been particularly active in addressing this challenge through lifelong learning policies. Between 2005 and 2009 the number of 50-to-64-year-old citizens of the European Union (EU) participating in training increased by 1%.
- The international vocational training market is moving offshore. Skilled people are increasingly moving between countries in response to changing demand. In 2010 there were an estimated 193 million migrant workers globally who moved between countries for employment. There is a significant opportunity for re-skilling, training and accrediting migrant workers. It stands to reason that growth in the movement of people between countries for vocational training will also continue to rise. Australian training providers have begun investing heavily in 'in-country' delivery as a model for international education. Student retention has become very important because it is much more cost-effective to keep existing customers than to acquire new ones.
- Developing an understanding of student risk factors.
- Better tracking of changing student circumstances: academic, behavioural and financial.
- Faster and more intensive responses to at-risk students.
- The emergence of online and blended learning is hardly a new trend. However, its uptake globally is significant.
- Institutions are looking at innovative ways to minimize investment in new infrastructure through the use of new technologies (such as simulators or online collaboration tools) to avoid expensive investment in major capital.
- New industry partnerships are driving broader, deeper and more tailored training. A basic supplier/consumer model between industry and providers has dominated vocational education. As competition intensifies—including new competitors from outside the vocational education and training sector—industry is demanding new partnering models. These models focus on establishing deeper collaborations and broadening or customizing training.

There are many different types of VET qualifications available in the hospitality, tourism and personal services fields which lead to a wide variety of jobs. In the tourism industry you may choose from travel, international hotel and resort management, and guiding courses. There are also higher-level VET qualifications available at the vocational graduate certificate and vocational graduate diploma levels, which are the equivalent to the graduate certificates and graduate diplomas offered in the higher education sector, but with a more practical focus. Training in the hospitality, tourism and personal services fields has traditionally occurred in the VET sector and many professionals have launched their careers through a VET qualification (Hobsons, 2014). A VET qualification in tourism provides practical training that prepares the graduate for roles at operational and management levels, depending on the level of qualification completed. VET qualifications in hospitality, tourism and personal services are available at TAFE institutes, universities with TAFE departments and also at other private colleges. Due to the practical nature of the tourism industry, industry placements are included in many of the courses in Australia. Skills are a global currency and they are a source of great economic advantage and increasingly 'tradable' (Hobsons, 2014).

Some factors that stand out when observing the differences between VET in Australia and NCV in South Africa are that VET in Australia was traditionally more focused on post-secondary students who had completed Grade 12, but now also includes Grades 10, 11 and 12 as is the case in South Africa. Australia offers apprenticeships or traineeships, with the latter applying more to NCV Tourism because tourism is seen as part of the service industry, and offered for one to two years in Australia, while the official NCV Tourism SSACI and DHET WBE only needs students to be out in the industry for a minimum of 10 days. Thus in Australia more time is spent in the industry as compared to South Africa when referring to NCV Tourism. As with NCV in South Africa, many of Australia's VET institutions are government-funded, especially the apprenticeships. A distinct difference between the two countries is that in Australia vocational qualifications are defined by industry and not by government or training institutions. A trend that can assist South Africa, and is the case in some VET colleges in Australia, is that older VET students are being re-trained to improve their skills due to the fierce competition in the labour markets. This means that an older generation of VET graduates are continuously improving their skills to adapt to the new and ever-changing job market.

2.4.5 The Netherlands

The education system in The Netherlands is divided into two streams: general education and vocational education. General education is from general secondary education to higher professional education. The vocational education stream is from preparatory secondary vocational education to vocational education and training. In The Netherlands, full-time

education is compulsory between ages 4 to 16 years. From 16 to 18 years old students are obligated to attain a starting qualification that is sufficient for entrance into the labour market. Primary education starts at age 4 and lasts for eight years.

After that there are two options for secondary education:

- The first is a theoretical/academic type of education of five years at Hoger Algemeen Vormend Onderwijs (HAVO) (General Secondary Education) or six years at Voorbereidend Wetenschappelijk Onderwijs (VWO) (Pre-university Education). The HAVO offers direct access to the Dutch system of Hoger Beroeps Onderwijs (HBO), Higher Professional Education, colleges with a four-year Higher Vocational Education Programme, leading to a Bachelor's degree. VWO gives access both to these colleges and to the universities (four years, leading to a Master's degree) (Cedefop, 2014:1).
- The second option is to enter the system of vocational education. After four years of initial vocational education at a junior secondary school, pupils can enter the system of secondary vocational education Middelbaar Beroeps Onderwijs (MBO) (Vocational education at secondary level). The MBO offers participants from the age of 16 a choice of over 700 courses, four training levels and two routes towards the final qualification for many varied professions. There is a full-time college-based route that includes work placements and then there is a part-time work-based route which combines part-time education with an internship in the industry (Cedefop, 2014:1).

Secondary vocational education programmes are organised on the basis of the four main sectors of their economy: 1. Engineering and Technology; 2. Care and Welfare; 3. Business; and 4. Agriculture. The enrolment into the colleges of the Higher Vocational Education system (HBO) is open to graduates of HAVO and VWO schools and also to holders of the level 4 qualification in a related field of secondary vocational education (MBO). There are 40 Regionale Onderwijs Centra (ROC) (Regional Training Centres) that cater for the needs of both students and adults wishing to gain a qualification. The work experience is made compulsory to guarantee the relevance of the courses to industry practice (Cedefop,2014:1).

The courses offered are organised along a qualification structure which comprises four levels of training. The students can choose between two learning routes in which students combine work and study: a school-based route (minimum 20% to maximum 60% in practice in a learning company) and a work-based route (minimum 80% in practice in a learning company). In both routes students gain the same diploma. In Dutch VET there are four training levels of different duration (six months to four years):

- VET level 1: training for simple practical work and for entry into the labour market as an assistant worker. There are no formal requirements for entry to this level. The level 1 diploma also gives admission to VET level 2. Programmes in this category last six months to one year.
- VET level 2: basic vocational training to carry out practical work. The level 2 diploma is an entry qualification for the labour market and also gives admission to VET level 3. Programmes last two to three years.
- VET level 3: training to become an independent practitioner able to work independently across a range of activities related to the occupational area. The level 3 diploma gives

admission to VET level 4. It is also an entry qualification for the labour market. Programmes last two to four years.

- VET level 4: middle-management and specialist training able to execute work independently, as a generalist or specialist in an occupational area. The diploma gives access to higher professional education. It is also an entry qualification to the labour market. Programmes last three to four years (EQAVET, 2014).

The senior secondary vocational education path is the one most chosen. It is mostly seen as the end of initial education, completed with an initial qualification. For others, it is regarded as an alternative route to higher professional education. Most students follow the vocational education pathway and although general education is viewed as a superior path, vocational and educational training is The Netherlands' main source of employees to the labour market. The educational design of VET in general is built around the profession and the competences needed for that profession (EQAVET, 2014).

In The Netherlands the challenge is to raise quality and effectiveness of upper secondary VET. Key aspects of this objective are further reduction in numbers of early school-leavers and more students attaining their diplomas at various vocational education levels. Recently, basic skills requirements (language and elementary mathematics) were tightened to improve quality. Central testing of these basic skills is currently being implemented in various forms of education, including upper secondary vocational education. The challenge—related to the design of VET programmes—is to find a good balance between generic key skills with a high transfer value and specific knowledge and skills from different vocations. A further challenge lies in increasing efficiency of upper secondary vocational education, where the following developments play a role: moving towards an all-embracing system of qualifications for secondary vocations and corresponding training courses; reducing numbers of qualifications while ensuring they are widely on offer throughout the Netherlands; and decreasing duration of training, in particular longer courses in upper secondary VET. While emphasis in the first decade of this century was on guaranteeing accessibility of the VET system, principles of efficiency and quality have for the past four years been receiving more attention (Cedefop, 2014:3).

The secondary vocational education for tourism is carried out in the Regional Training Centres (ROCs) by the Middelbaar Toeristisch en Recreatief Onderwijs (MTRO) (Secondary Level Tourism and Leisure Education). Since the Dutch Government allowed ROCs to decide which types of courses they want to offer, there are over 40 ROCs with a MTRO department today. MTRO students are educated from levels 1 to 4 of the qualification structure. Qualification in two areas of tourism is offered: Travel (preparation for jobs with travel agencies and wholesalers) and Tourism Information (for jobs at tourism information offices). The enrolment into Colleges of the Higher Vocational Education System (HBO) is

open to graduates of HAVO and VWO schools and also to holders of the level 4 qualification in a related field of secondary vocational education (MBO) (Hotelmule, 2009).

In 2012 the tourism sector directly supported 464 500 jobs (6.3% of total employment). This is expected to rise by 1.4% to 535 000 jobs in 2023, accounting by that time for 7% of total employment (European Commission, 2014c:2). Currently all training courses have been brought together into one single system of tourism education, jointly designed by employers and educational providers (European Commission, 2014c:3).

When comparing NCV programmes in South Africa with what is offered in The Netherlands, it is clear that employers once again, as in the other countries discussed, work with the educational institutions to determine what qualifications, skills and knowledge the graduates must have to be employable in a specific industry. Closer ties with the tourism industry are needed to improve the South African NCV Tourism programmes. As in South Africa, The Netherlands requires a student to complete an educational level to advance to the next level of education, as mentioned above when explaining the different levels. The Netherlands follows a very similar system to South Africa, the major difference being the input that educational institutions receive from the employer when determining what the content of their curriculum should be. This aspect is especially important to the tourism industry in South Africa and is currently not being done.

2.4.6 United Kingdom

In the United Kingdom VET is offered at most levels of qualification frameworks but the qualifications and credit framework of England and Northern Ireland differs from that of Scotland and Wales.

Schooling is compulsory from 5 to 16 years of age (4 to 16 years in Northern Ireland), and all publicly funded schools must offer the national curriculum. At age 16 most pupils take public examinations, the General Certificate of Secondary Education (GCSE) (level 2) in England, Wales and Northern Ireland, and the standard grade in Scotland (Cedefop, 2005:23). GCSEs are normally taken in a range of single subjects, and a certificate is issued listing the grade achieved in each subject. After completion of compulsory education in secondary schools, young people may choose to continue in school, move to a sixth-form college or a further education (FE) college, enter employment with training such as an apprenticeship, or enter employment without apprenticeship. VET providers include secondary schools, school sixth-forms, sixth-form colleges, further education colleges and higher education institutions. Further education colleges represent the largest group of VET providers offering education to learners who are 16 years or older, including a large number of adult learners (Cedefop, 2005:23).

Students remaining in education at a school or a college may choose between general (academic) and vocational subjects or take a combination of the two. Normally, the upper secondary phase lasts two years, from age 16 to 18 or 19 years. School- and college-based vocational qualifications and pathways are developing.

School-based programmes that combine general academic study with vocational elements exist alongside broad vocational programmes and specialist occupational programmes that may take place both in a school setting and the workplace. VET is offered on a full-time and part-time basis and students may attend training on a block-release or day-release basis from employers or attend evening or weekend learning (Cedefop, 2012/13:1).

There is a well-established system for VET learners in the United Kingdom to progress to higher education (Cedefop, 2012/13:1). The VET system in England, Northern Ireland and Wales are similar but Scotland differs when it comes to the governance, regulations and quality assurance bodies for VET. The VET is under review due to the high youth unemployment rate in the United Kingdom, to improve quality and relevance of VET to labour market needs (Cedefop, 2012/13:3).

In the United Kingdom the tourism industry employs around 2.65 million people, which is approximately 8% of the population. The United Kingdom has a wide range of travel and tourism courses, including vocational training, undergraduate and postgraduate courses. Travel and tourism courses include practical subjects such as 'tourism management', or a more theoretical approach such as 'tourism studies'. Students can also learn skills such as travel agency management and airport operations (Education UK, 2015). The Institute of Travel and Tourism in the United Kingdom regulates much of this training and is a membership organisation to which many tourism companies belong and they advise what colleges and universities should teach in order for the graduates to meet the tourism industry requirements. For students aged 16 and under, many United Kingdom schools offer GCSE qualifications in catering, home economics, leisure and tourism. At further education (pre-university) level, subjects such as travel and tourism may be taken. These academic courses are designed to prepare the graduate for further study at colleges or universities (Education UK, 2015).

When comparing the United Kingdom VET system to that of South Africa, there are many similarities and the same qualification in tourism may be followed at our TVET colleges. South Africa TVET colleges also aim to increase basic literacy and numeracy of students, as in the United Kingdom. The minimum age for compulsory education in the United Kingdom has been increased to 18 years and is the same in South Africa. Both countries strive to ensure high quality vocational qualifications. With the United Kingdom having VET systems in England and Northern Ireland which differ from Wales, and Scotland, there are problems

with governance, regulations and quality assurance. This is not the case in South Africa where the DHET looks after the governance and regulations of TVET colleges and the vocational programmes they offer, and Umalusi which monitors the quality of NCV vocational programmes. VET in South Africa has the support of government bodies, but there is no support from various labour markets and industries to ensure that graduates obtain work placements or apprenticeships within the various sectors of the economy once they have graduated. In the United Kingdom there is good articulation from VET to higher education. This is also true for South Africa although not as good as in some of the other countries discussed. In the United Kingdom there is a significant focus on labour market requirements compared to high quality vocational qualifications. As in South Africa, the United Kingdom also has sectors with skills shortages and encouraging youths into these sectors to do apprenticeships is extremely important (Cedefop, 2012/13:3).

2.5 Link to the NCV (National Certificate Vocational) programmes and tourism in South Africa

In South Africa the VET tourism qualification is known as NCV (National Certificate Vocational) Tourism and the institutions that offer these programmes are called TVET colleges (Technical Vocational Education and Training). South Africa started the NCV Tourism qualification in 2007 with the roll-out of 11 NCV programmes (WCED, 2009:4), while the United States firmly established their vocational education system with the 1963 Vocational Education Act (Encyclopaedia of Education, 2002). There are three types of VET systems globally, namely: school-based education, a dual system and informal training (Eichhorst *et al.*, 2012:1). When looking at the link between NCV Tourism in South Africa and VET tourism programmes in the United States, the United States and South Africa need to change their VET system to decrease their unemployment rate compared to that of European countries which are currently using the dual system where students work for pay several days of the week and spend the rest of the time in the classroom (Goldstein, 2012). In South Africa there are other NCV programmes which do follow the dual system, for example plumbing and electrical engineering, but not in the tourism programmes. When comparing the United States school-based enterprises with TVET colleges in South Africa, only the NCV hospitality programmes work in the college cafeteria as part of an introductory chef course (DHET, 2007a:6). As in the United States, NCV Tourism graduates are able to continue with higher education and complete a Bachelor's degree in tourism. The United States focuses on sending their students to institutions of higher learning, while in South Africa due to the socio-economic situation, most students are not able to afford attending institutions of higher learning (OECD,2014:3). The United States needs a combination of employer and government infrastructure to support employers in taking in young people (Goldstein, 2012) and in South Africa the NSDS III states that there is a need to establish

and promote closer links between employers and training institutions, and between both of these and the SETAs (DHET, 2013b:20).

According to SAQA (2006:26), in most states in the United States VET is provided to fill specific needs for labourers and to provide school early-leavers with appropriate skills training to do specific work or a range of jobs in a certain sector. The emphasis is more on developing workers for a specific occupation than on preparation for a broad vocational area. However, there are generic skills offered which do not limit the learner to only one occupation. The programmes, like the National Certificates Level 2, 3 and 4, also contain life skills learning as well as vocational competencies. However, they are one-year programmes with no certification for learners exiting early.

In likening NCV in South Africa to VET in a country such as Switzerland, the following is apparent: Switzerland has an established VET system with 70% of teenagers participating in the dual system (Educa. Swissheduction, 2013). In South Africa, 6% enter dual training options with industry participation (SASSETA, 2013:8). Switzerland has dual-track VET programmes that allow students to do practical training for three to four days per week at the training company and then do theoretical classes for one to two days per week. However, in South Africa this system does not exist but rather a more theoretical approach (Educa. Swissheduction, 2013). With the implementation of WBE in South Africa, NCV Tourism students now go into the tourism industry but only for a 10-day period; this process started officially in 2014 (SSACI, 2001). According to SAQA (2009:9), a baseline study of South African graduates revealed that employers felt that the knowledge and competencies that graduates should have, may not meet the needs and expectations of current employers. This is not the case in Switzerland, where VET students attend inter-company courses in which they enhance vocational practical skills according to the specific industry they will be entering. The Swiss dual system enables graduates to have gained valuable practical knowledge and skills which meet the requirements of the industry (Educa. Swissheduction, 2013). Switzerland has many VET qualification options for their tourism students whilst South Africa only has an NCV certificate that takes three years to complete (SAQA, 2009:2). Switzerland offers VET programmes that range from two to four years and with their FVB certificate the students gain direct admission to a university of applied sciences (Educa. Swissheduction, 2013). Tourism provides many job opportunities in Switzerland but difficulties are being experienced in attracting a new workforce to the industry (European Commission, 2014a:3). However, in South Africa, due to the high unemployment rate, a larger workforce has to be employed.

In comparing the South African NCV and the dual system in Germany, the following is evident: the dual system in Germany allows students to enter the world-of-work for a specific

number of days per week and attend their VET school as well, and the same applies in Switzerland. Both these countries have a long-standing tradition of the dual model since the medieval times and have a deeply embedded culture of industry training (SASSETA, 2013:5). Sixty percent of young people in Germany participate in the dual system of vocational training, where companies provide practical training for immediate, full-time employment (Germany. Federal Ministry of Education and Research, 2014). German companies invest approximately 23 billion euro per year in VET and the government adds an average of 5.2 billion euro (SASSETA, 2013:4).

According to DHET (2013b:20), in South Africa there needs to be more participation from the various industries and the NSDS III needs to:

Encourage the linking of skills development to career paths, career development and promoting sustainable employment and in-work progression, to create a closer synergy between the world-of-work and our formal education system, to establish and promote closer links between employers and training institutions and between both of these and the SETAs.

In Germany, 61% of VET students participating in the dual system received permanent job offers from the companies for which they worked (BiBB, 2010:15). German training regulations for existing occupations are updated and new training occupations are created to generate new professional fields; thus the dual system of vocational training ensures targeted qualifications and support within the tourism industry (BiBB, 2010:15).

According to SASSETA (2013:12), for South Africa to have a successful dual system such as in Germany and Switzerland, focus is needed on the following:

- Early career guidance and marketing of VET to school leavers to turn around the negative image of vocational education and training; improved access to information on available VET training pathways.
- Urgently revise outdated VET training curriculum with industry participation impacting on quality of VET outcomes;
- SETA support and guidance to medium and small companies for offering learnership and apprenticeship training.
- Establish distinct research and scholarship on VET to ensure informed and evidence-based policy-making.

Germany and Switzerland have the lowest youth unemployment rate across OECD and European Union countries, being 7.9% and 7.5% respectively. In South Africa our youth unemployment rate is 52.9%. Still VET is not a first choice for education in South Africa and is considered a low status qualification (SASSETA, 2013:7-8).

When comparing NCV in South Africa and VET in Australia, the following is evident: Australia has a national body, the Australian Skills Quality Authority (ASQA), which is responsible for

registering training organisations and accrediting courses (ASQA, 2014). In South Africa, SAQA manages the same tasks as ASQA in Australia. Australia wants to ensure that all territories and states have the same standards. According to CISCO Research (2011:1), Australian VET trends link with South African NCV trends in ensuring student retention; better tracking of changing student circumstances (academic, behavioural and financial); and implementing stronger industry partnerships.

The DHET (2013a:12), referring to the White Paper for Post-School education and Training, states that the primary objectives of the DHET are to improve student support services and student accommodation; develop management information systems; strengthen governance; build partnerships with employers and other stakeholders; increase the responsiveness of colleges to local labour markets; improve placement of college graduates in jobs, and create a mix of programmes and qualifications which will meet the varied needs of students.

Australia does not rank high when it comes to industry investment in VET (SASSETA, 2013:4) and like South African NCV, Australia does not follow a dual system. VET Tourism qualifications in Australia provide practical training and industry placements are included in many of the courses (Hobsons, 2014). Australia has traditionally focused more on students who completed Grade 12, however, now there is a focus on younger students who want to enter the VET system. Australia has more industry participation than South Africa and qualifications are defined by industry more than in South Africa (Hobsons, 2014).

The link to VET in The Netherlands, when comparing it to NCV in South Africa, is that in The Netherlands most students follow the vocational education pathway but general education is viewed as a superior path (EQAVET, 2014). This is also the case in South Africa, where vocational education is seen as a low status qualification (SASSETA, 2013:7-8). The Netherlands have 700 courses of VET available and there is a full-time college-based route that includes work placements, and there is a part-time work-based route which combines part-time education with an internship in the industry (Cedefop, 2014:3). In South Africa, TVET colleges have 18 courses in VET available to NCV students (SAQA, 2009:9). In The Netherlands, work experience is compulsory to guarantee the relevance of the courses to industry practice (Cedefop, 2014:3). However, the time spent in the industry in South Africa is extremely short, only 10 days within the three-year NCV Tourism programme (SSACI, 2014:1-77). The Netherlands vocational and educational training supplies most of the employees to the labour market and still there are challenges—namely to raise the quality and effectiveness of VET (Cedefop, 2014:3). This is the current focus of the NSDS III in South Africa as well (DHET, 2013b:21). The Netherlands' VET system has to find a balance between generic key skills and specific knowledge and skills from different vocations (Cedefop, 2014). In South Africa the various industries say they cannot find enough

candidates who are 'ready to work' and who have the necessary 'soft skills' (generic skills) needed to perform entry level jobs (Harambee, n.d.) and this is addressed in the NSDS III (DHET, 2013b:21). When it comes to tourism VET in The Netherlands, all training courses are combined into one single system of tourism education, designed by employers and educational providers. In South African VET secondary tourism education, NCV Tourism is the course offered in one single system of tourism education, not designed by employers and educational providers but rather by government education departments (WCED, 2009:4).

In the United Kingdom the largest group of VET providers are further education colleges which include adult learners (Cedefop, 2005:49). South Africa is similar, TVET colleges are the main providers of VET, especially when looking at tourism VET programmes, called NCV Tourism (DHET, 2007a:5). VET is offered on a full-time and part-time basis in the United Kingdom and students must take time off from the company for which they are working to attend evening or weekend learning classes (Cedefop, 2012/13:3). In South Africa, NCV Tourism and most other VET programmes offered at TVET colleges are on a full-time basis only, focussing mainly on general academic study (SAQA, 2003:1) but in the United Kingdom general academic study is combined with vocational elements (Cedefop, 2012/13:3). Looking at tourism education in the United Kingdom, much of the training is regulated by the Institute of Travel and Tourism and they advise what colleges should teach in order for the graduates to meet the tourism industry requirements (Education UK, 2015). South Africa needs the same at TVET colleges, with much more involvement from the tourism industry to ensure the qualifications are in line with industry requirements (DHET, 2013b:20). In the United Kingdom there is good articulation from VET to higher education (Cedefop, 2012/13:3) and the same is the case for VET students in South Africa (DoE, 2007:7-12).

Table 2.1 below summarises the discussions on the countries studied contained in sections 2.4.1 to 2.4.6.

Table 2.1: Country VET summary

Country	Starting age for VET	Industry involvement in qualification requirement	VET system used	Type of VET educational institutions	Tourism VET qualification offered
SA	Grade 9 qualification (no age limit)	LOW	School-based; informal training	TVET colleges	YES
USA	Start at 15 years	LOW	School-based; informal training	Vocational schools, community colleges	YES
Switzerland	Start at 14 years	HIGH	Dual system	Vocational colleges, polytechnics	YES
Germany	Start at 15 years	HIGH	Dual system	Berufsschulen, Berufsfachschulen, Berufliches Gymnasium.	YES
Australia	Start at 15 years	LOW-MEDIUM	School-based; informal training	Technical and Further Education (TAFE) institutes, adult and community education providers, agricultural colleges, private providers, community organisations, industry skills centres, commercial and enterprise training providers.	YES
The Netherlands	Start at 16 years	MEDIUM	School-based; informal training; Dual system	Middelbaar Beroeps Onderwijs (MBO) Regionale Onderwijs Centra (ROC)	YES
UK	Start at 16 years	MEDIUM	School-based; informal training; Dual system	Secondary schools, school sixth-forms, sixth-form colleges, further education colleges	YES

2.6 Summary

Information provided on the various VET systems, offers a basic outline of the VET systems only. When considered from an international perspective, VET programmes need to be of a high quality, with teachers and trainers, as well as learners, who understand the needs of a modern industry. There are three types of vocational systems around the world: school-based education, a dual system (in which school-based education is combined with company-based training) and informal training. Each country must decide for themselves which will work the best to satisfy their various labour markets. When looking at the VET system in South Africa, a number of important policy shifts in NSDS III are being addressed and implemented. These include: providing greater levels of access to education and training in rural areas; increasing collaboration between the skills system, government and industry; driving skills development primarily through the public education system, and in particular through universities and TVET colleges; and focusing less on numerical targets and more on outcomes and impact of the various VET programmes in South Africa. Learners exiting TVET colleges and programmes funded by SETAs are not, in general, finding work easily. They are often described by employers as lacking the skills needed, the 'soft skills' needed as is the case in The Netherlands, who has one of the best VET systems in the world.

When finding a link between what other countries are doing right and what is lacking in the VET system in South Africa, it comes back to a lack of extended practical workplace experience, workplace learning and internships within the tourism industry to strengthen the NCV Tourism programme from an employer's perspective. Work-based experience is an integral part of any VET qualification and programme design.

In the next chapter, Chapter Three, the South African perspective on NCV is examined and the history of NCV is discussed. The grading and structures of the NCV programme are explored. Graduation requirements, with reference to SAQA documents which explain NCV Levels 2, 3 and 4, as well as entry into higher education, is considered. The NCV Tourism subject curriculum for Tourism Operations is investigated as well as the tourism industry requirements, to assess if the knowledge gained by NCV graduates is sufficient for them to gain entry into the tourism industry. Current problems facing NCV, NCV Tourism programmes currently being offered at TVET colleges as well as tourism qualifications at universities and private colleges areas discussed.

CHAPTER THREE

THE STRUCTURE OF AND REQUIREMENTS FOR VOCATIONAL EDUCATION IN SOUTH AFRICA

3.1 Introduction

This chapter discusses how vocational education first came into existence in South Africa and the acts that were passed to develop vocational education. The structure of the current vocational education bands in South Africa and how tourism education is managed is also discussed. Quality requirements for various vocational courses are discussed as well as tourism VET and entry requirements into tertiary education. Requirements needed to be successful in an NCV tourism courses are discussed as well as assessments for the awarding of a National Certificate in tourism education. Focus is given on what the tourism industry requirements are for graduates and if that aligns with the current curriculum for a specific NCV tourism subject, namely Tourism Operations. Current problems and challenges facing the TVET college sector are also discussed. However, there does not appear to be any literature, apart from Papier (2010) which advocates vocational teacher-education in South Africa, especially for the tourism industry.

To understand NCV it is necessary to look at how vocational education first came into existence in South Africa. Vocational education (also known as vocational education and training or VET) focuses on providing education that prepares an individual for a specific trade. VET is not considered to fall under the traditional definition of higher education, but based more on an apprenticeship programme. During the late 20th century general vocational education had become a lot more diverse from skills trades, such as plumbing and panel beating, and now represents industries such as services, retail, tourism, and information technology (Wikipedia, 2014).

The vocational system is as old as the early apprenticeship systems of colonial times. South Africa also inherited a colonial system of VET, based on a British model. Following the Apprenticeship Act (Act No. 26 of 1922), the technical college sector developed at a rapid pace, providing theoretical training for those already doing practical, on-the-job learning during apprenticeships. During this time the college sector was tightly aligned with the needs of specific industries, such as building, manufacture and the mining industry. Unfortunately, this system did not enjoy much support and by the second half of the 1980s the number of qualified apprentices began to fall (DoL, 2008:43).

The first Further Education and Training (FET) Act (Act No. 98 of 1998) was passed in October 1998, to establish a nationally co-ordinated training system for further education. A very important moment in the transformation of the FET sector was the release of a

document entitled *A new institutional landscape for public further education and training colleges* in August 2001 by the Department of Education, which resulted in 152 technical colleges in the country being reduced to 50 FET colleges (HSRC, 2005:107).

In 2007 National Technical Education (NATED) courses offered by FET colleges were phased out and replaced with the National Certificate Vocational courses (NCV) (DHET, 2006:10-11). McGrath, Akoojee, Gewer, Mabizela, Mbele and Roberts (2016:85) see the role of vocational education and training as a method to address the challenges with a range of stakeholders. NCV courses now contained a new curriculum prepared for FET colleges around the country, and gave Grade 9 students an alternative to the academic Grades 10, 11 and 12, named Levels 2, 3 and 4 in the FET sector, which meant that those students could obtain a National Certificate once they had completed Level 4, the equivalent to a Matric (DHET, 2006:4-5). Papier (2010) analysed recent (2010) policies for FET lecturer-education to meet the tourism industry's demands for relevant education and training to meet their needs. These NCV programmes were designed to incorporate both theory and practice, where learning of a practical skill on its own was not sufficient to meet the workplace challenges of the 21st century—and the ability to think logically and solve problems is an important requirement for any job. NCV offers a strong practical focus with more hands-on training and practical experience opportunities than was available through the former N1 to N3 NATED programmes which have now been phased out (DHET, 2006:7-9, 10-11).

According to TVET Colleges (n.d.), the South African education system fundamentally has three broad bands. These are referred to as Basic Education (essentially the first 12 years of school education); Technical Vocational Education and Training (comprising vocational and occupational education and training offered at colleges, and sometimes as the last three years of basic school education); and Higher Education (universities and universities of technology). All of the abovementioned educational institutions have their qualifications regulated by the South African Qualifications Authority (SAQA). The South African government is concerned about the relationship between education and preparation for work, and views the FET band as being a way for bridging this perceived gap (Dougherty & Lombardi, 2016:326).

SAQA is a statutory body regulated in terms of the National Qualifications Framework Act (Act No. 67 of 2008) and they aim to advance the objectives and oversee the implementation of the South African National Qualifications Framework (NQF) which is a set of principles and guidelines by which records of learner-achievement are registered to enable national recognition of acquired skills and knowledge, thereby ensuring an integrated system that encourages lifelong learning (SAQA, 2015).

Table 3.1 below lists the 10 NQF levels and these levels are divided into bands. Levels 1 to 4 equate to high school Grades 9 to 12 or vocational training; levels 5 to 7 are college diplomas and technical qualifications, and levels 7 to 10 are university degrees.

Table 3.1: NQF Levels (Wikipedia, 2015)

Levels	Designation
1	Grade 9
2	Grade 10 and National (vocational) Certificates Level 2
3	Grade 11 and National (vocational) Certificates Level 3
4	Grade 12 (National Senior Certificate) and National (vocational) Certificates Level 4
5	Higher Certificates and Advanced National (vocational) Certificates
6	Diploma and Advanced Certificates
7	Bachelor's Degree and Advanced Diplomas
8	Honours Degree, Post Graduate Diploma and Professional Qualifications
9	Master's Degree
10	Doctor's Degree

The extracts below are taken from various educational Acts which state specific requirements for State and private educational institutions, and the qualifications required. Failure to comply with these legal requirements will cause the institutions and/or the qualifications to be excluded from the South African educational arena.

- In terms of the National Qualifications Framework Act, 2008 (Act 67 of 2008 (the NQF Act), the National Qualifications Framework (NQF), which is the system into which the South African qualifications and part qualifications are organised and recorded, is divided into three (3) subframeworks. Each subframework is the responsibility of a Quality Council. The three Quality Councils (QCs) are: Council on Higher Education (CHE) responsible for higher education qualifications (Levels 5-10), Umalusi responsible for general and further education and training qualifications (Levels 1-4) and the Quality Council for Trades and Occupations (QCTO) responsible for trades and occupations qualifications (Levels 1-10). Among others, these QCs are responsible for accreditation of qualifications falling within their subframeworks as well as accrediting private institutions that wish to offer their qualifications (DHET, 2014a:2).
- The Higher Education Act, 1997 (Act No. 101 of 1997) (the HE Act) and the Further Education and Training Colleges Act, 2006 (Act. No. 16 of 2006) (the FETC Act) require

that private institutions be registered with the DHET to operate legally, over and above being accredited by the HEQC (CHE) and Umalusi respectively. Therefore, accreditation of qualifications and the ability of the institute to deliver the qualifications for private higher education institutions (PHEIs) and private Further Education and Training (FET) colleges is a means towards registration and it does not represent or replace registration for them (DHET, 2014a:2).

- In the likely event that a private institution offers qualifications from the three subframeworks, it has to satisfy in respect to a specific qualification the requirements of that Quality Council that relate to any one of the three Acts: HE Act, FETC Act and SD Act (DHET, 2014a:2).

3.2 Tourism courses in the Western Cape

Tourism courses are offered at a number of Western Cape educational institutions, such as:

- 1) Cape Peninsula University of Technology (CPUT)

According to CPUT (2015), the following tourism courses are offered through the Department of Tourism and Events Management:

- National Diploma (ND) Tourism Management
- Baccalaureus Technologiae (B.Tech) Tourism Management, and Events Management
- Magister Technologiae (M.Tech) Tourism and Hospitality Management
- Doctor Technologiae (D.Tech) Tourism and Hospitality Management

The National Diploma (ND) can be done in three years on a full time basis or over four years as a part-time course. Once the ND has been successfully completed, the B.Tech qualification can be done as a fourth or fifth year on a full time or part-time basis only. The subjects focused on in the three-year full time ND course in Tourism Management are: Tourism Development, Travel and Tourism Management, End-User Computing, Travel and Tourism Practice, Communication, Event Management, Tourist Guiding, Tourism Educational, Tourism Marketing.

The ND is management-orientated with a strong emphasis on entrepreneurship and ensuring that students have the necessary practical skills and experience when they enter the tourism job market. Once the ND is completed another year needs to be completed, full or part time, to complete a B.Tech qualification, which focuses on the sustainable development of the events industry.

B.Tech will be phased out in time but at this stage CPUT is still evaluating whether they will be in a position to offer the Advanced Diploma course. However, the B.Tech qualification remains until the Advanced Diploma and Post Graduate Diploma is introduced (Ohlhoff, 2016).

2) University of the Western Cape (UWC)

According to UWC (n.d.), the following tourism courses are offered through the Department of Geography, Environmental Studies and Tourism:

- Bachelor of Arts (B.A.) in Tourism
- B.A. Honours in Tourism
- Master of Arts (M.A.) in Tourism
- Doctor of Philosophy (PhD) in Tourism

This course at UWC aims to educate students on structural, management, marketing and policy matters related to the tourism industry, as well as to produce informed, knowledgeable graduates who understand the importance of tourism in the 21st century. Special focus is placed on the understanding of inter-cultural, linguistic, environmental and development issues in the South African tourism industry. The aim of the course is to ensure that students are in a position to demonstrate a theoretically-based and practically sound level of competence for employment as researchers, educators, policy-makers, tourism officers, analysts, tourism planners and programmers, travel agents, tourism managers, and other tourism entrepreneurs.

3) University of Cape Town (UCT)

According to UCT (n.d.), the following course is offered in the School of Management Studies:

- Postgraduate Diploma in Tourism Management (UCT, n.d.).

The postgraduate diploma in Tourism Management is vocational in nature and aims to provide generally educated graduates with a combination of general business management skills and specialised knowledge of the tourism industry. This programme is designed to meet the educational requirements of future managers and executives within the tourism industry.

4) Private colleges

According to the DHET (2014a:22, 24, 54), private colleges offer the following courses:

- Durbanville College – Diploma in Travel and Tourism
- Damelin College – Diploma in Travel and Tourism
- Prestige Academy – Diploma in Tourism Management

Durbanville College offers a two-year programme to obtain a Diploma in Travel and Tourism. Differences between universities and universities of technology, as well as TVET colleges, are the duration of the courses and subjects such as: Workplace English, Pastel Processing and Pastel Intermediate during year 1, and E-Commerce in Business and Human Resources in year 2. These are not part of the curriculum at the other educational institutions. Durbanville College intends for their graduates to find employment in the various primary employment sectors: accommodation/hospitality, distribution channels, (travel facilitators, e.g. travel agents), transportation (e.g. airlines), attractions/resources and destination planning, management and co-ordination (e.g. regional tourism organisations), and marketing.

Damelin offers a three-year course with a structure that is similar to those offered at TVET colleges and which includes 160 hours of working within the tourism industry to graduate. They are focused on ensuring that their graduates learn how to undertake travel and tourism operations such as the management of cultural and natural resources, how to effectively co-ordinate travel and tourism activities, manage events and develop entrepreneurial skills to start your own enterprise.

Prestige College offers a three year Diploma in Tourism Management that is similar to those offered at a TVET college and which focuses on theoretical as well as practical elements. Their programme allows graduates to specialise in various sectors of the tourism industry. Students have to enter the world-of-work for a minimum of 700 hours to qualify for the diploma.

Table 3.2 below lists three Western Cape TVET colleges and the courses that they offer.

Table 3.2: Western Cape TVET colleges and courses offered

College	Courses	Comments
Northlink College	National Certificate (Vocational) (NCV) Travel and Tourism Level 2 – 4 National Diploma (ND) Tourism N4 – 6 City & Guilds Diploma in International Tourism (Northlink College, n.d.).	Various campuses offer either NCV qualifications or ND qualifications; the ND qualification is vocational in nature and aims to prepare students for the study of tourism as a broad and dynamic economic sector. It encourages learners from diverse backgrounds to understand the industry and how it functions. A total of 18 months practical experiential training within the tourism industry is required to obtain the National Diploma. Students may exit after successfully completing the 1st year with an International Certificate or continue with the International Diploma in year 2 and 3 (City & Guilds)(Northlink College, n.d.).
College of Cape Town	National Certificate (Vocational) (NCV) Travel and Tourism Level 2 – 4 National Diploma (ND) Tourism N4 – 6 UNISA Higher Certificate: Tourism Management Level 5 (College of Cape Town, n.d.).	College of Cape Town, like Northlink College, offers both NCV and National Diploma N4-6 courses. College of Cape Town wants to ensure that these courses help their graduates to acquire good interpersonal and communication skills, a dedication to quality and good service. Students are thus equipped with the necessary knowledge, practical skills, competence and understanding required for successful employment in the Tourism industry. The duration of their N4-N6 National Diploma course is 18 months (6 months per level, N4-N6) full-time only (College of Cape Town, n.d.).
Boland College	National Certificate (Vocational) (NCV) Travel and Tourism Level 2 – 4 National Diploma (ND) Tourism N4 – 6 City & Guilds Diploma in International Tourism (Boland College, n.d.).	Boland college offers NCV at their various campuses as well as the National Diploma in Tourism. This programme aims to produce graduates with the necessary knowledge and skills for a career in tourism with the focus on the travel sector. Once students have completed the 18 months theoretical component, they must complete an 18 month practical component by working in the tourism industry. This ensures that students are well prepared to face the world-of-work as an employee in the tourism industry (Boland College, n.d.).

3.3 National Certificate Vocational requirements

In 2012, with the passing of the Further Education and Training Colleges Amendment Bill, a process was started to change the name from FET colleges to Technical, Vocational Education and Training (TVET) colleges. This was confirmed with the release of the *White Paper on Post-School Education and Training* (DHET, 2013a:12). For the purpose of this study, the focus is on the National Certificate (Vocational) Travel and Tourism qualification only. Oketch (2007:220) debated the need for vocational education versus general education

(especially in Africa) in the development of the knowledge and skills identified as the minimum requirements for employment in the South African tourism industry.

According to SAQA (2006:1), the National Certificate Vocational requirements are as follows:

NCV programmes are of a year-long duration (per level) allowing enough time to provide thorough practical and theoretical learning. The NCV programmes also help students to develop the skills to become competent in problem analysis, reading, writing and logical thinking.

This qualification consists of fundamental and vocational components:

A) Fundamental component

- Language: In one of the eleven official languages provided for by the South African Constitution (Act No. 108 of 1996), provided that the official language chosen is offered at least on First Additional Language level, provided further that the language is the language of learning and teaching (LOLT) of the FET college/provider.
- Mathematics or Mathematical Literacy.
- Life Orientation.

Fundamental subjects thus account for three subjects in total as mentioned above, but Life Orientation has two components namely, life orientation and computer practice. The minimum percentage needed to pass these fundamental subjects is 40% for the language and each component of Life Orientation and 30% for Mathematics or Mathematical Literacy.

B) Vocational component

This component will define the qualification and the specific industry to which qualification relates. It consists of subjects relating to that specific industry. Students have to complete four subjects at each level because it is based on continuous learning, and therefore the student will build on the knowledge gained in Levels 2, 3 and 4. These subjects remain the same from Level 2 to Level 4 and provide students with a thorough practical and theoretical knowledge based on the requirements for a specific industry. Each vocational subject requires a minimum of 50% to pass.

To graduate and obtain an NCV Tourism Certificate from the FET college where the student follows the three-year course, a student must successfully complete Levels 2, 3 and 4. Level 1 is an entry level only for students who have not completed Grade 9, but this is no longer offered at most FET colleges within the Western Cape due to the low pass rate for the Level 1 examinations. The main entry level for students wanting to do NCV is therefore a Grade 9 or equivalent qualification, if the students are from Adult learning centres or from other countries (SAQA, 2006:3).

The above summary illustrates what a potential student needs to have as a minimum requirement to enlist for the NCV Tourism programme as well as for which fundamental and vocational subjects they will be registered. The fundamental components will thus involve three subjects namely: English First Additional Language, as well as mathematical literacy and life orientation, with the vocational component being four tourism subjects, namely: client services and human relations, tourism operations, science of tourism and sustainable tourism. The minimum percentage needed to pass the various subjects is also discussed as well as the duration of the NCV programmes.

A detailed document from the SAQA website explaining the regulations relating to Level descriptors for Levels 1 to 4 of the NQF is contained in Appendix P.

Appendix Q provides a description of the following:

- All the NCV programmes offered and the four vocational subjects relating to each;
- The credits values of each subject;
- The requirements to qualify to gain access to the NCV Level 2 programme; and
- The requirements for NCV Tourism students to graduate and receive their NCV Level 4 certificate (Equivalent to Matric/Grade 12).

3.4 Assessment for the awarding of the National Certificate

NCV Levels 2, 3 and 4 are done through both internal and external assessments and to obtain a Level 4 NCV Travel and Tourism certificate certain assessments need to be completed. Each of the internal and external assessment components carries a specific weighting in the various fundamental and vocational components which gives a detailed description of the weighting of vocational subjects). To provide a short summary, the internal continuous assessment (ICASS) mark weight is 50%. The external examination is 70% and the internal summative assessment (ISAT) 30%, which totals 100%, which is worked back to 50%. The ICASS, the external examination and ISAT marks are then added together to obtain a final mark out of 100%. (50% (ICASS) + 50% (external exams and ISAT).

3.4.1 Internal assessment

The internal assessment is conducted by accredited FET institutions, the outcomes of which count towards the achievement of a qualification. Internal Assessment thus refers to FET-College-Based Assessment or Site-Based Assessment, or ICASS Internal Continuous Assessment (Appendix R). The ICASS comprises two tests done as part of a March and June test series and two projects done throughout the year, plus an internal examination in September and each of these instruments (five in total) count towards their year mark, also known as the ICASS mark.

All practical projects are based on the specific industry students are studying and should be researched-based in order for the students to fully comprehend what the specific industry requirements are.

The ICASS mark (internal assessment) will count towards the final result with the ISAT and November external examination (external assessment) marks also counting a certain percentage each towards the final result for the specific NCV level. Internal assessment instruments, ICASS instruments (the two tests and two tasks as well as the September internal examination) is set out during a annual focus group meeting that is held by the Western Cape Education Department to divide the work of setting these assessment instruments for the specific vocational subjects amongst the Western Cape FET College lecturers. This ensures high quality assessment instruments so that duplication does not occur. This is not currently done in other provinces.

The results of the five internal assessments (ICASS) are presented in a portfolio of evidence (POE) which is compiled for each student and which is then moderated by Umalusi. Each year Umalusi inspects the quality of these assessments and moderates the portfolios (SAQA, 2006:24).

To clarify the above, the internal evaluation refers to the two practical assessments/tasks, two tests and one internal September examination done at the educational institution each year (also called internal continuous assessment or ICASS).

The two practical assessments/tasks are weighted at 50% (25% each) which represents 25% of the final subject mark. These tasks play a central role in expressing the vocational nature of the NCV qualification due to fact that the student must demonstrate the practical application of the theoretical knowledge. The two tests are weighted at 20% (10% each) and the internal September examination is weighted at 30%. The two practical tasks are in the process of being standardised to ensure a uniform standard across all institutions. DHET developed two standardised practical tasks for the ICASS component for each of the four vocational subjects on NCV Level 3 for piloting during the 2016 academic year. The same approach will be adopted for NCV Level 4 vocational subjects in 2017, followed by NCV Level 2 (DHET, 2016c). In the College Curriculum Committee (CCC) meeting held in March 2016 it was noted that all NCV practical assessments would be standardised in three years' time; in 2017 all NCV assessments will be set by colleges (non-standardised) except the internal September examination and June tests which would remain standardised. The practical assessment tasks for NCV Level 2 would be set by colleges (non-standardised) in 2017 and the internal examination for Tourism would be standardised for Semesters One and Two (WCED, 2016).

3.4.2 External assessment

As mentioned in SAQA documents, the external assessments (ISAT and November exams) at Levels 2 and 3 are marked by the FET college NCV Tourism lecturers and set up by the Department of Education (DoE). Level 4 external assessments are set by the DoE but the November exams are marked externally and moderated by Umalusi and/or an appropriate Education and Training Quality Assurance (ETQA). The functions of the external assessment body are delegated by the Umalusi Council for this purpose in terms of section 28(2) of the General and Further Education and Training Quality Assurance Act, 2001(Act No. 58 of 2001) (SAQA, 2006:25).

The external assessment consists of an ISAT (internal summative assessment), which is the practical part of the external assessment and the final November external examination, which is the written component. Each component with the internal assessment (ICASS) represents a certain percentage towards the student's final mark to determine whether they pass or fail the Level.

To clarify, the external evaluation refers to the internal summative assessment (ISAT), which is a research project, as well as the external November examination.

3.4.3 Weighting of internal and external assessments

According to SAQA (2006:25), the relative weighting of internal and external assessments for the purposes of awarding the National Certificate Vocational at Level 4 are:

ICASS internal assessment is 25%, ISAT and the November written external examination is 75%. To determine the final percentage mark for a student the two assessment marks are combined. This method also applies to Levels 2 and 3. To pass each internal or external assessment in each vocational subject a student must obtain a minimum of 50% in each.

The above refers to how the various assessments (tasks, tests, ISAT and examinations) are implemented in educational institutions as well as the percentage allocations and weightings of the internal as well as the external assessments.

3.5 Post-NCV Level 4 graduation

Once students graduate from NCV Level 4 some may qualify for admission to a university of technology (UoT) to continue their studies at a higher level in the same field as they studied at a TVET College. These students would need to pass their NCV Level 4 with the following criteria and according to the DoE (2007:6), the Further Education and Training Act (Act No. 16 of 2006) stipulates that a National Certificate Vocational, Level 4 shall be awarded to a learner who has complied with the following promotion requirements:

- Obtained at least 40% in the official language;
- Obtained at least 30% in Mathematical Literacy or Mathematics;
- Obtained at least 40% in Life Orientation; and
- Obtained at least 50% in each of the four Vocational Component subjects.

Meeting these criteria offers the learner access to learning in the higher education band, provided the learner meets the specific requirements for higher education study in terms of subject combinations and levels of achievement, as laid down by the body issuing such requirements. According to the Higher Education Act of 1997 there are minimum admission requirements for Higher Certificate, Diploma and Bachelor's Degree programmes requiring a National Certificate Vocational at Level 4 of the National Qualifications Framework, namely:

Higher certificate:

Subject to institutional admission requirements, the minimum admission requirements to a Higher Certificate are (a) a National Certificate Vocational Level 4 issued by the Council for General and Further Education and Training, and (b) compliance with the requirements for the language of learning and teaching in the higher education institution (DHET, 2009a:9).

Diploma:

Subject to institutional requirements, the minimum admission requirement is a National Certificate Vocational Level 4 issued by Council for General and Further Education and Training. In addition, a student must (a) achieve at least 50% in three fundamental subjects including the language of learning and teaching in the higher education institution, (b) achieve at least 60% in the three compulsory vocational subjects (DHET, 2009a:9).

Bachelor's degree:

Subject to institutional admission requirements, the minimum admission requirement to a Bachelor's Degree programme is a National Certificate Vocational Level 4 issued by Council for General and Further Education and Training. In addition, a student must (a) achieve at least 60% in three fundamental subjects, including the language of learning and teaching in the higher education institution, (b) achieve at least 70% in four vocational subjects, chosen from the NCV Level 4 subjects (DHET, 2009a:9).

Such access is, however, subject to the specific admission requirements of the individual institutions offering learning programmes in higher education, for example:

Cape Peninsula University of Technology (CPUT)

According to CPUT (n.d.), for all National Higher Certificate and Diploma courses, NCV students must reach a minimum of:

- Rating 3: 50-69% in all four vocational subjects (Tourism Operations, Sustainable Tourism, Science of Tourism, and Client Services and Human Relations)
- Rating 2: 40-49% in Mathematical Literacy
- Rating 2: 40-49% in English First Additional Language (CPUT, n.d.).

By way of comparison, the entry requirements of two institutions of higher education outside the Western Cape study area are:

University of the Witwatersrand (WITS)

WITS (n.d.) states that the minimum legislative requirements for an NCV graduate to obtain admission to a Bachelor's degree include the achievement of:

- Three fundamental subjects between 60-69% (English First Additional Language and Mathematical Literacy and Life Orientation)
- Four vocational subjects between 70-79% (Tourism Operations, Sustainable Tourism, Science of Tourism and Client Services and Human Relations)

UNISA

According to UNISA (n.d.) the minimum requirement for admission to higher education to obtain a diploma or bachelors' degree is 60% - English Language requirement.

3.6 Potential employment for NCV graduates

NCV graduates not only gain access to higher education, but NCV studies are aimed at assisting graduates in finding employment.

According to (Keyser 2009: 321-322), there are three types of employment in the tourism sector available to graduates, namely:

- **Direct employment** refers to all the positions filled in a tourist facility. This ranges from the general manager at hotels to the gardener in the maintenance team and all the employees who are in direct contact with tourists or directly affect their experience. Companies that provide direct employment in the tourism industry include airlines, cruise lines, travel agents, attractions, accommodation providers, tour operators, and tourism information offices.
- **Indirect employment** refers to employment linked to goods and services which are provided to tourism operations by different companies. The list may include vehicles; company logo design; sign writing on the vehicle; brochure design and printing; website design and maintenance; accounting services; and equipment such as picnic baskets, hot water flasks and reference books about the destination. Companies that provide indirect employment are those that serve and support direct tourism employment companies. These companies include construction firms, convention centres, and other tourist facilities, aircraft manufacturers and suppliers of catering equipment.
- **Induced employment** refers to tourism employment which results from tourism spending. A general increase in tourism at a destination will stimulate growth of employment in other areas, such as retail, schools and municipal authorities.

3.6.1 The tourism industry

Tourism is one of the fastest growing economic sectors in the world and with communications' technology and air travel, the world is becoming more accessible to all people. South Africa is a long-haul destination for most international visitors but we get most of our visitors from our own region, the Southern African Development Community (SADC), with the largest number of visitors in 2014 coming from Mozambique. South Africa has a unique history, vibrant cultures and a bounty of natural assets. Tourism is a service sector comprising an experience and not the purchase of a physical product or item. According to the United Nations World Tourism Organisation, 1.1 billion people travelled abroad in 2014, a 4.7% increase over the number of people who travelled in 2013 (NDT, 2015a:3). In South Africa we received 9 549 236 international visitors in 2014, a 6.6% increase on 2013 visitor arrival numbers. The countries from where we received the most visitors are the United Kingdom, Germany and the USA (NDT, 2015a:3). The largest growing international market for South Africa when it comes to tourist arrival numbers is China, an 85.6% increase in 2015 compared to 2014, as seen below in Figure 3.1.

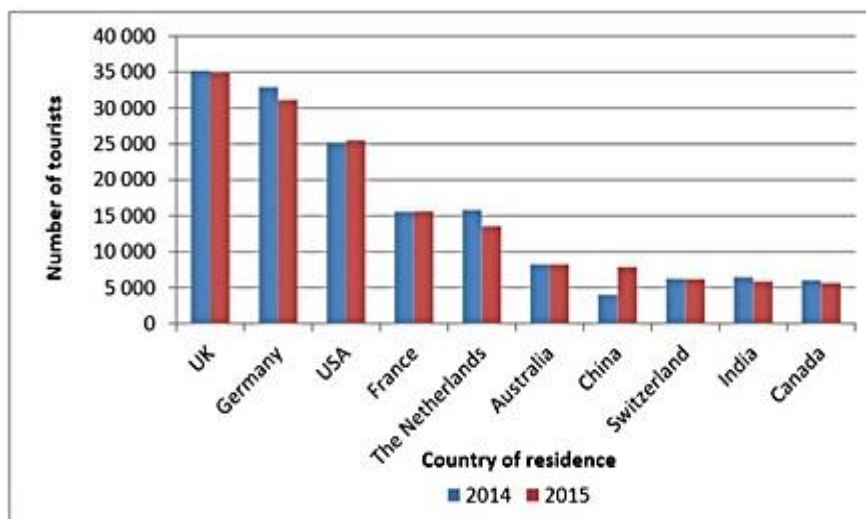


Figure 3.1: Tourism arrival statistics Oct 2014 to Oct 2015 (Smith, 2016)

Tourism's contribution to the Gross Domestic Product (GDP) of South Africa until 2013 were assessed and the following statistics are based on all 'arrivals'. Tourism's direct contribution to the GDP was R103.6 billion in 2013, increasing from R93.5 billion in 2012. The industry's contribution to total GDP remained stable at 2.9% for both years. Domestic visitors contributed 57% (R124.7 billion) of total tourism spend in 2013, while international visitors contributed 43% (R94.2 billion). Total tourism spend in 2013 was R218.9 billion, an increase of 9.7% from R199.4 billion in 2012. Rising visitor numbers and increased spending is bound to influence employment within the industry. The number of persons employed in the tourism

industry increased by 9 854, from 645 755 persons in 2012 to 655 609 persons in 2013. The tourism industry employs about 4.4% of all employed persons in South Africa (NDT, 2015a:10).

Graduates can seek employment in various subsectors within the tourism industry, namely: accommodation, transport, tourism services and attractions. This offers an idea of what type of employment is available to all graduates and which sectors within the tourism industry should be approached to give students valuable practical experience before they graduate, as part of the Work Integrated Learning (WIL) initiative, which will be discussed in detail later in this chapter. The National Department of Tourism (NDT, ex-DEAT) committed to creating 225 000 jobs and increasing tourism economic contribution to the GDP by R499 billion by 2020 (NDT, 2011a).

3.7 Tourism industry employment requirements

Individual tourism organisations in South Africa should have their own set of preferences concerning criteria or requirements for employing new staff. When the Sector Education and Training Authorities (SETAs) were established there were insufficient common regulations and each specific SETA operated in isolation. The tourism SETA is the Culture, Art, Tourism, Hospitality and Sport Sector Education Training Authority (CATHSSETA). The main focus of the SETAs must be training at the workplace and the facilitation of partnerships between employers and educational institutions, and to do this SETAs must become skills experts for their sectors. The alignment of the labour market to education remains very important to skills development (Nzimande, 2015:4-5).

Employers complain that they cannot find enough candidates who are 'work ready', either because they score poorly in numeracy and literacy or they lack technical skills or they have never had the opportunity to improve on their 'soft skills' (professional attitudes and behaviour) (Harambee, n.d.). Harambee indicates that if a young work-seeker in South Africa finds and keeps a job for more than one year, they are highly likely to remain in sustained employment. Prior work experience is the determining factor in how likely a person is to gain formal employment, which means millions of youth are now caught in the vicious cycle of not having experience and unable to gain experience. Harambee has a youth employment accelerator programme that partners with prospective employers/companies to help graduates find and prepare for entry level jobs (Harambee, n.d.).

This research embarks on an investigation of individual tourism-related organisations' preferred criteria for employment, focusing on the tourism retail, wholesale (services) and the transport sectors, because tourism is first and foremost a service industry. Dealing with the public and providing customer service is an integral part of any tourism industry job, no

matter into which segment it might fall. The primary tourism industry requirements, according to Gostudy South Africa (n.d.) are as follows:

- Ability to work with all kinds of people;
- Good communication skills;
- Excellent knowledge of South Africa's places of interest, geography, its unique history, politics, and flora and fauna (inbound tour operators), and knowledge of world geography (outbound tour operators);
- Organisational skills; and
- Must be able to deal with stressful and unexpected situations.

Different sectors within the tourism industry have their own requirements for new employees.

The following three examples are appropriate:

- Wardah Smith, human resources official at Club Travel (retail tourism sector, corporate division) said their requirements for new employees are a Global Distribution System (GDS) certificate as well as three years' experience in the tourism industry (Smith, 2015).
- According to Flight Centre (retail tourism sector, leisure) the following requirements are essential: two years' experience in a target-driven sales environment/customer service, international travel experience (an advantage), a good academic record (Matric essential), passion, persistence and ambition, being a confident sales person, great people skills and outstanding customer service with strong computer literacy (Flight Centre, n.d.).
- Thompsons Tours (wholesale tourism sector) requires three years' experience in selling holiday packages in a leisure or tour operator environment, as well as being a customer/service-centred individual who must be able to work in a target-driven environment, have excellent global geography knowledge, must be able to work on a GDS, and to have travelled internationally is a benefit (Thompsons Tours, n.d.).

The National Department of Tourism (NDT) has contracted the Human Sciences Research Council (HSRC) to conduct a review on the Tourism Human Resource Development (THRD) strategy which includes undertaking a tourism sector skills audit. The overall purpose is to facilitate a consultative and participatory research process to develop the new THRD strategy and implementation plan for the period 2016–2026. The roundtable discussion was arranged by NDT in collaboration with the Culture, Art, Tourism, Hospitality and Sport Sector Education Training Authority (CATHSSETA), with the support of provincial Tourism departments and was facilitated by the HSRC. One of the objectives of this research is to identify specific workforce skills needs and gaps in the tourism sector which will include a skills audit and supporting survey. During the roundtable discussion on the above THRD strategy, provincial tourism stakeholders were invited to discuss how the tourism industry views tourism qualifications. TVET college, Higher education institutions, tourism industry employers and stakeholders attended the discussion (NDT, 2016).

It is of concern to tourism educational institutions that none of the organisations canvassed required a tourism qualification to work at the organisation. The vast majority of NCV Tourism graduates would not have had any prior tourism industry experience except for the Work-Based Experience (WBE), also called Work Integrated Learning (WIL) that they would have done as part of the Swiss South African Co-operation Initiative (SSACI) and DHET initiative, and therefore are immediately at a disadvantage when seeking work in the tourism industry. The curriculum for the subject Tourism Operations Level 4 as indicated in Appendix S, refers to exchange rates, conversion of various currencies as well as itinerary planning to name only the most important topics, but are not relevant to what the tourism industry requires from new employees, with the exception of tour operators who deal with itinerary planning on a daily basis. As indicated above, the industry needs customer-centred individuals with a good knowledge of a GDS as well as computer skills and geographical knowledge. GDS systems are costly to implement in a college environment, take up valuable teaching time and need highly qualified lecturers to teach the systems to students. New employees within the tourism industry must be confident in their abilities because they will be required to learn most of their new skills on the job.

The WBE initiative was introduced by the SSACI and piloted at TVET colleges in the Western Cape in 2014. This allows Level 4 students to enter the tourism industry and experience workplace-based experience, with the main aim being to open pathways to skilled employment for young South Africans. The roll-out of this initiative for NCV Tourism students took place in the June 2014 school holidays, over a 10-day period, and was spearheaded in the Western Cape by the DHET, before being implemented in the other eight provinces in following years (SSACI, 2014:1-77). The intention of WBE is to align the NCV curriculum with the needs of industry and to develop a long-term co-operation between colleges and companies. This is a way to encourage colleges and companies to talk to each other and improve student employability in the long term. WBE prepares students for the workplace so that the student is more employable and understands the industry needs once they have completed their NCV course. In this way the company benefits as they can identify potential employees, and contribute to curriculum development by noting what students lack when they are in the workplace and making important inputs. Students will thus understand the needs of the industry they want to enter and they will be able to translate theoretical knowledge into practical application (Roopnarain, 2011:10).

Vermaak (2012:17) holds that WIL is a component of WBE. WBE was implemented for both educators and students to enter the job market to improve their skills and knowledge. According to a speech made by Minister Nzimande, WIL was launched in 2013-2014 and WIL is a critically important initiative to achieve access to education, followed by the quality and relevance of programmes delivered. Quality and relevance are directly measured by the

interest shown by industries in selecting TVET students for employment, and if students are unable to be employed after their studies then their education becomes meaningless (DHET, 2014b:3). WIL for students involves learning with the aim of implementing skills that were covered in the subject curriculum whilst in the workplace. WIL for lecturers involves more than just practical application of skills learnt whilst working in the industry and includes how to use the theoretical components learnt to improve classroom teaching practice (van der Bijl & Taylor, 2014:30).

During an interview with Riaan Hoffman who is the manager for New Business, Resources & Placements at Northlink College, he commented that Northlink College takes a serious stand on WIL in terms of an industry needs perspective and that ongoing relationships need to be built with industries to place students for WIL (Hoffman, 2016). Northlink College uses an Integrated Tertiary Software (ITS) administration system to build a database into which they can download graduate information, track placements and from which to draw reports. In terms of WIL, Northlink College does corporate placements, where they find work for the students or self-placement is done where the student sources their own placement for WIL. Northlink College arranges networking sessions with prospective employers and nurtures relationships with industries that relate to the various programmes offered at Northlink TVET college. According to Hoffman (2016), TVET colleges in the Western Cape are taking WIL and the placements of their students very seriously, knowing that the benefit to the student to experience the world-of-work is of utmost importance (Hoffman, 2016).

Further initiatives to improve the skills of NCV students and their ability to enter the workplace is the collaboration between The City and Guilds organisation (one of the world's leading vocational education organisations with over 130 years' experience in skills development and operating in more than 80 countries) and CATHSSETA in South Africa. CATHSSETA is the custodian of training and skills development within the tourism, hospitality and catering sectors and this collaboration will allow students to achieve a City and Guilds qualification as well as a national qualification by completing one training programme. The partnership with City and Guilds will encourage international investor confidence since there is the opportunity to provide a qualification that has international recognition (Dekker, 2011:3).

3.8 Current problems and challenges facing NCV in South Africa.

DHET (2013a) states the following important information on the problems facing the TVET college sector, as set out in the *White Paper for Post-School Education and Training*:

The White Paper seeks to set out a vision for the type of post-school education and training system we aim to achieve by 2030. It has been developed after consideration of the nearly 200 responses to the Green Paper received from educational institutions,

Sector Education and Training Authorities (SETAs), employer groupings, trade unions, other organisations and individuals, as well as further reflection within the Department of Higher Education and Training (DHET) on the challenges facing the sector. The post-school system is understood as comprising all education and training provision for those who have completed school, those who did not complete their schooling, and those who never attended school.

It consists of the following institutions, which fall under the purview of the DHET:

- 23 public universities (with two more being established in 2014);
- 50 public technical and vocational education and training (TVET) colleges (formerly known as further education and training [FET] colleges);
- public adult learning centres (soon to be absorbed into the new community colleges);
- private post-school institutions (registered private FET colleges and private higher education institutions, also to be renamed TVET colleges);
- the SETAs and the National Skills Fund (NSF); and
- regulatory bodies responsible for qualifications and quality assurance in the post-school system – the South African Qualifications Authority (SAQA) and the Quality Councils.

The White Paper sets out strategies to improve the capacity of the post-school education and training system to meet South Africa's needs. It outlines policy directions to guide the DHET and the institutions for which it is responsible to contribute to building a developmental state with a vibrant democracy and a flourishing economy.

Its main policy objectives are:

- a post-school system that can assist in building a fair, equitable, non-racial, non-sexist and democratic South Africa;
- a single, co-ordinated post-school education and training system;
- expanded access, improved quality and increased diversity of provision;
- a stronger and more co-operative relationship between education and training institutions and the workplace; and
- a post-school education and training system that is responsive to the needs of individual citizens, employers in both public and private sectors, as well as broader societal and developmental objectives (DHET, 2013a:3-5).

Problems or challenges facing NCV will also affect the TVET college system. The White Paper, as stated above, lists the number of post-school educational institutions for those students who have completed school, those who did not complete their schooling, and those who never attended school may be able to go to further their education. The White Paper also wants to set out strategies to improve the capacity of South Africa's post-school education and training systems, and appears to align with the suggestions of Powell (2012)

regarding the reimagining of the purpose of further education and training. The objectives of the White Paper are listed to highlight current problem areas that need to be addressed to solve the current problems facing NCV in South Africa.

The discussions about these challenges are divided into three sections.

Programme-related challenges:

- Curriculum of too high quality and too difficult for learners;
- Heavy workload to get through all the subject guidelines;
- Imbalance between theory and practical inputs;
- Too little interaction between colleges and industries; and
- Poor marketing explaining content of programmes to the public.

Learner-related challenges:

- Learner expectations about the courses not being met;
- Inadequate academic preparedness;
- School learners with learning problems recruited into NCV programmes; and
- Socio-economic conditions of learners.

College-related challenges:

- Lack of facilities for recreation for students;
- Lack of appropriate infrastructure to teach programmes;
- Computer Internet access;
- Appropriate selection and recruitment practices; and
- Poor lecturer quality (WCED, 2009:5-6).

3.8.1 Programme-related challenges

When looking at the first challenge facing NCV programmes, it is clear that the curriculum should be based on the needs for the specific industry. It therefore must be presented and taught to empower students with the necessary market-related skills and have a positive impact on a growing and lucrative tourism market. Tourism Operations is an NCV tourism subject and the subject guidelines are very specific (see Appendix S). Some of the subject guidelines include foreign exchange and currency conversion, which is a good practical component to the subject. However, this has very little relevance for a student when it comes to the tourism job market because any new employee will not be in charge of such a highly

specified area of expertise. Other subject guidelines that are in line with tourism industry requirements, as mentioned previously, are itinerary planning and creating itineraries. Costing a local tour is also part of the subject guidelines but this function within a tourism business will be done by highly qualified individuals (DHET, 2007b:2-3)

The guidelines for mastering this subject suggest a heavy workload for one year. Students are put under enormous pressure to not only digest all the fundamental information, but to also convert theory to practice to be employable in the tourism industry. Proper assessment of students before enrolment is necessary to ensure that they can cope with the content of the subject in both a practical and theoretical sense. Students must be made aware of what is required of them before they enrol. They must fully understand that the successful completion of the programme will depend on theoretical and practical components and that in certain compulsory subjects, theory will outweigh practice. When students enrol for Tourism Operations they must be prepared for a heavy theoretical workload (DHET, 2010a:18, 27, 54). The successful completion of the theoretical component is followed by practical exercises, complemented by excursions to help the student fully understand what the average tourist can expect on a visit to South Africa (DHET, 2007b:9). For example, at Northlink College the Level 4 NCV tourism students will visit Cape Town International Airport as well as go on a guided Cape Peninsula tour. The main aim of the full programme should therefore be a balance between theory and practice, which is currently not the position. A high mark for theory is of little use without being able to apply the knowledge in practice (DHET, 2007b:3-4).

Theory must therefore be regarded as the basic necessary foundation and not the end goal. Many NCV tourism students do not have the financial means to finance outings as part of the practical component of the subject. This is partly overcome by group outings funded by certain TVET colleges, such as Northlink College, that take their Level 4 students on a Cape Peninsula Tour as well as on a tour of Cape Town International Airport offered by Airports Company South Africa (ACSA) (Northlink College, n.d.). A curriculum information communiqué was sent out by the DHET in 2014 regarding a revised curriculum for certain NCV subjects for 2015 but unfortunately tourism subjects are not yet revised (DHET, 2014c:2). The DHET wants industry employers to advise the college system and individual colleges around issues of curriculum and that experts from the industry could teach on a part-time basis (DHET, 2013a:12). The White Paper also states that the DHET wants to ensure that the curriculum is designed to permit articulation between succeeding levels of the NQF, thus allowing a Level 4 graduate to enter an institution of higher learning (DHET, 2013a:6).

Because of the constant changes in the tourism industry, open and ongoing communication between the industry and TVET colleges offering NCV programmes is of the utmost importance. Tourism bodies such as the CATHSSETA, ASATA and NDT are among the major role-players in the industry, and should prepare lecturers for new developments in the tourism market. By incorporating these ever-changing trends in lectures, students will be made aware of what the market expects from them. Without this link between colleges and the industry, NCV programmes will lose much of their value as an efficient tool to enter the competitive job market. It is therefore important to constantly keep students up to date with changes in the tourism industry. This can only be achieved by keeping the partnership channels between colleges and the industry open (DHET, 2010a:25, 31-33).

DHET (2013a:6) states that such partnerships can be beneficial to employers by providing young people who can assist the business while they learn. This also allows employers to assess students during their workplace training for possible later recruitment. The extent to which colleges are able to build such partnerships will become an important criterion in assessing their overall performance. Even in areas with a relatively low industrial base, colleges should pursue linkages with employers in small businesses and public sector organisations such as municipalities, clinics, schools and the police. SETAs should play a role in forging relationships between colleges and employers, using not only their contacts but also their resources to incentivise employers to take on students for workplace learning opportunities.

When NCV was implemented in 2007 it was not accompanied by a proper marketing campaign (by the DoE, WCED, DHET or the TVET colleges themselves) to explain to the tourism industry and to parents exactly what the NCV Tourism programme is and how it will empower graduates. Also, no proper marketing campaigns were launched to explain to the public what NCV is and how and where it fits into secondary education. Students who enrolled were under the impression that the courses and programmes were mainly practical-based with minimum theory, but in reality it was just the opposite. This imbalance, as well as the oversight by not explaining NCV programmes in detail, resulted in confusion among students and the tourism industry (WCED, 2009:25).

According to DHET (2013a:14), the programmes and qualifications for vocational training in South Africa have developed over many years in desperate circumstances and in various processes. This has resulted in a situation where there is much confusion in the minds of prospective students, their parents and employers as to the merits and demerits of the various programmes. There are conflicting and uneven quality assurance mechanisms and articulation possibilities, and complex funding systems. The mix of qualifications in TVET

colleges is complex to administer, difficult for learners and parents to understand, and often poorly quality assured

3.8.2 Learner-related challenges

When it comes to learner challenges the first relates to learner expectations not being met. Due to a lack of proper marketing done for NCV programmes, students were under the impression that NCV programmes were more practical than theory-based. This was however not the case as theory formed the largest component of the curriculum. Tripney and Hombrados (2013:1) had identified the youth 'employment crisis' so TVET colleges and programmes were re-introduced to address the tourism industry-requirements to stimulate students to work for future employment. Powell (2012) argues for a broader role of vocational education and training for human capital development in the country. The students were also not prepared for the number of subjects they had to take each year, which consists of three fundamental subjects and four core tourism subjects which formed the NCV curriculum. Many students were also under the impression that by completing the NCV they would immediately find suitable employment, ignoring the competition in terms of jobseekers from other tertiary institutions and that the NCV was an 'easy' alternative to get a Matric (WCED, 2009:7,26-27).

Learners faced challenges regarding academic preparedness for their examinations, specifically relating to mathematics and language skills. The 30% and 40% pass mark respectively in these subjects, regarded by many in the tourism industry and educational institutions as far too low, are for many students still too high, and many fail (WCED, 2009:27-28). This relates directly to their performance at high school level which has proved to be inadequate for succeeding at the TVET college level, due to the high academic demands when it comes to the content of the NCV tourism programme.

WCED (2009: 30-31) reports that college staff said that in 2007 and 2008 they were 'chasing numbers' and entrants were mostly just placed in programmes without any proper selection or pre-testing (to a lesser extent in 2008) to meet projected numbers of learners. Uneven or no placement testing of learners, especially in 2007, resulted in learners without the necessary literacy and numeracy skills required for the NCV Level 2 programmes and being placed inappropriately in programmes. The first cohort in 2007, performed dismally but were promoted to the next level carrying up to four subjects, which compounded their problems in Level 3 and subsequently in Level 4 if they had not dropped out along the way.

Many students find it difficult to cope at post-school level when they realise they have enrolled for the wrong study modules. This is where career guidance at school level is important and TVET colleges should have interviews with prospective new students to

ensure that they are fully aware of the challenges that they will face in the NCV programme, and that they understand the industry they will enter once they graduate.

DHET (2013a:18) states that:

Career counselling should be an integral component of the post-school education and training system. Improved career guidance at college level will help to ensure that students are able to make appropriate learning pathway and career decisions. This will complement career guidance at school level, as well as that offered through the career guidance initiatives of the DHET and other bodies.

The target market for TVET colleges offering NCV qualifications should be those who did not complete their schooling as mentioned in the White Paper (DHET, 2013a). All new students, with their parents or guardians, should be part of a consultation process to ensure that the student knows what sector of industry they want to enter and that the programme they do choose is what they want to do. Currently TVET colleges are filling their classrooms with students as per DHET instructions and grants. DHET (2013a:17) further reports that:

Success rates of college students are still generally too low, despite some improvements over the past few years. Support is crucial to ensure that students adapt to the demands of college life and that they can meet the demands of college programmes. Some colleges already offer various student support services, such as academic support, social support, assisting students to get bursaries and complete their programmes of study, and assistance with finding workplaces for the practical components of their programmes and jobs on completion of their studies. Effective support is not available at all colleges, however, and this situation must be remedied.

Basic Key Skills-BUILDER (BKSB) assessment software is used by various TVET colleges to ensure that new NCV applicants, who may have completed their Grade 9 years before, still have the necessary English and Mathematics knowledge needed to be successful in the particular NCV programme. This should enable new students to succeed and ensure a better success rate.

According to (DHET, 2013a:45), accurate and current data on the number of post-school students with disabilities is not available. It is essential to gain a more complete understanding of the number of people with disabilities and the types of disabilities within the post-school system. It is recognised that people with disabilities do not always disclose their disabilities and this must be addressed. Other issues requiring investigation include the appropriateness of the education and training being provided (including skills development programmes and placements), and the facilities and support services available to students and staff with disabilities in relation to individual requirements.

Students with learning disabilities pose a significant challenge for lecturers. Many students who could not cope at high school level regard NCV as a possible and easy alternative to enter the job market. TVET college lecturers do not have the necessary training and skills to

deal with students with learning problems. TVET colleges have student support facilities, where students can speak to a qualified social worker, but students with extreme learning problems will not be able to receive special attention due to NCV lecturers not being qualified in that field, nor do they have the time to spend with individual students. Better communication before enrolment between colleges and the parents of students with certain disabilities can help college management and lecturers to identify learners who may need extra help to choose the most suitable field of study.

It is important to keep socio-economic factors in mind when assessing potential students. In many cases the change from a school environment to a TVET college environment is traumatic, and becomes a real threat to their academic success and future prospects. The list is long and includes little or no financial support, transport to and from the college, living conditions, nutrition, self-management and self-discipline. These factors, many beyond the student's control, present enormous challenges to aspiring students. Socio-economic factors that hinder students to reach their full potential are being addressed by TVET colleges as part of educational upliftment actions. Students with no financial backing can apply for National Students Financial Aid Scheme (NSFAS) bursaries which are awarded to students who qualify according to NSFAS specifications. AN NSFAS bursary covers registration, tuition fees per annum, study material in the form of textbooks, and travel costs to the college. If a student fails then the bursary is terminated. Without further financial help, many students have no other option but to drop out of the tourism programme.

The TVET College sector has a growing role to play in the provision of the intermediate to higher-level skills required to support economic growth and development, and bursaries will contribute to skills development. The bursary applications are processed using a strict evaluation system defined by the DHET and administered by NSFAS. If a student is in need of financial assistance, a 'means test' is administered to determine whether or not a student meets specific criteria. This is an electronic tool used to determine the level of financial need of students. The academic merit of the student must be assessed using an academic record or statement of results when awarding bursaries to students. DHET has introduced a policy which stipulates that, where a bursary student's attendance is below 80% for a particular month, his/her transport allowance will be withheld for the following month, and repaid to NSFAS by the College.

A bursary may only be awarded to students progressing to the next NCV level if they passed at least 5 subjects in the previous NCV level. This requirement will be phased in for students progressing to NCV Level 3 in 2017 and NCV Level 4 in 2018. Colleges must therefore ensure that students who are registered for NCV Level 2 in 2016 are aware of this requirement (DHET, 2016:10).

Students may be awarded bursaries for up to a maximum of four years for the NCV programme. The fourth year bursary should be awarded only in the fourth year of study (after Level 4) to allow students to complete any outstanding subjects. The applications for travel and accommodation allowances of this cohort of students may be considered subject to the availability of funds. This provision is only applicable to continuous study (i.e. to enable students to complete outstanding subjects) and on a pro-rata basis. No bursaries should be awarded in the fifth year of study (DHET, 2016:11).

NSFAS regulations state that no refunds will be made if there is a balance in the student's account after his/her account has been settled. No student will receive cash payment or a refund from NSFAS or the College at the end of the year in respect of a bursary award granted to the student for the payment of fees or other expenses. Reallocation of unutilised bursary funds of students who drop out from the college during the course of their studies has audit implications, and as such, the college must not consider that course of action. Colleges must return unutilised funds to NSFAS for redistribution (DHET, 2016:12).

The above information regarding NSFAS bursaries stipulates the rules pertaining to the NCV programmes. Students apply for the bursary every year and they must then adhere to the updated bursary rules to qualify. These regulations may change every year. There is a fourth year in which a student may get a bursary and that will be for subjects they have not passed in the previous years.

3.8.3 College-related challenges

TVET colleges must offer more than just academic tuition to students; college life is far more than just lectures and examinations. The value of outlets for recreation cannot be ignored, and creates an atmosphere in which interaction can take place, resulting in a student with life skills as well as a qualification. Although NCV is seen as secondary education, students are in many cases treated as if they were still in high school when it comes to participation in sport or other recreational activities (WCED, 2009:6-7). The value of interaction outside the classroom cannot be overemphasised, where interaction helps students to master various social skills, including teamwork, a positive attitude to life, a better self-image through socialising, and taking responsibility for their own actions. Healthy recreation in its various forms, especially when dealing with students from socially unstable backgrounds, should be encouraged as vigorously as discipline in the classroom. TVET colleges have recreational areas for students but not enough space nor facilities to accommodate all students on campus. Funding for new infrastructure remains a problem in the TVET sector, where focus should always be on the needs of the student and the creation of a safe and stable environment where they feel safe, comfortable and free to express themselves. When

students feel they belong, absenteeism drops and this should result in better academic results (WCED, 2009:28, 42).

Providing the students with important facilities, including libraries, places where they can communicate and/or study after-hours, and access to the Internet through establishing media centres at colleges, is of the utmost importance, especially for NCV tourism students who need to do much research on the Internet, which forms an important part of the practical component of the course. Technology is the driving force behind tourism and students need the necessary skills to get access to information about global tourism trends. Bearing this in mind the existing inadequate infrastructure at TVET colleges in the Western Cape needs urgent attention (DHET, 2013a:17). Student numbers increase annually, specifically students targeted by the DHET to enrol at NCV Level 2, but the infrastructure stays the same (DHET, 2013a:13-14). Because of the expansion of classroom space, many recreational areas have become too small. All TVET colleges have computer laboratories where students learn how to work on a computer and how to make full use of the Internet (DHET, 2007b:9).

DHET (2013a:9) states that:

In many areas of study, useful practical experience can be obtained in an institutional workshop where learning can be easily controlled in line with a curriculum. However, institutional workshops often cannot afford to keep up with the most recent equipment available. Even where workshop training is available, it is always beneficial to augment this with practice in an actual workplace where real-life experiences such as working under pressure, dealing with customers, and working as part of a team may be more easily learned. For many areas of work – such as banking, insurance, property management, retail or public administration – simulated workplace experience can be difficult to recreate in a workshop.

TVET college students studying NCV tourism are still in a semi-school environment with slight differences when it comes to uniform, which TVET colleges do not have and NCV students have a much longer academic day, until 15h30 in the afternoon. They require facilities that are central to the teaching and practical components of vocational education (DHET, 2007b:8-9). Many of the TVET colleges in the Western Cape lack the necessary infrastructure and electronic equipment to successfully offer Tourism as a vocational subject (Broeze, 2015). Due to the long academic day of NCV students, recreational areas are essential as well as media centres for students to do practical research especially those students who do not have Internet access at home due to their socio-economic situation. With the DHET increasing the number of NCV enrolments each year, the infrastructure at TVET college campuses cannot keep up with the demand, especially with computer laboratories (DHET, 2013a:13-14). Northlink College has implemented a Learner Management System (LMS) which is web-based, to facilitate 'anytime, anywhere' access to learning content and administration for all students. LMS is a software package that enables management and delivery of learning content and resources to students (Louw, 2012:15).

Unfortunately, LMS not available at all Western Cape TVET colleges and Internet access and availability remain a problem at TVET colleges. This proves extremely problematic in the teaching of tourism-related subjects that are highly dependent on Internet access and information.

DHET (2013a:53) reports that information and communication technology is increasingly becoming a critical component for meaningful participation in a globalised world. It is also an indispensable infrastructural component for effective education provision and is central to the notion of opening learning opportunities in the post-schooling sector, especially for the network described above. Currently, information and communication technology (ICT) access is extremely uneven, making it impossible for education and other providers to fully harness the potential of using ICT to support teaching and learning, particularly for distance-learning. South Africa's goal should be to ensure that this infrastructure is extended equitably to all post-school students. Recent increases in the availability of bandwidth, cloud services and affordability of end-user mobile devices such as laptops, tablets and smartphones make this goal attainable.

As stated above, the DHET understands the importance of ICT when it comes to supporting teaching and learning. TVET colleges have computer laboratories and certain TVET colleges have installed projectors which have Internet access in their classrooms to enhance the student's education environment and this in turn supports teaching and learning.

NCV tourism lecturers should keep abreast of what is happening in the tourism industry, by doing constant research and by giving relevant tourism-related examples in class to ensure students have a broader knowledge base. Close co-operation between role-players in the tourism industry and colleges must be maintained, to the benefit of the industry itself, as well as for lecturers and students. Keeping the industry informed about the progress of students can help to eventually recruit the suitable candidate for the appropriate job in an environment that suits both parties. With initiatives like WBE, WIL, the link between TVET colleges and the various industries will be strengthened. The nature of the tourism industry is highly service orientated where employees must offer specific skills. However, employers are not always prepared to use these desired skills (Zwane, du Plessis & Slabbert, 2014a:1).

Workplace training and WIL must be a central part of our training system. This is an understanding that the DHET and other stakeholders (including employers, the labour movement and community organisations) are coming to share (DHET, 2013a:8).

External researchers, including the Human Sciences Research Council (HSRC) and university-based researchers are working with the DHET to develop a system of labour market intelligence which will assist in harmonising education and skills planning on the one

hand, and the skills needs of the economy on the other. Increasingly, the learning pathways offered to learners, including workplace learning, will be designed to meet the current and future skills needs in workplaces. The needs will be identified through analysis of increasingly reliable information on supply and demand within the labour market. In this way, the education and training system as a whole will become much more responsive to the needs of both employers and learners in a fast-changing economic and industrial environment (DHET, 2013a:7).

Linking the world-of-work to knowledge acquired in the classroom is of fundamental importance to ensure that vocational education takes place. As per the interview conducted with Smith (2015), experience in the tourism industry is extremely important and ranked higher than a tourism qualification such as a diploma or B.Tech.

NCV lecturers have a large curriculum to cover where everything is based on subjects relating to the tourism industry. Lecturers without previous experience in the field of tourism will struggle to explain and complete the curriculum in time for the November end examinations. It is one thing to explain theory to students, but something else to practically show a student what to do. Without NCV tourism lecturers having tourism industry experience the NCV programme will not keep up with the constant changes within the tourism industry. A new NCV tourism lecturer can be taught how to teach on courses such as LOLT (Northlink, n.d.) but there is nothing more valuable than practical experience, especially when teaching a vocational subject. Regular visits by lecturers to the tourism industry, in the form of WIL, will help lecturers with no tourism industry experience to understand the latest trends and developments in the tourism industry, and pass this on to their students (DHET, 2013a:17). Lecturers do receive assessor and moderator training but this focuses more on how to construct papers for tests and examinations and how to moderate them (DHET, 2007b:9).

DHET (2013a:16) reports that regulations for minimum qualifications for vocational educators in colleges have been developed. These regulations will guide lecturer development and ensure that lecturers meet the minimum professional requirements for employment in colleges. This will go a long way towards improving the quality of educational provision. The universities have an important role to play in training college lecturers, both to expand their numbers and to improve the quality of their teaching skills.

A Lecturer Support System (LSS) will be implemented for lecturers to make their administration easier through access to the college's information management system. The high standards of the curriculum and the heavy workload, for lecturers and students, should be seen as a challenge to lecturers to explore and find new and innovative ways to make

their presentations to students more interesting and relevant to the tourism industry, without compromising the educational contents of the various subjects.

Workplace experience required by lecturers will also be prioritised to ensure that their training is up to date with workplace needs and to provide lecturers with a better understanding of the needs of employers in their field. Lecturers already in the colleges will be incentivised to pursue specialisation studies within their area of subject expertise, while study opportunities for lecturers to move into management and other functional areas will also be available (DHET, 2013a:17).

Lecturers should gather specific knowledge about the industry. If they have no previous experience of the specific industry, WIL can help them to relay their practical knowledge with relevant theoretical content to students. Practical experience, an understanding of the challenges facing the industry and even available employment options should be part of the lecturer's teaching skills.

With unemployment rates among the youth in South Africa being very high, in 2013, 30.3% of youths with no national senior certificate or equivalent, 27% among youths with a national senior certificate, university graduates at 5.2% and youth with a tertiary education 12.6% (DHET, 2013a:9). Youth aged 15 to 24 who are not in employment, education or training, the so-called NEETs, comprised 3.4 million youths, making up 32.9% of persons in this age group that are unemployed (DHET, 2013a:7). A priority for the DHET is to expand and strengthen universities and the TVET colleges system to cater to the needs of the millions of adults and youths that are unemployed, poorly educated and not studying. To achieve this expansion, community colleges have been introduced, as envisaged in the Further Education and Training Colleges Amendment Act (Act No. 1 of 2013). These community colleges will focus on the needs of their communities and will primarily target youths and adults in a specific community that did not complete their schooling or who never attended school and therefore could not apply to study at colleges or universities. This will help the future employment opportunities for these persons in a community to try to minimise unemployment among the youth and uneducated adults (DHET, 2013a:21).

The DHET requires that TVET colleges must expand enrolments, increase their offerings/programmes and improve the quality of education offered, when it comes to enrolment, by 2030. Universities should have 1.6 million enrolments, TVET colleges should have 2.5 million enrolments and community colleges should have 1 million (DHET, 2013a:7, 13). The high enrolment numbers mentioned in this chapter may affect the quality of students as well as the quality of education due to extremely large groups. To provide the necessary support, the DHET intends to establish an institute that will support TVET and community colleges and the skills development system. This institution will be known as the South

African Institute for Vocational and Continuing Education and Training (SAIVCET) (DHET, 2013a:25).

3.9 Summary

WBE and WIL for NCV tourism students in South Africa is important to ensure that skills have real labour market relevance and that young people gain an early appreciation and understanding of the world-of-work. Vocational education can play a vital role in the economics of South Africa but TVET colleges should focus on a VET dual-system (such as Switzerland) where students work within a specific industry related to their field of study, for a few days a week and then go to the college for the remainder of the week. This allows for a combination of theoretical and practical knowledge, focusing more on the world-of-work. This allows NCV graduates to have gained many hours of practical work experience by the time they complete their qualification. Since 2005 the training landscape has changed, it is thus important that any training that takes place focuses firstly on the gaps that the schooling system has not addressed, before the tourism industry can look at specialised training for the TVET sector. Skills which TVET colleges sometimes assume should be in place in the home and schooling environment, are lacking, certain students come from very disadvantaged backgrounds where economic factors often translate into exclusion (Harmsen, 2014:27). Role-players and training providers in the tourism industry should ensure that training is viable, professional, relevant, and goal-orientated. The tourism industry must support various training and mentoring initiatives financially via skills levies and funds from the SETAs. Technology training that is relevant to the tourism industry is not currently available at TVET colleges and GDS Mundus training did not materialise due to lecturers not being trained (Harmsen, 2014:27).

The tourism industry plays an important role in exposing students to real life scenarios and TVET colleges need to work hand in hand with the tourism industry to ensure that students gain valuable experience by working in a professional environment to prepare them for the world-of-work. The tourism industry can assist by marketing jobs within the tourism industry in a positive way to make this industry more attractive to graduates. The industry can offer sponsorship initiatives as well as sponsored educational trips to expose tourism students to the reality of the tourism environment. TVET colleges should work with the tourism industry to address critical skills needed in this industry and how a curriculum can be adjusted to fit the tourism industry requirements, in order for graduates to be employable.

It should be a priority of the South African Government to develop learnerships and internships to improve skills and qualifications. Employers want 'value for money' from investing in training, and this must be deliberately aligned with the strategic needs of the tourism industry (Zwane, du Plessis & Slabbert, 2014b:90).

CHAPTER FOUR

RESEARCH DESIGN

4.1 Introduction

This chapter explains the research design and the tools and techniques utilised in this study. A mixed methods approach, using a quantitative and qualitative methodology, was employed to gather relevant data for the study. The population, the sampling methods used, as well as the structure of techniques to gather data and type of data collected, is discussed. The validity and reliability of the study is stated.

Lastly, the ethical considerations for this study are described.

The tourism sector in the Western Cape is the fastest growing and largest job-creating sector of all economic sectors in the province. The Western Cape was identified as the province that had the most developed tourism industry in the country, providing 1 in every 10 employees with a tourism-related job and contributing R25 billion to the Western Cape's economy annually (SEDA, 2012:61). Employment numbers were up in the industry with just over 37 500 permanent staff and 15 100 temporary staff in Cape Town (WESGRO, 2015).

4.2 Research objectives

The main study objective was to investigate the current shortcomings of the National NCV Tourism programme, and how these could be successfully overcome to improve the quality of the course and the employability of the graduates.

Following from the main objective of the study the following sub-objectives were determined:

- To establish the level of employment in the tourism industry for Level 4 NCV tourism graduates.
- To investigate articulation of Level 4 graduates to institutions of higher education.
- To consider the knowledge and skills of lecturers in preparing Level 4 NCV tourism graduates for employment.

Critical questions which arose following from the problem statement, aim and objectives that gave direction to the study were the following:

- Can the current NCV Tourism programme be improved to eliminate problems previously identified?
- Are NCV tourism graduates employable in the tourism industry?
- Is the NCV Tourism course relevant to the tourism industry?

- Does the current NCV Tourism programme allow for articulation to institutions of higher education?
- Do lecturers of the NCV Tourism programme have the required skills and knowledge to prepare students for employment in the tourism industry?
- What is the biggest obstacle for students in finding work after completing Level 4?

The above questions sought to highlight what the opinions were of the sample population, what they see as problems facing the NCV programme, if they feel that NCV graduates are employable in the tourism industry and if the course is linked to tourism industry requirements and ensures articulation to higher education. Responses to these critical questions will provide insight into the current NCV tourism programme and how strongly it is linked to the tourism industry.

4.3 Research design

A research design, according to Welman and Kruger (2001:46) and Jennings (2010:24), is the plan according to which the researcher obtained research participants (subjects) and collected information from them. Bhattacharjee (2012:35) states that research design is the 'blueprint' of a study to answer specific questions regarding the collection of data and the instrument to be used. The research methodology used in this study is a mixed methods approach where qualitative and quantitative phases occurred. Using mixed methods could be very effective (UXMatters, 2005). Quantitative research is expressed in numbers while qualitative research describes the qualities or characteristics of something, thus using them in combination would benefit the research done because mixed method research has the advantage of using multiple ways to explore a research problem and thus overcome the limitations of a single design (Research Rundowns, 2015). By using the mixed method approach, also known as 'triangulation', the researcher can use qualitative research that is more in-depth, contextualized and natural, but more time-consuming, coupled with the more efficient but less rich or compelling predictive power of quantitative research (Dedoose, 2015). Table 4.1 below summarises these three methods.

Table 4.1: Quantitative, qualitative and mixed methodologies (Creswell, 2003:17)

Quantitative research methods	Qualitative research methods	Mixed methods research methods
Predetermined	Emerging methods	Both predetermined and emerging methods
Instrument-based questions	Open-ended questions	Both open- and closed-ended questions
Performance data, attitude data, observational data and census data	Interview data, observation data, document data and audiovisual data	Multiple forms of data drawing on all possibilities
Statistical analysis	Text and image analysis	Statistical and text analysis

As noted in Table 4.1 above, using the mixed methods approach (triangulation) the researcher can take advantage of multiple ways to explore the research problem. Through quantifying the evidence (numbers), or making sense of it in qualitative form (text), the researcher can answer empirical questions as set out in the research questionnaires, which should be clearly defined and answerable with the quantity of evidence collected. This means that important questions in the questionnaires will be answered by the research population and by assessing the evidence, important conclusions can be made.

The quantitative research was conducted in the form of empirical surveys using four different questionnaires given to specific sample populations: Level 4 NCV tourism graduates (Appendix H), NCV lecturers (Appendix I), tourism industry role-players (Appendix J), and state and semi-state government education and tourism bodies (Appendix K), to gather the necessary information on the fundamental objectives of the study. These issues related to whether NCV Level 4 tourism graduates were currently working, whether in the tourism industry, and whether the students felt their lecturers had the necessary practical knowledge to marry the NCV theory with industry needs. Other important issues included whether students furthered their studies in the tourism field at an institution of higher learning, and what they experienced as the biggest obstacles to finding work. Surveys given to NCV lecturers asked them about their practical experience and what they found to be constraints hindering them when it came to teaching NCV, including resources available at a TVET college that could help graduates to be more prepared for the world-of-work. Lecturers were also asked how colleges can further assist their old NCV students when it came to finding work within their respective industries.

Role-players in the tourism industry were asked if they understood what NCV was and if any of their employees had an NCV qualification and if not, would they employ an NCV graduate. Training given to new employees was also investigated. Tourism and government bodies

concerned with education, like the DHET and WCED, and those that are part of tourism, such as Cape Town Tourism and CATHSSETA, were asked to give feedback on the future of the NCV tourism programme as well as jobs availabilities in the tourism sector. Government bodies were asked how they could assist NCV graduates to further their knowledge, and if they currently had NCV graduates working for them.

The quantitative methodology component in this study utilised questionnaires for data collection and these were distributed to NCV graduates, NCV lecturers, tourism industry partners and government bodies. The participants were conveniently selected from the existing pool of NCV graduates from the four TVET colleges, tourism industry partners that fell into the various tourism sectors (services, transport and accommodation), and government bodies in education as well as the tourism band. The reason for a quantitative approach was that the persons who participated in the empirical survey needed to provide 'numbers' data on the NCV programme, and for the research to be creditable and representative of the NCV and tourism population.

The reason for the focus on the Western Cape was that the National Department of Education decided that the Western Cape would pilot the project, and the fact that in the past (up to 2013 for the 2014 academic year), the WCED spearheaded the management of ICASS assignments and tests for the NCV Tourism and Hospitality programmes in the Western Cape. Each year the various TVET colleges within the Western Cape that offered the NCV Tourism programme, had an assessment instrument to set up for the following academic year (Kleintjies, 2010:21). This is done at an annual focus group meeting held each year at a different TVET college, where all lecturers involved in teaching the vocational tourism subjects are present and are given an assessment instrument (either a test or task) to develop for the next academic year, which are then shared among all TVET colleges nationwide (DHET, 2016b:7). These assessment instruments are shared nationwide by loading them onto the ASSETT website after the assessment instruments are moderated by the specific TVET college that is responsible for that instrument.

The TVET colleges in the Western Cape which are responsible for a different assessment instrument are: Boland College, Northlink College, College of Cape Town, West Coast College and South Cape College (refer to Appendix F for Tourism Operations Level 4, 2016 assessment plan). This ensures a high standard of ICASS instruments and spreads the volume of work between the various Western Cape FET colleges offering NCV Tourism (Umalusi, 2008:10). This system ensures a smooth process with no repetition of ICASS instruments that would affect the quality of the course.

The DHET developed two standardised practical tasks for the ICASS component per vocational subject on NCV Level 3 for piloting during the 2016 academic year. All public

TVET and private colleges are encouraged to implement these two tasks and to provide feedback on the implementation thereof to strengthen the tasks for the future. The same approach will be adopted for NCV Level 4 vocational subjects in 2017 for two practical tasks forming part of the ICASS component. In accordance with Examination Instruction 01 of 2015, Subject ISATs are to be implemented for all NCV Level 3 vocational subjects in the 2016 academic year and Level 4 in 2017 (DHET, 2016c:1-2)

At the last CCC meeting held on 17 March 2016 it was decided that the Western Cape TVET colleges will continue with the following process into the 2017 academic year as communicated by Karen Kleintjies (Curriculum Planner for NCV) at a Focus Group meeting. The following was communicated in that meeting:

- Level 2 - TVET colleges will set their own test 1 and practical tasks 1 and 2;
- Level 3 - TVET colleges set their own test 1 (tasks 1 and 2 will be supplied by DHET as implemented in 2016); and
- Level 4 - TVET colleges will set their own test 1 (tasks 1 and 2 are being developed by DHET for 2017 implementation).

The June test and September examination will remain standardised and be available on ASSET (Kleintjies, 2016).

4.4 Pilot study

The researcher conducted a pilot study in 2012, where 10 NCV graduates were approached at the 2012 annual NCV graduation ceremony and three tourism employers and role-players were approached during WBE visits. Graduates and tourism employers assisted in testing the questionnaire structure and content to ensure its reliability and validity. Ten NCV lecturers were approached at the annual focus group meeting held by WCED to assess their opinions on the questionnaire.

A pilot project to improve the NCV Tourism programme was led by the Western Cape TVET colleges and a work-based experience (WBE) initiative was also introduced by the Swiss-South African Co-operation Initiative (SSACI) and piloted at TVET colleges in the Western Cape in 2014. This programme allowed Level 4 students to enter the tourism industry and experience the world-of-work, with the main aim of opening pathways to skilled employment for young South Africans. The roll-out of this initiative for NCV tourism students took place in the June 2014 school holidays over a 10-day period and was controlled in the Western Cape by the DHET before being implemented in the other eight provinces in the following years (SSACI, 2014:1-77).

4.5 Research techniques

The researcher selected a survey strategy for the empirical data collection whereby the respondents were approached to participate voluntarily in a questionnaire survey. The design used in this research was a mixed approach, which is a form of triangulation between research approaches. By using both a qualitative and quantitative approach, data was collected from four TVET colleges in the Western Cape, NCV graduates and NCV lecturers, as well as tourism industry role-players and government organisations. When applying triangulation it should include formalizing the relation between quantitative and qualitative research, strengthening the quality of quantitative and qualitative research, and conducting and designing qualitative research in an appropriate way and triangulation should allow a surplus of knowledge (Flick, 2014:14). Using the mixed methods approach and collecting both quantitative and qualitative data gives a better understanding of the research problem. Questionnaires were given to a representative sample group which would generalise the results to the population. Open-ended interviews (personal and telephonic) were conducted to collect detailed qualitative data from selected participants.

The data collection tools which were employed were questionnaires, email correspondence and personal and telephonic interviews. Cover letters accompanied every questionnaire and informed consent was obtained from each participant (see Appendix G).

Questionnaires were distributed to NCV tourism graduates which were conveniently selected from contact lists received from the NCV tourism programme managers at each of the four TVET colleges. All NCV tourism graduates, for whom correct contact details were available, were approached via email, social media, as well as telephonically in the Western Cape. A total number of 200 NCV tourism graduates were contacted and the first 100 usable questionnaires received back were used for data analysis. Questionnaires were also sent to NCV lecturers, conveniently selected from contact lists received from each of the five TVET college campus managers. They were approached via email and at focus group meetings held annually by the WCED. The first 10 questionnaires received back from each campus were used for data analysis. Questionnaires were sent to 150 NCV lecturers and a total of 50 lecturers responded.

Questionnaires are one of the most widely used data collection techniques: they gather information on opinions, attitudes, knowledge, facts and behaviours. As seen in Figure 4.1, there are several steps involved to ensure the questionnaire is valid and reliable and to minimise measurement errors.

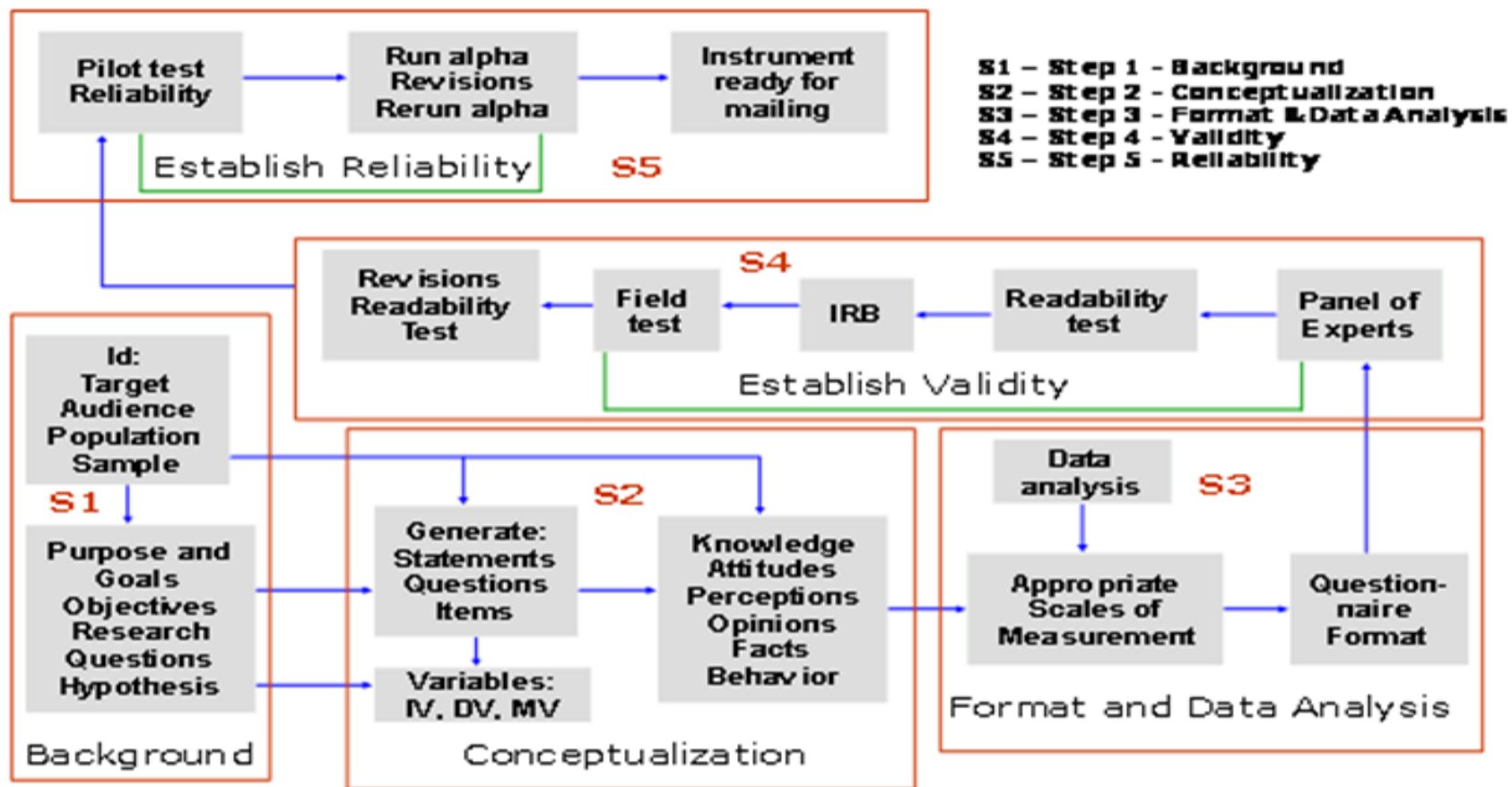


Figure 4.1: Sequence for questionnaire instrument development (Journal of Extension, 2007)

- Step 1 refers to the background of the study, the research objectives, problem statement, hypothesis and research questions that need to be examined. The process used to select the respondents as well as the literature search is part of this step.
- Step 2 is to generate questions/statements for the questionnaire; a link between the objectives of the study and their translation into content is established.
- Step 3 focuses on the format/layout of the questionnaires and the proposed data analysis.
- Step 4 is the completion of a draft questionnaire which will establish validity which can be established by using a panel of experts and a field test.
- Step 5 is to determine the reliability of the questionnaire by means of a pilot test.

The researcher worked in the tourism industry for nine years and has taught NCV tourism for a further seven years. Based on this personal experience the researcher selected a number of tourism industry employers and role-players (that offer tourism practical work-stations) who are representative of the tourism industry in the Western Cape and who are aware of the basic requirements needed to work within the tourism industry (see Table 5.1 on page 133). These selections were made from sectors within the tourism industry such as services, accommodation and transport, as well as local tourism bodies and tourism associations.

These ten (10) tourism industry employers and role-players were selected when visiting tourism employers during the WBE period. The researcher personally visited these tourism employers whilst the NCV level 4 students completed their WBE. Tourism employers who have links with tourism organisations (e.g. SATSA) were also selected for interviews. Government education departments were approached because they are part of the management and planning of NCV and are aware of what problems face NCV graduates. Tourism educational and governing organisations were approached to obtain expert opinions relating to tourism employment and expectations.

The personal interviews were qualitative in nature and conducted to establish opinions on the NCV Tourism programme, what opportunities existed for students to further their studies in tourism and what assistance organisations and role-players could offer TVET Colleges for in-service training for students after completing their Level 4 studies. When a personal interview could not be scheduled, email correspondence was undertaken. Other relevant issues that were probed included what could be done to improve NCV lecturers' knowledge in their field of speciality.

The questionnaires comprise a combination of quantitative and qualitative elements. Through applying the mixed methods approach (triangulation), the researcher obtained primary data

on the perceptions of the TVET tourism programmes and qualifications as well as the employability of NCV tourism graduates, directly from the participants involved in this study.

Table 4.2 lists participants with whom personal interviews were conducted. Appointments were made for personal interviews and if that was not possible, telephonic interviews were conducted. The persons approached are either part of the management and implementation of the NCV programmes, or part of the tourism industry in South Africa and have valuable information regarding education and employment in the tourism sector. See Appendix U for the research schedule.

Table 4.2: Participants – interviews

Participant	Comment
Umalusi	Approached but declined to take part in the research questionnaires, it is beyond the scope and mandate of Umalusi and Dr Celia Boooyse (Manager: Curriculum) referred the researcher to the DHET.
CATHSSETA	The SETA in charge of 'Tourism' and this interview determined how they could assist NCV graduates for job readiness, and what training graduates could receive through the organisation.
DHET	The White Paper on Post-school Education and Training, important information regarding problems facing the TVET college sector came to light, as well as WBE. Critical questions were thus asked during the interview relating to employability of NCV graduates (DHET, 2013a).
WCED	Valuable information regarding the future of the NCV programmes was obtained during this interview, as well as how government could assist NCV graduates to further their studies in the form of skills programmes and WBE.
DEDAT	Information was obtained regarding how NCV graduates could further their studies in the form of skills programmes and WBE. DEDAT could assist graduates to find work, or could link graduates with employment agencies through DEDAT.
Cape Town Tourism	Valuable insight into whether NCV graduates were employable in the local tourism organisations in Cape Town, and to establish their opinion on what knowledge a lecturer should have to be able to teach a core vocational subject in tourism.
SATSA	Their input regarding what knowledge an NCV tourism lecturer should have to teach these vocational tourism subjects was important to establish, and what the future for NCV is in South Africa according to their opinions.
NDT	Opinions relating to whether NCV graduates could find work in the tourism industry offered valuable inputs on the NCV programme.
City of Cape Tourism Dept	To determine if any NCV tourism graduates were currently employed at the City of Cape Town as well as the employers' opinion on the NCV tourism programme.
SSACI	To establish how work-based experience (WBE) initiatives could help NCV tourism graduates enter the job market, and how NCV compared with other VET systems in employing graduates.

4.6 Population and sample

The population encompasses the total collection of all units of analysis (members of the population), to make valid conclusions (Welman & Kruger, 2001:49; Jennings, 2010:28). Population sampling is selecting a subset of subjects that is representative of the entire population and the sample must be of a certain size to justify statistical findings. Sampling is done because it is impossible to test every individual in the population (Explore, 2015a).

The research sample was determined by looking at the six TVET colleges in the Western Cape that currently offer NCV tourism programmes. However, of these colleges, West Coast College only started the NCV tourism programme in 2014 and False Bay College started in 2013 and therefore were not considered. Questionnaires were sent to the four TVET colleges that offer NCV tourism programmes, Boland College (all campuses), Northlink College, College of Cape Town (all campuses) and South Cape College (all campuses) within the Western Cape.

The TVET colleges that were approached are listed in Table 4.3. The table also depicts the date that each TVET college campus started offering the NCV tourism qualification, and if they were part of the initial roll-out of the NCV tourism programme. This clearly shows which TVET colleges and their respective campuses were part of the sample population.

Table 4.3: TVET Colleges and campuses which were the sample of the population (Researchers own construct)

College	Campus	Date started with NCV tourism	Part of original NCV programme (since 2007)
1. Northlink College	Tygerberg, moved to Protea campus (2010)	2007	Yes
2a. Boland College	Stellenbosch	2007	Yes
2b. Boland College	Paarl	2012	No
3a. College of Cape Town	City	2007	Yes
3b. College of Cape Town	Wynberg	2013	No
4a. South-Cape College	Bitou, George (Outeniqua)	2007	Yes
4b. South-Cape College	Bitou, George (Outeniqua), Oudtshoorn.	2008	No
4c. South-Cape College	Bitou, George (Outeniqua), Oudtshoorn, Beaufort Wes, Mosselbay	2012	No

4.6.1 Sampling

Probability sampling is when every individual in the population has an equal chance of being selected as a subject for the research (Kothari, 2004:60), and this technique was used on the NCV tourism graduates from the TVET colleges where the first 100 usable questionnaires, the sample size for graduates, returned were used. The graduate research population was sourced from each campus individually, from the NCV tourism programmes' programme managers and via social media (Facebook). Where email contacts were available questionnaires were sent via email or posted on a Facebook page created by the researcher. Probability sampling was also employed on NCV lecturers. Questionnaires were sent to all staff at the four TVET Colleges (all campuses) in the Western Cape, and the first 50 usable questionnaires returned were used for this study; this being the sample size for lecturers. Staff contact information was supplied by the various TVET College campus managers.

Non-probability sampling is when the population sample does not have an equal chance of being selected (Kothari, 2004:59).

The researcher relied on her working experience within the tourism industry and the education sector to use purposive non-probability sampling by selecting 10 tourism role-players from within the tourism industry, chosen according to their participation in the WBE initiative as well as their links to the main tourism sectors in the Western Cape, and 10 government education and tourism organisations.

A total of 20 personal or telephonic interviews were conducted with tourism role-players and government education and tourism departments. If an interview was not possible, due to time constraints, questions were answered via email. The tourism industry role-players were chosen conveniently but with consideration of the sectors within the tourism industry (services, accommodation, transport), their experience (years within the tourism industry), importance within the tourism industry (belonging to tourism associations like SATSA) and their participation in the WBE initiative. Government education and tourism departments were selected according to their involvement in the NCV programmes, their knowledge of the tourism industry, and especially employability within the tourism industry.

4.7 Data collection

Two techniques were used to collect survey data:

- a) Questionnaires (quantitative)
- b) Interviews (qualitative)

The collection of data was done in two phases, phase one being when questionnaires were sent to NCV tourism graduates and NCV lecturers via email based on contact lists received from the various TVET college campus managers, and NCV tourism programme managers.

The second phase comprised personal and telephonic interviews conducted with government education and tourism organisations. Where personal or telephonic interviews could not take place, questionnaires were emailed to the participants. Personal and telephonic interviews were limited to 10 due to time and financial constraints.

4.7.1 Questionnaires

Following the pilot study, recommended changes were made to the questionnaire which was used for the collection of primary qualitative and quantitative data from NCV tourism graduates, NCV lecturers, tourism-industry role-players and government education and tourism organisations in the Western Cape. The questionnaire included closed-ended and open-ended questions. Open-ended questions, as stated by Welman and Kruger (2001:165), allow respondents to formulate their own responses. A well-designed questionnaire should meet the research objectives of the study, which in this instance was to investigate the problems in the NCV tourism programme and how to improve the quality of the course and the employability of the graduates.

Distribution of the questionnaires was done via email and in the form of personal and telephonic interviews, also known as an interview schedule (Welman & Kruger, 2001:165). According to Welman and Kruger (2001:165-171), when developing a questionnaire the following must be taken into consideration:

- Choice between open-ended and closed-ended (multiple choice) questions;
- The respondents' literacy level;
- Care not to offend the respondents;
- Brief and focused;
- Maintain neutrality; and
- A justified sequence for questions to ensure questions are appreciable to respondents

4.7.2 Interviews

Structured personal face-to-face interviews were conducted with tourism industry role-players and with government and professional tourism bodies, or telephonic interviews lasting about 30 minutes were conducted (see Appendices J and K). All responses were recorded

However, not all tourism role-players and government education and tourism organisations could be interviewed, either due to their offices being in Gauteng or time constraints which prevented them from being interviewed telephonically. Where personal or telephonic interviews could not take place, the interview schedule was emailed to the person but very slow response times were experienced.

4.8 Validity and reliability

Reliability suggests that any significant results must be more than a once-off finding and should inherently be repeatable. Validity is how sound the research is, more specifically, validity applies to both the design and the methods of the research. Validity in data collection means that the findings truly represent the phenomenon claimed to be measured (Explore, 2015b). When dealing with qualitative research and its validity and reliability, qualitative research should be plausible, credible, trustworthy, and therefore defensible. Triangulation is a validation approach based on the search for convergence of results obtained by using multiple investigators, methods, data sources, and/or theoretical perspectives (Burke Johnson & Christensen, 2013:299).

Internal validity was strengthened by the randomisation of the sample groups selected. NCV tourism graduates and NCV lecturers were conveniently selected from contact lists received from TVET college programme managers participating in this research. The first 100 graduate responses and 50 lecturer responses were used, which lessened external validity problems regarding generalisation (Explore, 2015b).

Reliability is an assessment of the quality of the measurement procedure used to collect data. Reliability cannot be calculated but it can be estimated (Research Methods Knowledge Base, 2015). The test/retest approach is commonly used to evaluate the reliability of questionnaires, especially when the construct being measured is assumed to be stable over time (Welman & Kruger, 2001:139). This statement is applicable to this study because the curriculum of NCV tourism programme was developed years ago and is still being used today. The principles of validity and reliability are fundamental to what is accepted as scientific proof.

4.9 Trustworthiness and credibility

A mixed methods approach, using both a quantitative and qualitative methodology, was employed to gather relevant data for the study. Quantitative research is expressed in numbers while qualitative research describes the qualities or characteristics of something. When making use of quantitative research, trustworthiness needs to be established, which would include internal validity, external validity, reliability, and objectivity.

Quantitative research uses internal validity methods to establish trustworthiness. Quantitative research evaluates trustworthiness by how well the threats to internal validity have been controlled, and the validity of the instruments and measurements used in a study. Data is analysed by using statistical test measures. Internal validity is supported when changes in the dependent variable happen from only the independent variable, not from other confounding variables. External validity is used to generalise from the research sample to the larger population. It is crucial for quantitative research to examine the sampling technique in determining the trustworthiness of a study (Malakoff, 2012: online, no page).

Research in education has an ethical facet due to human participants, human behaviours and human attitudes, and the processes that contribute to these concepts. Research ethics should be a fundamental concern for education researchers when planning, designing, implementing and reporting research with human participants. The researcher protected the research participants by keeping all information received confidential and the researcher developed trust with the participants in order to promote the integrity of the research. All questionnaires received from NCV graduates, lecturers and tourism industry role-players were kept secure and filed. The researcher ensured that the research was objective by approaching the elements in the research for exactly what they are, and not allowing their beliefs, opinions, experience, and the context to influence how they approach, conduct and report on the research. Subjectivity is believed to bias enquiry, deflecting or distracting us from the truth that we would discover, the researcher remained unhindered by their own beliefs, ideas, opinions and values when conducting this research (Okeke & van Wyk. 2015:98-108)

In this study, qualitative research was concerned with the understanding of how a particular individual or group of individuals think, focussing on interviews conducted with tourism industry role-players and government organisations. Quantitative research, that can be quantified in numbers, focussed on NCV tourism graduates and lecturers, as explained earlier in this chapter (4.3). The researcher's main concern is to present a research study that is not only valid, but also reliable (Okeke & van Wyk. 2015:207-215).

4.10 Ethical considerations

Ethical considerations in any form of research involving human activity, collection and presentation of accurate information are vital (Welman, Kruger & Mitchell, 2005:181). Ethics is about reducing potential harm to participants. This is achieved through:

- Informed consent to participate in the study
- Confidentiality
- Anonymity

- Freedom to withdraw from the study at any point

The Cape Peninsula University of Technology (CPUT) research committee granted ethical approval for the study to be conducted (Appendix A). Anonymity and confidentiality was maintained by adhering to and observing the ethics code of CPUT at all times, such as:

- Permission was sought and informed consent was obtained from each participant.
- Respondents could withdraw from participation in the study at any time.
- No respondent names were used in the reported findings and analysis or in any form of publication made during or after the study.
- All information and data gathered were treated with the utmost confidentiality.

In compliance with ethical considerations for this study, the Department of Higher Education and Training (DHET) was approached and permission to conduct the research was granted by Mr Qonde, the Director General of DHET (Appendix B).

Tourism role-players, such as Cape Town Tourism (CTT) and the Association of South African Travel Agents (ASATA), were approached to assess whether the study complied with their ethical requirements, and if this study would be of benefit to the tourism industry. Their opinions for this study were extremely important (NDT, 2015a:10).

The campus manager, Nolan Kearns, of Northlink College's Protea campus in Bellville, where the NCV tourism programme is offered, was also approached to ensure that this study met with the Colleges' approval.

State and semi-state bodies such as the City of Cape Town's Tourism Department, were contacted to obtain their opinions on the NCV programme and its relevance in the tourism world-of-work.

The following role-players also gave written approval for this study to be conducted:

- Cape Town Tourism (Appendix C)
- City of Cape Town Tourism Department (Appendix D)
- Northlink College (TVET) Campus Manager (Appendix E)
- The Association of South African Travel Agents (ASATA) (Appendix L)
- Boland College (TVET) Programme Manager NCV Tourism (Appendix M)
- College of Cape Town (TVET) (Appendix N)
- South Cape College (TVET) (Appendix O)

4.11 Summary

This chapter discussed the research design and methodology employed in this study. Population, sample, sampling techniques and data collection were addressed.

A clear explanation was given on how the researcher approached the study, as well as the link between the context and the main study objectives. The advantages of using a mixed methods approach were identified and how this enhanced the validity and reliability of the study. The various population samples were discussed to give clarity on who were approached to participate in the study and why and how they were chosen.

The chapter concludes with a discussion on ethical considerations and their application in this study.

In Chapter Five the importance of the research questions is discussed and the research data is analysed.

CHAPTER FIVE

DATA ANALYSIS

5.1 Introduction

This chapter considers each of the research questions of each questionnaire (Appendices H, I, J, K) and discusses the rationale behind each, how the questions relate to each other, as well as the study results. The study objectives are considered and how they relate to the questions asked. The responses to the questionnaires are categorised as follows:

Section A: NCV tourism graduate responses (Section 5.2)

Section B: NCV lecturer responses (Section 5.3)

Section C: Tourism industry role-player responses (Section 5.4)

Section D: Responses from government education and tourism industry associations (Section 5.5)

The rationale behind each question is explained as well as their importance and the findings which lead to addressing the research objectives and questions as listed in Section 1.4 of Chapter One. Each research objective is addressed as the findings are discussed in this Chapter. Because the Western Cape Province has participated in the NCV programme since its inception in 2007, particularly around Cape Town, the study results refer specifically to the region and not South Africa in general. The results of an important research study done by SSACI and JET Education services, commissioned by the National Business Initiative (NBI) on behalf of DHET, are also discussed. The SSACI and JET research study was a ‘tracer study of the transition of National Certificate Vocational students from TVET Colleges to the labour market’ conducted nationwide at 30 TVET colleges from 2010—when students were first approached—to 2015, to assess what those same students achieved. The tracer study was conducted to gather reliable data around the role of TVET colleges in relation to the supply of skills. This tracer study was commissioned to explore the social and economic factors that influence the choice of young people to study at TVET colleges; to examine the experiences of young people while in college; on leaving TVET colleges; and during their attempts to enter the labour market; and to describe their transition pathways from school to work via TVET colleges. The tracer study was completed in two phases, phase one in 2010 and phase two in 2015 (Akoobhai & Schindler, 2016). The findings of this tracer study should confirm the findings in Section A. It should be noted that the discussions follow the questionnaire divisions, and not the order of the objectives, although the discussions do relate to specific objectives.

5.2 Section A: NCV tourism graduate questionnaire

Questionnaires were distributed to NCV tourism graduates (Appendix H), conveniently selected from contact lists received from the NCV tourism programme managers at each of the four TVET colleges. Western Cape NCV tourism graduates for whom contact details were available were approached via email, social media, as well as telephonically. Only the first 100 usable questionnaires received back were used. A total of 200 NCV tourism graduates were contacted to have a final number of 100 respondents. Responses from these 100 respondents were analysed and the findings were based on their various responses.

5.2.1 Year NCV Level 4 Tourism course completed

Rationale:

The rationale behind this question was to ascertain the validity of the research, considering the input from a range of graduates from between 2009 and 2015. This ensured that not only recent graduates answered the questionnaires but also graduates who had a longer time to look for work in the tourism industry. By asking questions to older graduates, the study objectives regarding graduate employability can be assessed.



Figure 5.1: Year in which the participants graduated

Findings:

Figure 5.1 above indicates that the majority of respondents graduated in 2012 and the least number graduated in 2009. It was difficult to obtain correct current contact details for graduates from 2009 and 2010. The contact information for these graduates was outdated and many telephone numbers no longer existed. TVET colleges do not have adequately

functional systems on which to maintain updated graduate contact information. Northlink College has implemented a process of giving all NCV students email addresses to enable communication between graduates and the college.

All TVET colleges need to implement communication systems with graduates to enable the placement officers to assist with WBE placements. A contact database could be developed through which graduates are kept informed of possible job vacancies and new developments in their field of study.

5.2.2 Work commenced immediately after completing the Level 4 NCV course

Rationale:

This question was to determine whether NCV graduates found employment directly after graduation, which would suggest that their abilities were what the tourism industry required. According to NDT (2011a) there was a drive to create 225 000 jobs within the tourism industry by 2020, which meant that graduates should be able to find work. This question is linked directly to the study objective regarding the employability of NCV tourism graduates.

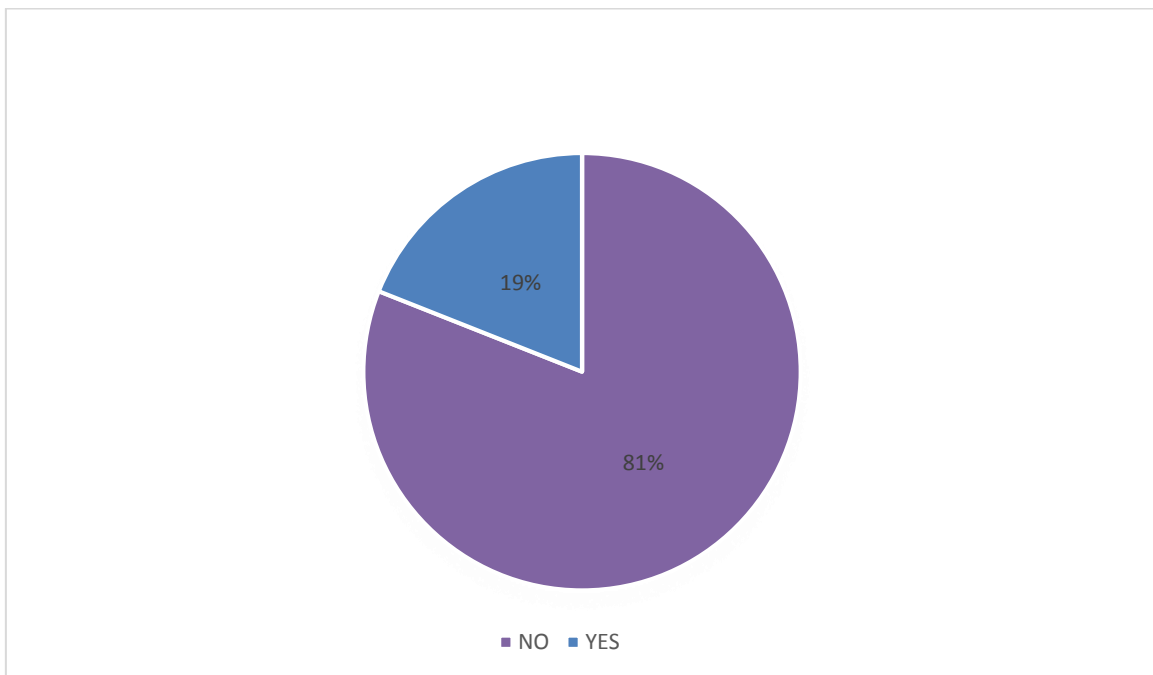


Figure 5.2: Work commenced immediately after completing NCV Level 4

Findings:

The majority of graduates (81%) did not find work immediately after graduating NCV Level 4 tourism. This would impact on their socio-economic position, making it more difficult financially to look for a job in the tourism industry. WBE was the only experience that graduates could list on their curriculum vitae when applying for work but WBE only covers a

10-day period for the NCV tourism programme in the Western Cape. After completing NCV tourism the graduate would thus not have enough practical experience to obtain a job in the tourism industry. This lack of experience could be the reason why they were not employed soon after graduation. A small number of graduates (19%) did find work straight after graduating, at travel agents, tour operators and car rental companies. The graduates did apply for work but most were only offered positions after they had completed their WBE (10 days in industry) or in-service training (six months in industry) at the specific organisation. According to the tracer study done by SSACI and JET, 71.5% of respondents stated that they needed help from TVET colleges in finding a job, and respondents rated TVET colleges poorly in helping them to find employment (Akoobhai & Schindler, 2016:37). A large number of respondents felt that NCV graduates should receive more career guidance at TVET college level through Student Support Services, and that CATHSSETA should provide continuous training in 'soft skills' and how to adapt to the world-of-work. Student Support Services at TVET colleges should have regular career guidance meetings with NCV graduates who are struggling to find work within their various industries. TVET colleges should act in a responsible and sustainable way to ensure graduates find work and this can be achieved by strengthening the relationship between the labour market and TVET colleges.

5.2.3 Currently working in the tourism industry

Rationale:

The purpose of this question was to establish whether respondents were currently working within the tourism industry. This question would determine if NCV tourism graduates had the necessary abilities and skills to find and retain employment within the tourism industry. According to NDT (2011a) 225 000 jobs needed to be created in the tourism industry by 2020 and NDT (2015b:3) found that there was a 6.6% increase in international visitors to South Africa in 2014, with a resulting increase in jobs in the tourism industry. NDT (2015b:10) noted that the tourism industry employed 4.4% of all employed persons in South Africa, which implies that some of the NCV graduates would be employed in the tourism industry. This question is linked to the study objective regarding employability of NCV tourism graduates.

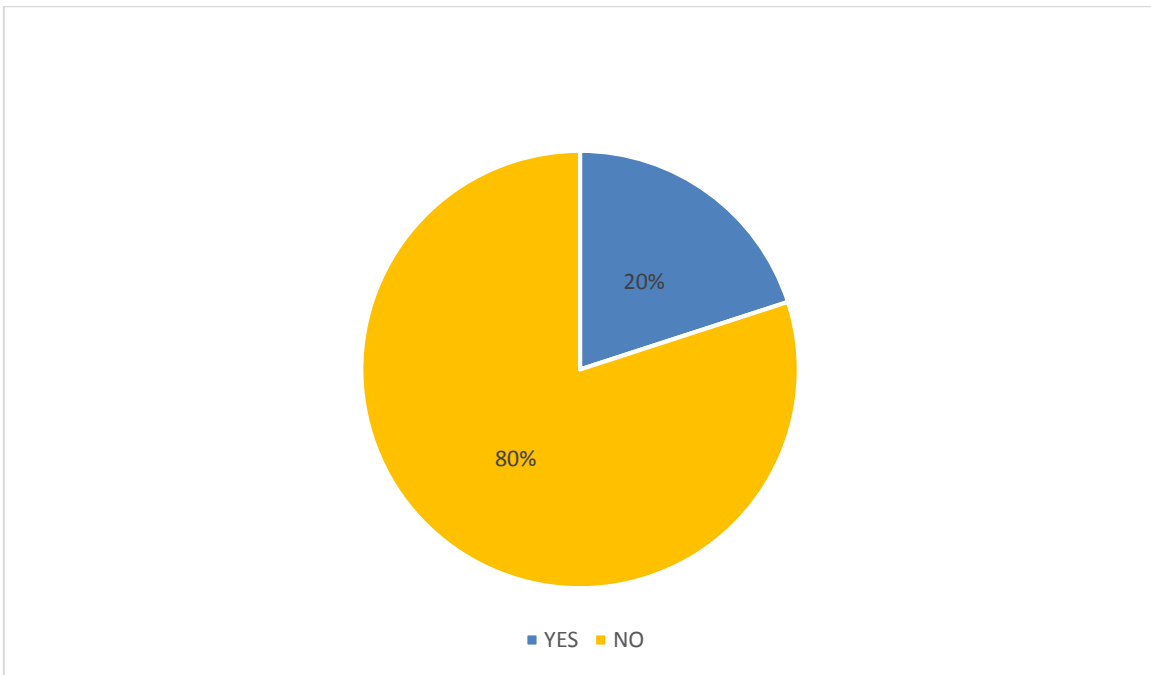


Figure 5.3: Currently working in the tourism industry

Findings:

The majority of NCV tourism graduates are not employed in the tourism industry but some are employed in other sectors of the economy. As indicated in the graph, 80% of the respondents were not employed within the tourism industry. The 20% that do work in the tourism industry work for hotels, tour operators, airlines and travel agents. This suggests that NCV tourism graduates may be lacking certain critical requirements that hinder them from entering the tourism job market. According to Akoobhai and Schindler (2016:38), in 2015 47.7% of their respondents were unemployed, compared to 20.4% in 2011. This suggests that unemployment of NCV graduates is increasing and implies that fewer than half of NCV graduates were able to find work. Some graduates felt that TVET colleges would have to strengthen their relationships with the private sector, especially the tourism industry. The tourism industry must know and understand what NCV is and how these students can perform daily tasks, through WBE and WIL. Practical experience is fundamentally important and will ensure that all Level 4 students obtain an opportunity to work in the tourism industry even it is only for 10 days as part of WBE. CATHSSETA should facilitate regular meetings between the tourism industry and TVET colleges to ensure that the colleges offer tourism qualifications that the tourism industry needs. NDT (2016), with the Human Sciences Research Council (HSRC) and CATHSSETA, started working on the Tourism Human Resources Development (THRD) Strategy for 2016-2026, focussing on questions such as what is the match between the supply and delivery of training and industry needs. This will give more clarity to TVET colleges on what the tourism industry’s needs are for the skills and

knowledge needed to work, which may help NCV graduates find work. Alternatively, as the economy of South Africa, including the Western Cape, is languishing there is a critical shortage of (especially new) positions in the wider tourism industry.

5.2.4 Number of tourism-related organisations applied to for work

Rationale:

This question was to establish whether NCV tourism graduates had been pro-active in applying for jobs within the tourism industry. NCV graduates had obstacles to overcome. They faced socio-economic challenges such as personal and financial problems when applying for work within the tourism industry. This was due mainly to the macro environment and not necessarily their lack of interest in the tourism industry or confidence in their own abilities. This question is linked to the employability of NCV tourism graduates which is one of the objectives of this study.

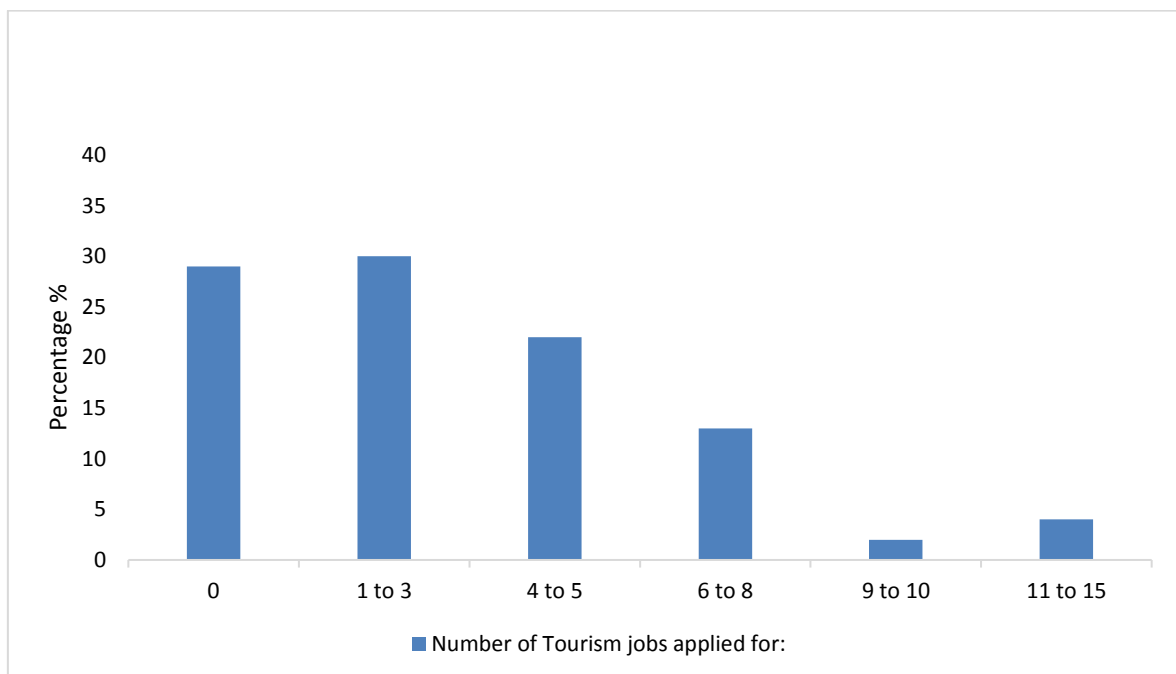


Figure 5.4a: Number of tourism-related organisations applied to for work

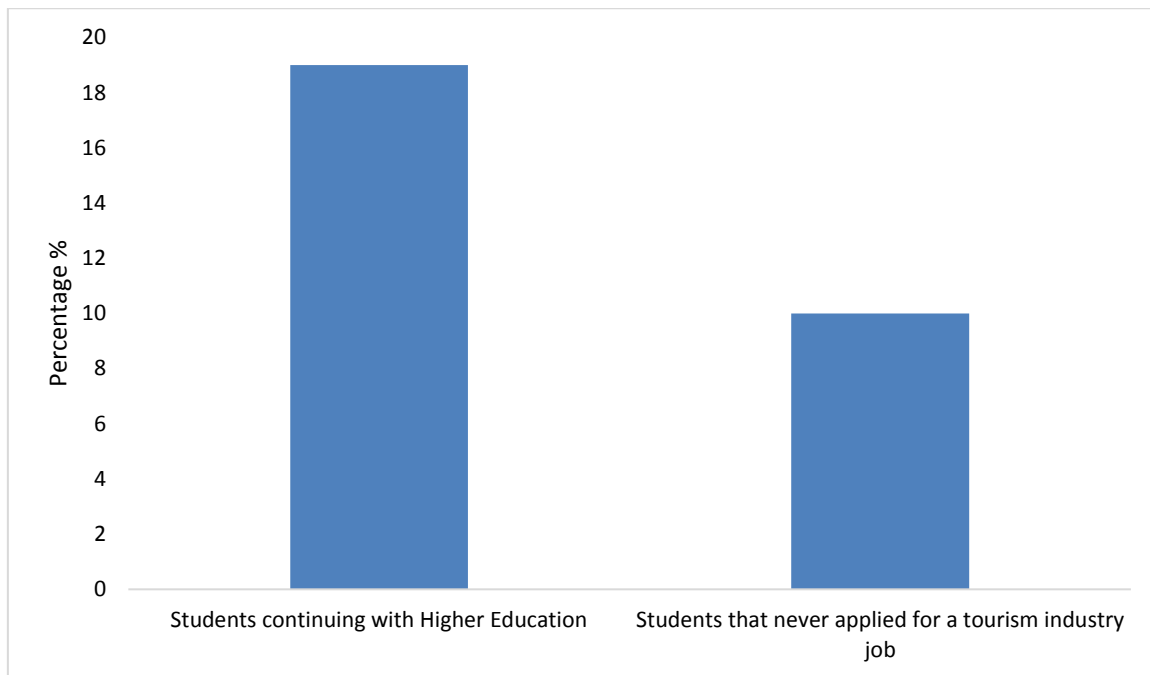


Figure 5.4b: Students that did not apply at all

Findings:

Graduates have not applied to sufficient tourism businesses for jobs. The highest percentage of jobs applied for ranges between one and three applications. Twenty nine percent of the graduates did not apply for any tourism job at all and it is unrealistic for these graduates to assume that they would obtain work without applying at all. Of the 29% who did not apply, 19% were currently studying further in Higher Education while 10% had not applied to any tourism organisation for a job. Graduates mentioned that it was due to financial constraints regarding travelling money. Graduates would have to apply to as many tourism businesses as possible if they wished to gain employment in the tourism industry. Only 4% of the graduate participants applied to more than 10 tourism businesses (11 to 15). This percentage is very low and if graduates wanted to be successful they would have to apply for numerous positions. Graduates were sure that TVET colleges would need to involve their Student Support Services (SSS) to assist Level 4 students with career guidance and how to apply for jobs within the labour market. Continuous support is needed from SSS to all graduates. Graduates need to be able to return to their TVET colleges and ask for ongoing guidance and assistance in finding work within the various industries. If TVET colleges built strong relationships within the tourism industry NCV graduates would benefit from such collaborations in future. This would be easier to facilitate if NCV tourism lecturers had industry experience and could help build these relationships and give sound advice to their graduates on what to expect in the tourism industry. If TVET colleges had regular guest speakers from the tourism industry this would give their students more exposure to

interacting with industry professionals and allow graduates to ask questions about the various sectors in the tourism industry and how they could enter that specific sector, for example services or transport.

5.2.5 General responses from the tourism industry when applying for work

Rationale:

The rationale for this question was to ascertain what the general responses were from businesses within the tourism industry where graduates applied for work. DHET (2006:7-11) state that a strong practical focus with more hands-on training and practical experience opportunities is important in NCV programmes and may prove relevant when considering the findings. Nzimande (2015:4-5) believes that SETAs should conduct training at the workplace and drive the facilitation of partnerships between employers and educational institutions. To do this SETAs must become skills experts for their respective sectors. Gostudy South Africa (n.d.) indicates what the primary industry requirements are for graduates but Smith (2015) and Flight Centre (n.d.) do not agree. The findings of the current study should provide clarity. DHET (2013a:8) adds to the rationale behind this question regarding the importance of practical experience for graduates. Harmsen (2014:27) refers to gaps in the schooling system and skills which graduates do not possess when they apply for work in the tourism industry. This question is linked to the study objectives regarding NCV graduate employability and to the main study objective to identify the challenges faced by the NCV programmes.

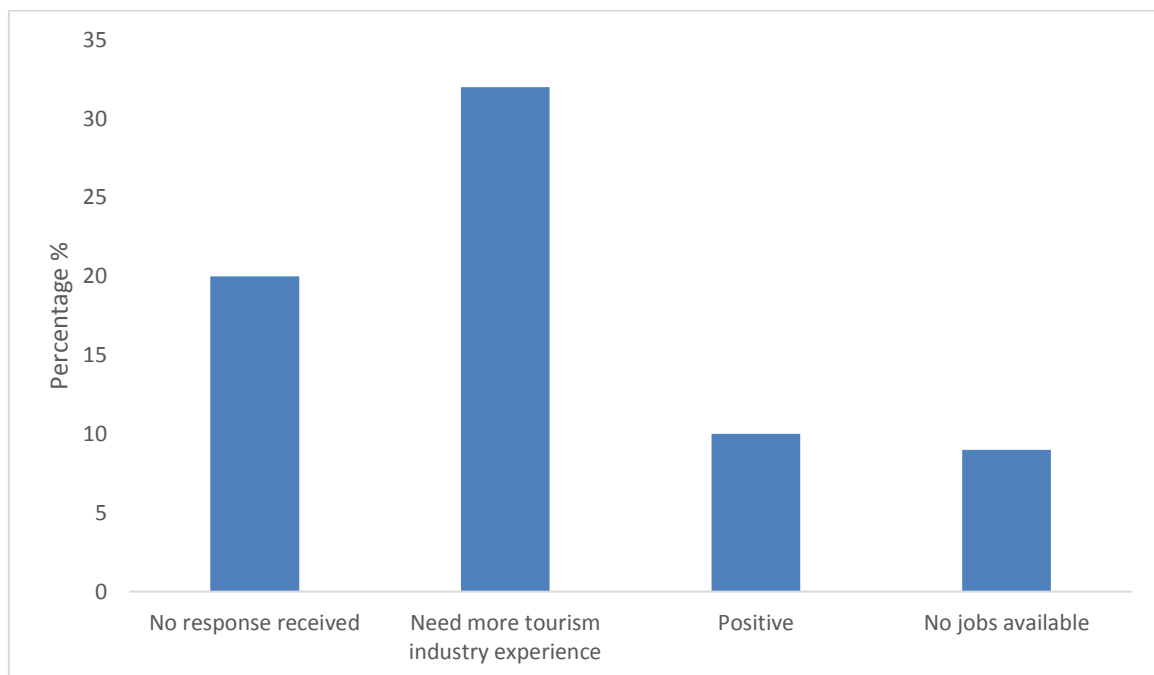


Figure 5.5: Responses from the tourism industry

Findings:

This question was answered by 71% of the respondents, considering that (as per question 5.2.4) 29% had not applied for a job in the tourism industry. Thirty-two percent of the participants were told that they did not have enough tourism industry experience for the job, while 20% commented that they never received any feedback from the tourism businesses to which they applied. Nine percent of tourism business to which they applied did not have any current vacancies available. This could be because it may have been a small to medium micro enterprise (SMME) and they were not in a financial position to employ staff at the moment. That 32% of the organisations applied to felt the students needed more practical experience is not surprising. This is a common problem that is confirmed by various sources consulted in this study. The importance of practical experience in the tourism industry is referred to by DHET (2013a:8).

In the tracer study of Akoobhai and Schindler (2016:37), 70.4% of the participants felt that practical work experience during their studies was very important. Of all the participants, only 10% were successful when applying for a job in the tourism industry. This clearly shows that the tourism industry values practical experience highly and that graduates have to be proactive in finding work. Graduates may face financial challenges as they would need money to pay for transport to get to the various interviews. The low percentage of graduates who were successful in finding work in the tourism industry is supported by Akoobhai and Schindler (2016:38) who found that 47.7% of their respondents were unemployed. According to WESGRO (2015), employment numbers increased in the tourism industry. However, the current findings indicate that NCV tourism graduates are still struggling to find work in the tourism industry.

NDT in partnership with CATHSSETA and HSRC is conducting a skills audit to revise the THRD strategy for 2016-2026, where the needs of the tourism industry will be investigated to develop the appropriate tourism education qualifications required. This will ensure that graduates have the required qualifications when looking for work. According to Flight Centre (n.d.), Thompsons Tours (n.d.) and an interview with Smith (2015), the tourism industry requires an average of two to three years' experience in the tourism industry to be considered for employment. This means that none of the NCV tourism graduates would be able to find work due to their lack of experience. WIL does give NCV students the opportunity to prove their capabilities to tourism business owners and this can lead to permanent employment once they have completed their NCV Level 4, but only for a very limited number of students. The 10-day period for WIL needs to be extended to give NCV students longer industry exposure and students should be remunerated during this time.

5.2.6 Confidence level of work applied for

Rationale:

This question investigated whether the graduate participants felt that the NCV tourism programme prepared them for the world-of-work, especially for work within the tourism industry. Confidence relates to the knowledge gained and the support received from their lecturers to be able to perform the required tasks. DHET (2006:7-11) states that practical skills and more hands-on-training is needed for graduates to make the NCV programmes successful. Harmsen (2014:27) refers to gaps in the secondary schooling system and skills which graduates do not possess when they start NCV and certain soft skills were still lacking when they applied for work in the tourism industry. This question is linked to the sub-objectives of this study regarding the employability of NCV tourism graduates.

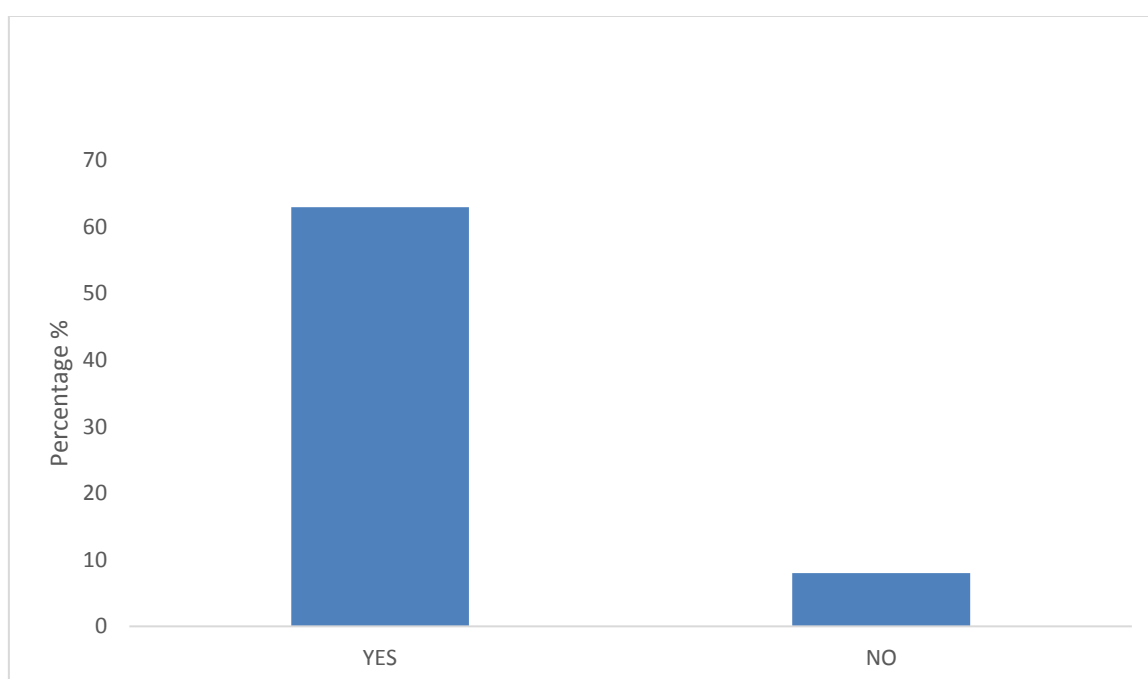


Figure 5.6: Confidence level of work applied for.

Findings:

This question was answered by 71% of the graduate participants, because 29% had not applied for a job in the tourism industry (question 5.2.4). The majority of the participating graduates felt confident to enter the tourism job market after the completion of the NCV tourism course, while 8% felt that they did not have the necessary confidence to work within the tourism industry and that their lack of practical experience hindered them. According to a tracer study done at TVET colleges, 48.6% of respondents felt that their TVET colleges played an excellent role in making them feel confident that they would get a job based on the skills and knowledge they were taught (Akoobhai & Schindler, 2016:37, 39). Tourism is a

services industry and graduates need confidence in their knowledge and abilities to be successful. In the tourism industry the product cannot be separated from the service, and having knowledge is important, but having confidence in oneself makes a client confident and will ensure that the student retains that client. Confidence is increased by gaining experience, however, the tourism industry will only give graduates an opportunity to gain experience if the qualification is what the industry needs.

5.2.7 Sufficient knowledge gained from the NCV Tourism course to enter the tourism industry

Rationale:

The reasoning behind this question was to obtain graduate opinions on the NCV tourism programme, and to determine whether graduates felt that they had gained enough knowledge to enable them to work in the tourism industry. The relevance and quality of the NCV tourism course can be directly measured by the interest shown by industries in selecting NCV students for employment. According to DHET (2014b:3), if NCV students were not employed after completing their studies, their education became meaningless. WCED (2009:5-6) states that certain programme-related challenges for students were that the NCV curriculums were of too high a quality and were too difficult for the learners. This question refers to the sub-objectives regarding the employability of the NCV graduates, as well as how the NCV tourism programme could be improved.

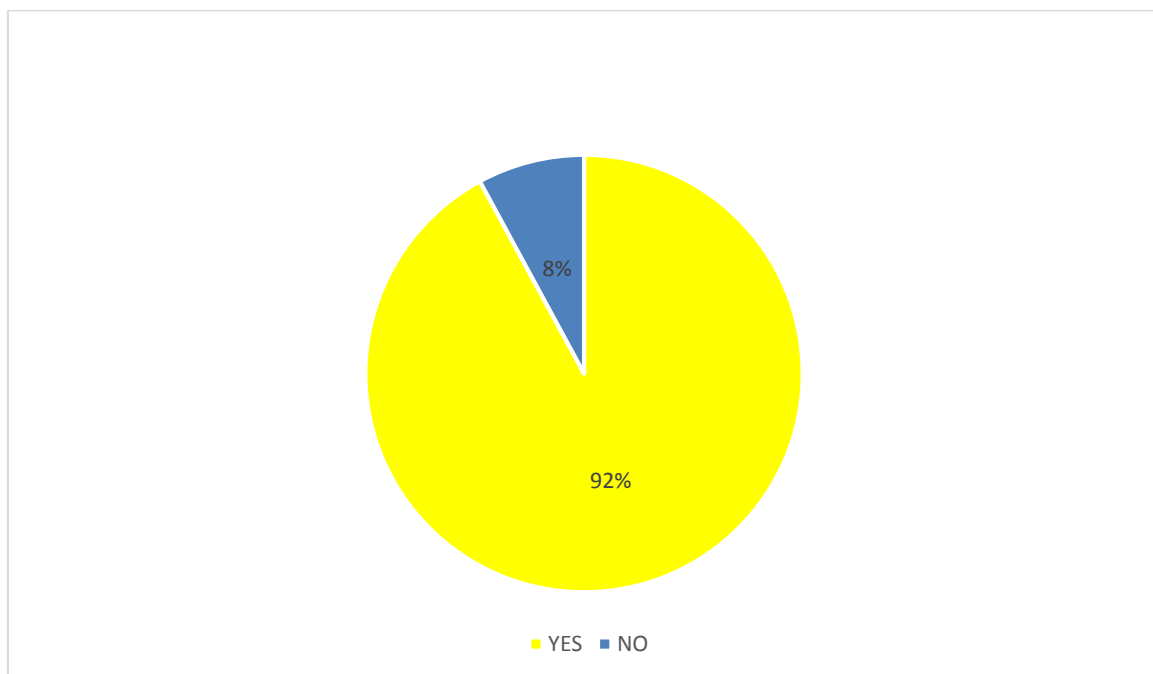


Figure 5.7: Sufficient knowledge gained to work in the tourism industry

Findings:

The majority of the respondents (92%) felt that the NCV tourism course did give them enough knowledge about the tourism industry, whilst only 8% felt the opposite. This strongly suggests that graduates felt the NCV tourism course skilled them with the necessary knowledge to work within the tourism industry. However, it was more important to ensure that the knowledge gained as part of the NCV tourism qualification is relevant to what the tourism industry requirements are. As stated, Smith (2015), Flight Centre (n.d.) and Thompsons Tours (n.d.) focus mainly on what experience new employees have. Tourism businesses like Flight Centre and STA Travel prefer to send their new employees for training because knowledge can be taught, but not experience or the right personality to work with people.

The NCV tourism curriculum needs to be updated to keep abreast of new and relevant developments in the tourism industry to keep graduates' knowledge current. The tracer study done at TVET colleges indicates that 58.2% of respondents rated colleges as excellent in teaching them how to apply what they have learned and 50.6% rated colleges as excellent with regard to giving them adequate knowledge of their subject matter (Akoobhai & Schindler, 2016:37). This shows a positive relationship between graduates and their TVET colleges because graduates feel that they received the necessary knowledge from their colleges to perform their tasks in the work place.

5.2.8 Future requirements for improvements in the NCV Tourism programme

Rationale:

This question asked the opinion of graduates on how the NCV tourism programme could be improved. DHET (2006:7-11) highlights the importance of practical experience and hands-on training for NCV to be successful. SSACI (2014) implemented the WBE roll-out in the Western Cape to assist with practical experience, but this is for a 10-day period only. Roopnarain (2011:10) explains how WBE would assist students in finding work within the tourism industry once they had graduated, and how WBE could help them to build industry contacts. DHET (2013a:8) and DHET (2014b:3) explain that WIL, and quality and relevance, are directly measured by the interest shown by industries in selecting NCV students for employment, and if students were unemployable after their studies their education becomes meaningless. WCED (2009:5-6) offers insight into the NCV programme, learner and college-related challenges. DHET (2013a:18) emphasises the importance of career guidance. WCED (2009:28, 42) relates to college infrastructure as well as a safe and stable student environment. DHET (2013a:9, 53) notes the importance of simulation rooms and the availability of technology at the TVET colleges. DHET (2013a:8) underlines the importance of practical experience in the tourism industry. NDT (2016) informs that new research is to be undertaken by the HSRC to develop a system of labour market intelligence to harmonise

education and skills planning for the THRD strategy 2016-2026. Harmsen (2014:27) argues that technology training that is relevant to the tourism industry is not currently available at TVET colleges. This question asked NCV tourism graduates how the NCV tourism programme could be improved. This relates to the main objective of this study regarding how the NCV programme could be improved by resolving problems facing the programmes. The sub-objective regarding the employability of NCV tourism graduates is also discussed as part of how the NCV tourism programme could be improved.

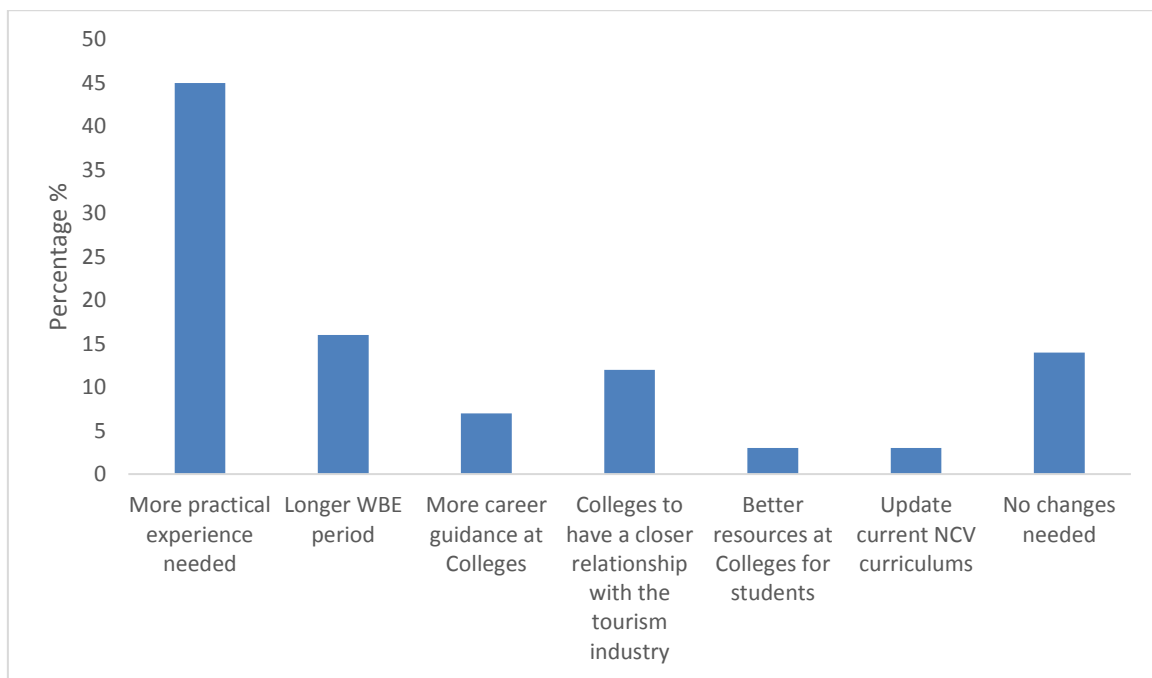


Figure 5.8: Future improvements of the NCV Tourism programme.

Findings:

Of the total participants 45% indicated that the NCV tourism course could be improved by providing students with more practical experience. This could include training students on Global Reservation Systems like Galileo and Amadeus. Taking students into the tourism industry on site visits and exposing them to different types of tourism business would give them more practical knowledge of how that particular business functioned. A total of 16% of the graduates felt that extending WBE/WIL so that students entered the world-of-work from Level 2 would provide the students with more practical experience and expose them to the tourism industry for longer periods of time, if certain socio-economic problems, such as the lack of transport money, could be overcome. Seven percent felt that more career guidance was necessary to assess whether the right student was registered to study NCV tourism. TVET colleges must guide new students to ensure that they were making the right career choices and not just to reach desired student numbers as mandated by the DHET. Of the respondents 12% commented on the importance of closer ties between TVET colleges and

the tourism industry, which must help with curriculum planning for NCV so that tourism businesses were aware of what the NCV tourism graduates were able to do. Three percent of the participants indicated that the current NCV tourism curriculum must be updated and another 3% requested better resources at TVET colleges, especially when it came to the practical tourism components, and that media centres and libraries should be open after hours for students to do the necessary research. Simulation rooms were still operational at certain colleges that were investigated but this should be a standard practical venue at all colleges to provide a more vocational component to the NCV tourism qualification.

5.2.9 Participants' perceptions of lecturers' tourism knowledge

Rationale:

This question could determine whether graduates felt that their lecturers had sufficient knowledge about the tourism industry to teach the various tourism subjects. Van der Bijl and Taylor (2014:30) explained how lecturers could use WIL as a means to educate themselves further and to use the theoretical components learnt in the tourism industry to improve classroom teaching. According to DHET (2013a:17), regular visits by lecturers to the tourism industry, in the form of WIL, would help lecturers with no tourism industry experience to understand the latest trends and developments in the tourism industry, and so pass this on to their students. This question is linked to the sub-objective of this study regarding the skills and knowledge that NCV lecturers need to teach their various tourism subjects.

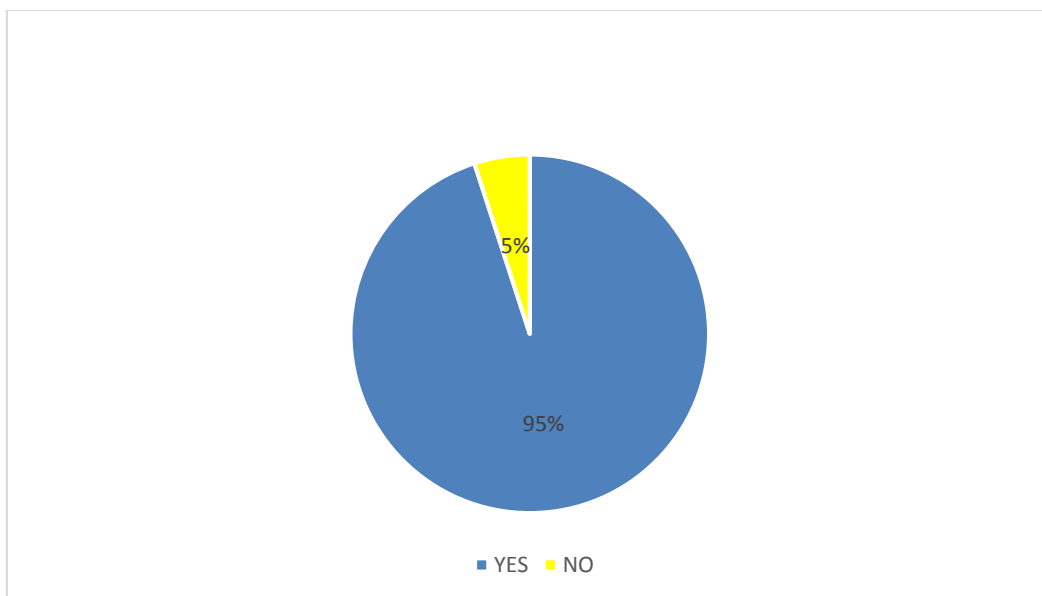


Figure 5.9: Participants' perceptions of lecturers' tourism knowledge

Findings:

Of the total participants 95% indicated that they considered that their NCV lecturers had the necessary knowledge to teach their various subjects, while 5% felt that not all their lecturers possessed the necessary knowledge. Having experience of working within the tourism industry is a great advantage when teaching a tourism subject, and WIL is a way in which lecturers can improve their knowledge and skills of the tourism industry and keep abreast of new developments and technology. Lecturers teaching a vocational subject need to be able to explain the context of the work in a practical manner, relating examples to the tourism industry to make the work more relevant as it applies to real situations within the tourism industry. DHET (2013a:17) comments on how regular visits to the tourism industry and WIL could assist lecturers to share the knowledge they gained in the tourism industry, with their students. WIL for students and lecturers is being implemented at all TVET colleges in the Western Cape. The curriculum for the NCV Level 4 Tourism Operations subject (Appendix S) includes content based on current tourism information and lecturers need to update certain information annually as it changes within the tourism industry. These findings are thus positive in terms of what the graduates felt about their NCV tourism lecturers being knowledgeable of the tourism industry.

5.2.10 Participants' interest in a career in the tourism industry

If YES – Where?

Rationale:

This question would determine what percentage of the graduate participants would still like a career in tourism. As stated by NDT (2011a), there was a drive to create 225 000 jobs within the tourism industry by 2020, which means that graduates should find work if they are still interested in working in the tourism industry. WCED (2009:5-6) offers insight into the NCV programme, learner and college-related challenges. This question relates to the main study objective regarding problems facing the NCV tourism programme and if these problems are possible reasons why these graduates are not interested in a career in the tourism industry.

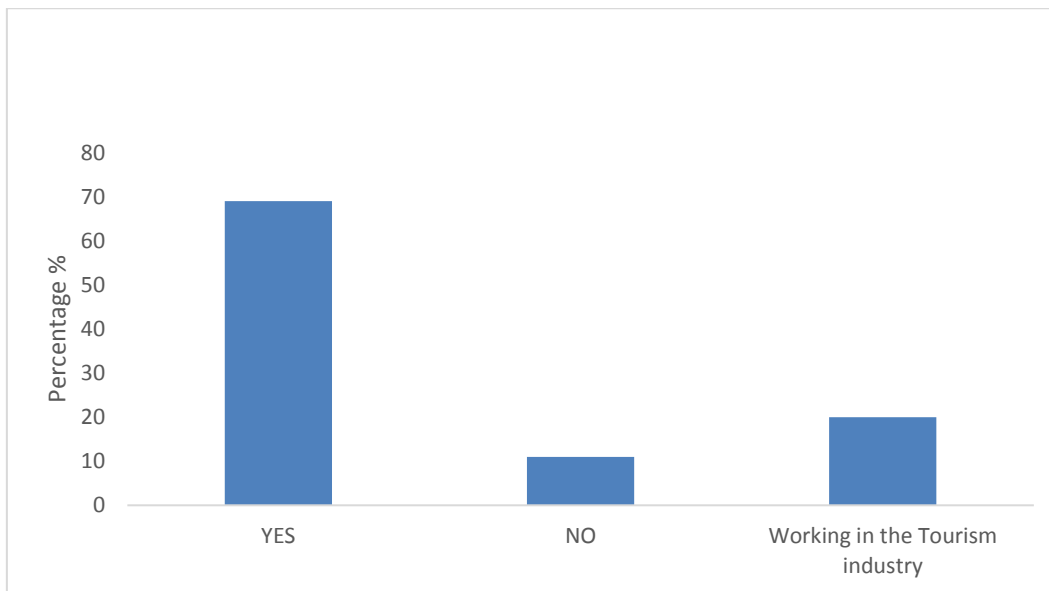


Figure 5.10: Interest in working in tourism

Findings:

Of the participating graduates 20% were currently working in the tourism industry and 69% were still interested in a career in the tourism industry. The following potential employers were mentioned: Airports Company of South Africa (ACSA), tour operators, travel agents, conservation agency (South Africa National Parks), hotels, cruise ships, events companies, tourism information centres (Cape Town Tourism, Stellenbosch Tourism, West Coast Tourism) as well as tourist guiding. A high percentage of graduates are still interested in working in the tourism industry but with reference to the findings of question 5.2.4, graduates are not applying to enough tourism businesses to be successful in acquiring a permanent position within the tourism industry. According to Hoffman (2016), student support services (SSS) at Northlink College are using ITS to create a database of NCV graduates of all the various programmes to track graduates and placements in the various sectors of industry. ITS can thus be used to contact graduates regarding possible job openings that may be communicated to the TVET colleges. NCV tourism lecturers are also using social media tools such as Facebook to keep in contact with graduates and to communicate possible tourism related job opportunities.

If NO – Why not?

Findings:

The 11% who indicated that they were not interested in a career in the tourism industry offered the following reasons: they were satisfied in the current industry in which they were working, they wanted to try something different, they were self-employed and not interested in tourism anymore, or had decided to study in another direction completely. This

demonstrates the tendency of students to use NCV merely as a means to obtain a Matric equivalent and that they were not really serious about working in the tourism industry. TVET colleges would thus not fill the gaps in the labour market with the programmes they offered but rather were simply used as an education institution where students could obtain a Matric equivalent and NCV is seen as an 'easy' alternative to Matric (WCED, 2009:7,26-27). These students would not be accepted at a secondary high school, either due to their age, poor academic performance or learning disabilities. Other factors that make TVET colleges an attractive alternative to basic education are socio-economic, such as financial support in the form of an NSFAS bursary that includes a transport allowance. The target market for TVET colleges that offer NCV qualifications should be those who did not complete their schooling as mentioned in the White Paper (DHET, 2013a). Many respondents suggested that career guidance should become mandatory at TVET colleges before registering new NCV Level 2 students to ascertain if they are the right student for the specific programme and not just to chase numbers.

5.2.11 Interest in further study in tourism (e.g. National Diploma/Degree in Tourism)

Rationale:

This question sought to establish whether graduates wanted to continue with their studies in higher education. Gostudy South Africa (n.d.) indicates what the primary industry requirements are for graduates, namely to be able to work with all kinds of people, having good communication skills and excellent knowledge of South Africa's places of interest, geography, its unique history, politics and flora and fauna, organizational skills and graduates should be able to control groups of people and deal with unexpected situations, but Smith (2015) and Flight Centre (n.d.) do not agree. This response indicates the percentage of graduates who decided to go into higher education. This question relates to the sub-objective regarding articulation for NCV tourism graduates to higher education.

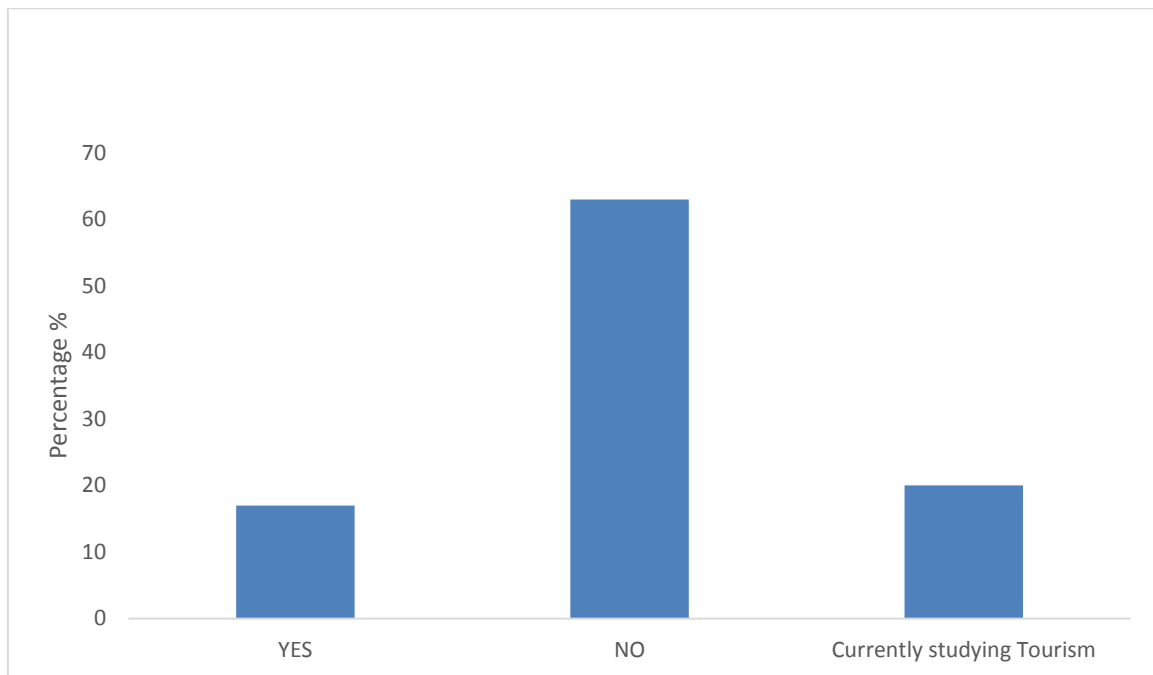


Figure 5.11: Further study in tourism

If YES – where?

Findings:

Of the graduate participants 20% are currently studying or have completed their higher education studies while 17% that indicated they wanted to study further and wanted to do so at a TVET college to do a National Diploma, or at UWC or CPUT to obtain a degree in tourism management. The graduates who did want to study further wanted to do so at a recognised TVET college or at a university or a university of technology, where the tourism qualifications are of a highest standard and these qualifications are known to the broader tourism labour market. Factors that affect these graduates who want to continue with higher education include financial constraints to pay their course fees. Some graduates commented that after they had completed their higher education the companies that employed them gave them extra training once they started working, relevant to that specific tourism business. Graduates who started working in the tourism industry straight after graduating NCV Level 4, were given the opportunity to study part-time for a Tourism Diploma and received financial aid from their employers.

If NO – Why not?

Findings:

The majority (63%) of participants did not want to study further, citing financial constraints and their inability to afford the tourism course fees. The number of graduates who did not want to continue their studies is significant. This could be due to specific economic factors

such financial problems in paying course fees or social factors such as students falling pregnant or other family responsibilities that may hinder them from going to class full-time. Bursaries for higher education do not have the same structure as NCV where NSFAS provides bursaries for NCV programmes that cover 100% of the course fees as well as a transport allowance, which is not the case in post-graduate higher education. The high cost of higher education tourism qualifications is also a factor that hinders graduates from continuing their studies after they have graduated NCV. Other responses included that graduates wanted to start earning an income to support their families, while others already had full-time employment in the tourism industry that gives them company training and the opportunity to study part-time with financial assistance from the specific tourism company.

Some graduates were no longer interested in the tourism industry and found work in other economic sectors. These results suggest that the majority of graduates do not want to study further in a tourism direction but would still want to be employed in the tourism industry, as supported by the findings of question 5.2.10. This emphasises the importance of TVET colleges being able to trace graduates to find out if they had found work within the tourism industry, as 69% indicated that they were interested in working in the tourism industry.

5.2.12 Biggest obstacle to getting a job (in any field)

Rationale:

This question allowed graduates to identify obstacles that they had to overcome when trying to find a job. DHET (2006:7-11) notes the importance of the practical experience and hands-on-training in the NCV programmes. Nzimande (2015:4-5) also states that the SETAs could assist with facilitating partnerships between employers and education institutions. Gostudy South Africa (n.d.) discusses the primary tourism industry requirements while Smith (2015) and Flight Centre (n.d.) note the different requirements of different sectors within the tourism industry that have their own requirements for new employees. SSACI (2014) explains the WBE concept and WCED (2009:5-6) clarifies programme, learners and TVET college challenges. This question is linked to the main study objective which is to identify the challenges faced by the NCV tourism programme.

The lack of a proper marketing campaign when NCV was initially implemented in 2007 is discussed by WCED (2009:25), as well as how students who enrolled were under the impression that the courses and programmes were mainly practical-based with minimum theory, but in reality they were exactly the opposite. This imbalance, as well as the oversight of not explaining NCV programmes in detail, resulted in confusion among students and the tourism industry. Resources needed at TVET colleges were discussed by DHET (2013a:53) with regards to technology and recreational areas for students. Harmsen (2014:27) emphasises the gaps in the schooling system that should be addressed, the assumption that

certain skills were in place, and that the tourism industry must support various training and mentoring initiatives financially via skills levies and funds from the SETAs. This question links to the study objective regarding the employability of NCV tourism graduates.

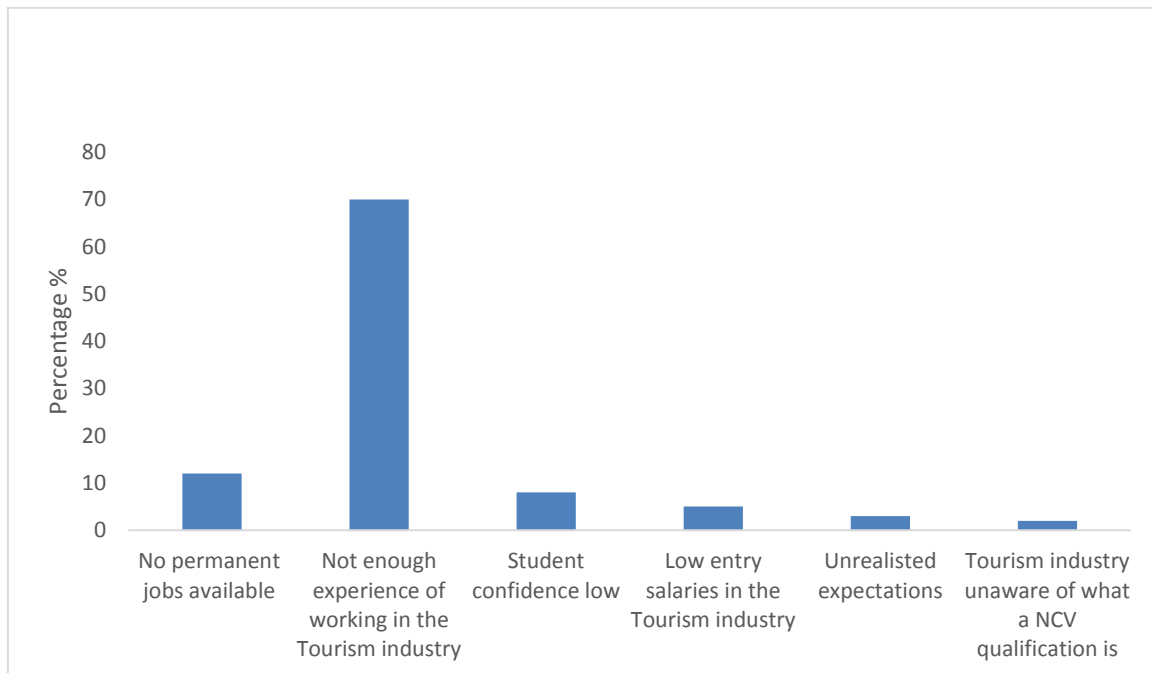


Figure 5.12: Biggest obstacles to obtaining work in the tourism industry

Findings:

Of the total respondents 70% felt that the biggest obstacle to finding work was their lack of practical experience in the tourism industry. The only practical experience NCV Level 4 graduates have by the time they have graduated is the 10 days WBE/WIL done in their final year. Ten days is not sufficient time to allow students to learn and build confidence in this industry. A further 12% of graduates stated that another obstacle was that no permanent jobs were available in the tourism industry, only seasonal work. According to a tracer study done at TVET colleges it was noted that many employers preferred to employ graduates on a short-term basis with only 23% of participants having permanent employment, and of that 23%, 73% were employed by private companies (Akoobhai & Schindler, 2016:38). Tourism businesses all work on a trial period of six months before permanent employment is offered.

Due to the seasonality of the tourism industry there would always be more jobs available at certain times of the year. Some respondents (8%) felt that they lacked confidence when they went for interviews, whilst students who are shy by nature or who lack self-confidence, would find it difficult to sell themselves to a tourism organisation. Low entry-salaries in the tourism industry also make the industry less attractive, similar to the position in Switzerland as mentioned in section 2.4.2 of Chapter Two. The tracer study done at TVET colleges also commented on the low gross earnings and stated that only 6% of participants earned more

than R9 000 per month. Some graduates (3%) had unrealistic expectations of the tourism industry; low entry salaries and shift work was a norm in this industry and graduates would have to understand this when undergoing career guidance. Level 2 students thought that if they studied tourism they would be travelling the world. However, with correct career guidance they would understand the nature of the tourism industry. A low 2% of graduates felt that the tourism industry did not understand, or were unaware of, what an NCV tourism qualification was. This was evident due to the lack of a proper marketing campaign when NCV was initially implemented in 2007 (WCED, 2009:25).

The above findings were from the NCV tourism graduates who participated in this study. The main study objective was to investigate the current problems in the NCV tourism programme, and how these can be overcome to improve the quality of the course and the employability of the graduates. The NCV tourism graduates commented on how the programme could be improved and what should be done to improve their employability. Other sub-objectives regarding articulation to higher education as well as the knowledge and skills of their lecturers were discussed. In Section B, NCV lecturers commented and made suggestions regarding the NCV tourism programmes.

5.3 Section B: NCV lecturer questionnaire

Questionnaires were sent to NCV lecturers (see Appendix I), conveniently selected from contact lists received from each of the four TVET college's programme managers for NCV tourism. They were approached via email and at focus group meetings held annually by the WCED. Lecturers were conveniently selected because the first 10 questionnaires received back from each college were used for this research. A total of 50 NCV lecturers gave their feedback in the form of completed questionnaires. A total of 150 questionnaires were distributed and 50 lecturers responded.

5.3.1 Highest qualification achieved

Rationale:

This question would determine the level of education of various lecturers and what the minimum qualifications were that lecturers should have to teach at a TVET college. DHET (2013a:16) indicates that there are regulations for minimum qualifications for vocational educators in TVET colleges. This question corresponds with question 5.3.2, which asked how many years of practical experience NCV lecturers had. This would mean that they have tourism industry-related qualifications if they had worked in the tourism industry and be able to share their industry experience with NCV students. This question relates to one of the sub-objectives of this study regarding the skills and knowledge of NCV lecturers.

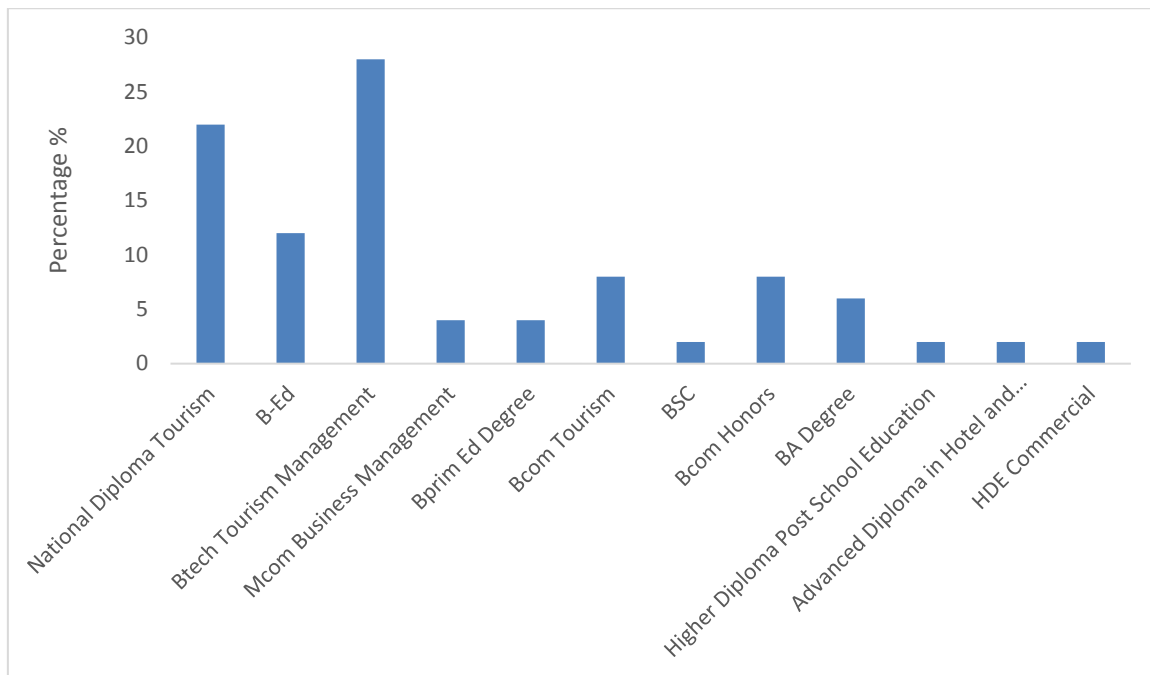


Figure 5.13: Tourism lecturers' qualifications

Findings:

The lecturer population had a wide variety of qualifications which suggested a high level of knowledge. A B.Tech tourism qualification was held by 28% of participants and 22% had a National Diploma in Tourism. Eight percent of lecturers had a B.Com Tourism Degree, while a total of 58% the lecturer participants had the necessary tourism knowledge to teach NCV tourism subjects. A B.Ed qualification was held by 12% of the participants which suggests that they did not study tourism. The breakdown of the other qualifications is noted in Figure 5.13 above. Lecturers who do not have a tourism-related qualification may find it difficult to teach a subject without having had any practical experience, as well as not understanding the industry in which they are teaching. This is a problem when teaching NCV tourism subjects due to the practical nature of certain subjects, like Tourism Operations (see Appendix S), which must be understood to be taught properly. NCV tourism lecturers who do not have a tourism qualification need to go into the tourism industry for practical WIL experience annually to stay up to date with happenings in the tourism industry.

5.3.2 Periods of practical tourism experience

Rationale:

This question would determine whether NCV lecturers had any practical industry experience in the sectors that they are teaching. DHET (2013a:8) explains the concept of WIL and how it could benefit NCV lecturers in the classroom. Vermaak (2012:17) holds that WIL is a component of WBE, which was implemented for both educators and students to improve

their skills and knowledge to enter the job market. Van der Bijl and Taylor (2014:30) explain that WIL for lecturers involves more than just practical application of skills learnt whilst working in the industry, but rather how to use the theoretical components learnt to improve classroom teaching practice. WCED (2009:5-6) discusses the various challenges facing the TVET sector, namely NCV programme, learner and college-related challenges. This question links directly with the sub-objective of this study regarding the skills that NCV lecturers have to teach their tourism subject when it comes to practical skills.

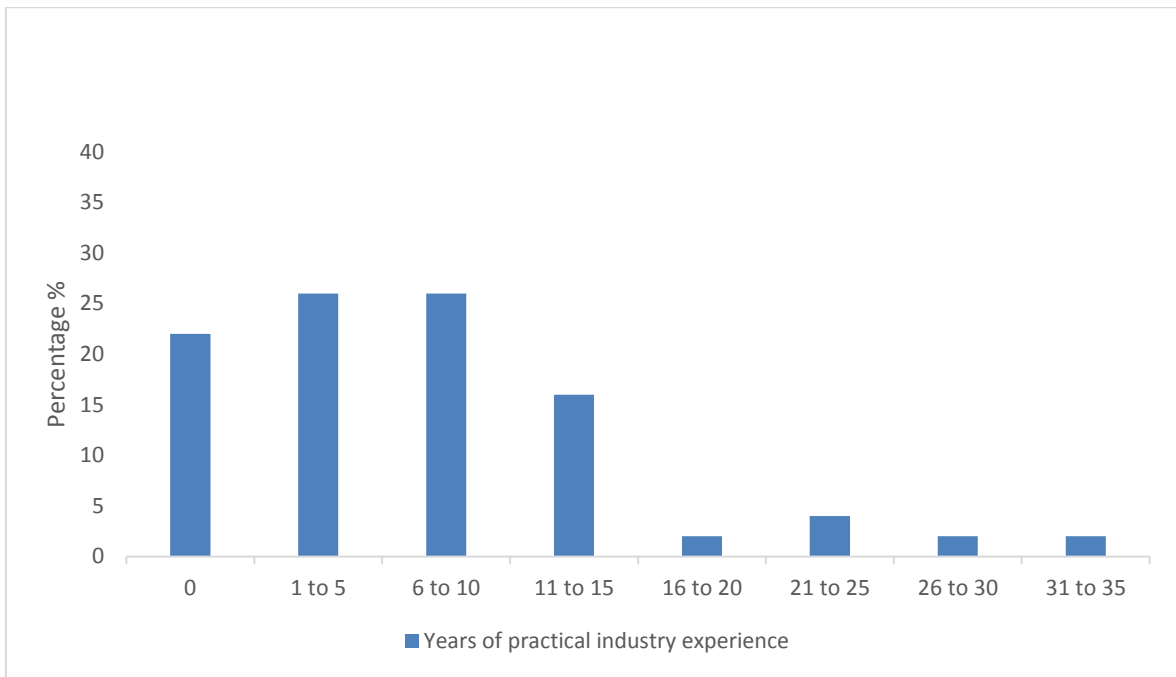


Figure 5.14: Period of practical experience

Findings:

Of the lecturer-participants 22% had no practical experience in the subjects they taught. NCV is vocational and considering the number of lecturers not having any practical industry experience they may find it difficult to teach tourism as it is applied in the industry. The majority of participants had between one and 10 years of practical experience of the various industries that they teach. The significant number of lecturers who had no practical experience in their respective industries does not assist in preparing students to enter the various industries. This corresponds with question 5.3.12 where lecturers were asked how they could support graduates. They responded that support to students could be offered through tourism industry contacts that lecturers may have made when they worked in the industry and this may assist graduates in finding work in the tourism industry. The 22% of respondents who had no industry connections to help their graduates find work need to be sent for WIL. Participants wanted TVET colleges to join industry associations to keep their staff up to date on new developments. This corresponds with question 5.3.6 regarding

invitations received from the industry. Lecturers felt that they need to receive more invitations to tourism industry events to keep abreast of happenings in the tourism industry. TVET colleges understand that tourism subjects are practical in nature and by sending lecturers for WIL, as well as sending their staff to tourism industry or tourism education workshops and conferences, will provide NCV tourism lecturers with vital tourism industry exposure. Teaching a tourism subject when having tourism industry experience brings the content of the subject to life for the student and giving tourism industry real-life examples helps the student to better understand the subject matter.

5.3.3 Period of teaching NCV

Rationale:

This question would assist lecturers to answer question 5.3.4 concerning resources needed to teach NCV; question 5.3.7 when asked if graduates had the necessary abilities to enter the tourism industry; question 5.3.8 when asked if the NCV curriculum is relevant to a particular industry; question 5.3.9 when asked what lecturers felt the biggest obstacles were when it came to teaching NCV, and question 5.3.12 when asked how they supported NCV graduates. Only lecturers who had taught for more than one year would be able to answer these questions with insight due to the years of experience they had. The longer the experience of teaching NCV the better the insight lecturers would have in answering these questions. This question links to the sub-objective of this study regarding the skills and knowledge that NCV lecturers have.

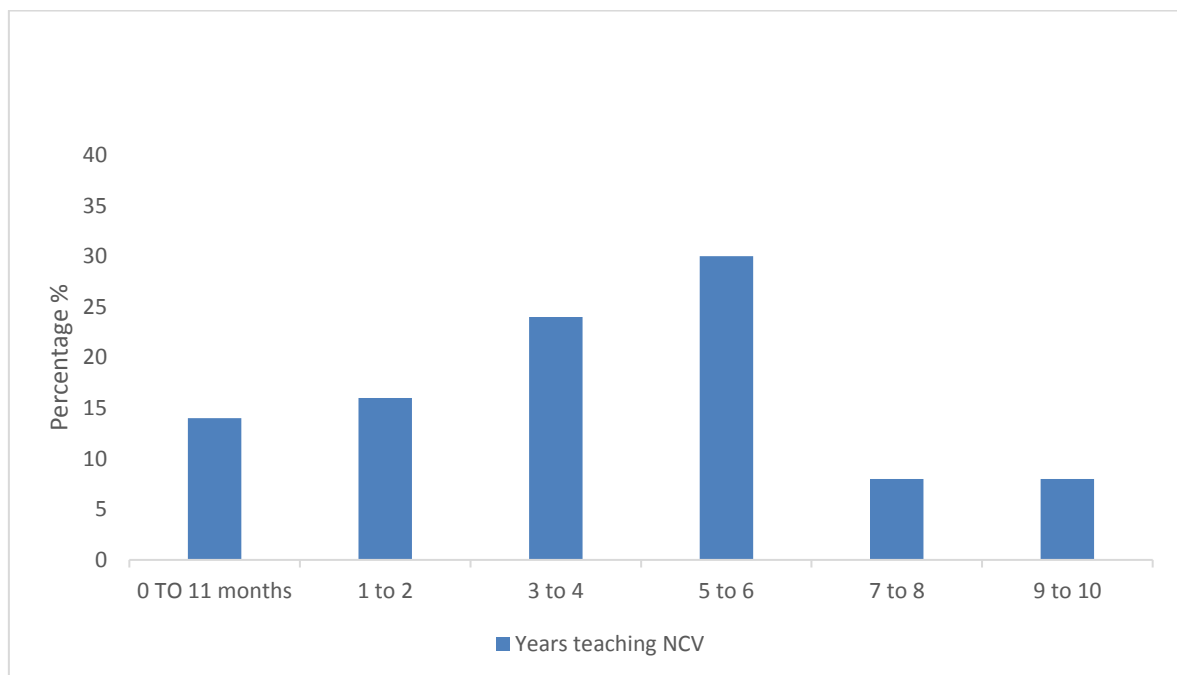


Figure 5.15: Years of teaching NCV

Findings:

Of the lecturers 30% had five to six years' experience of teaching NCV, which should offer good insight for this research into question 5.3.7 regarding graduate abilities to enter the tourism industry, as well as question 5.3.4 where lecturers were asked if TVET colleges had enough resources available for them to teach NCV subjects effectively. Question 5.3.9 relates to what obstacles lecturers felt that graduates face when trying to find work. These questions would thus be answered by experienced lecturers, and also question 5.3.12 where lecturers could comment on support systems they had developed for graduates over the years. The 14% of the lecturer-participants having taught NCV for less than a year probably do not have insight into the requirements of the questions mentioned above because they have not yet gone through the tourism curriculums and have not taught students long enough to gauge if they are capable of working in the tourism industry.

This group of 14% also had not worked with TVET college resources long enough to assess what resources are lacking and what obstacles they found when it came to teaching NCV. These lecturers may not have yet taught Level 4 students so may not have developed any support systems for them. The findings show that most of the TVET college lecturers (54%) that participated in this study had three to six years' experience of teaching NCV. It is important for TVET colleges to nurture their experienced staff to ensure that the quality of NCV programmes offered was of a high standard. This can easily be achieved when experienced lecturers teach NCV.

5.3.4 Resources available to teach students in the best possible way (relating to the specific industry into which they will be going)

Rationale:

This question would clarify what resources lecturers felt were needed to teach NCV programmes to prepare students for the various industries. WCED (2009:5-6) offers insight into this question which relates to challenges facing NCV programmes, learners and the college. DHET (2013a:9) focuses on simulation rooms as a college resource, DHET (2013a:13-14) refers to computer resources, while DHET (2013a:53) mentions Internet access at TVET colleges. This question gave clarity to the main study objective regarding the problems facing the NCV tourism programme and lecturers gave their opinions.

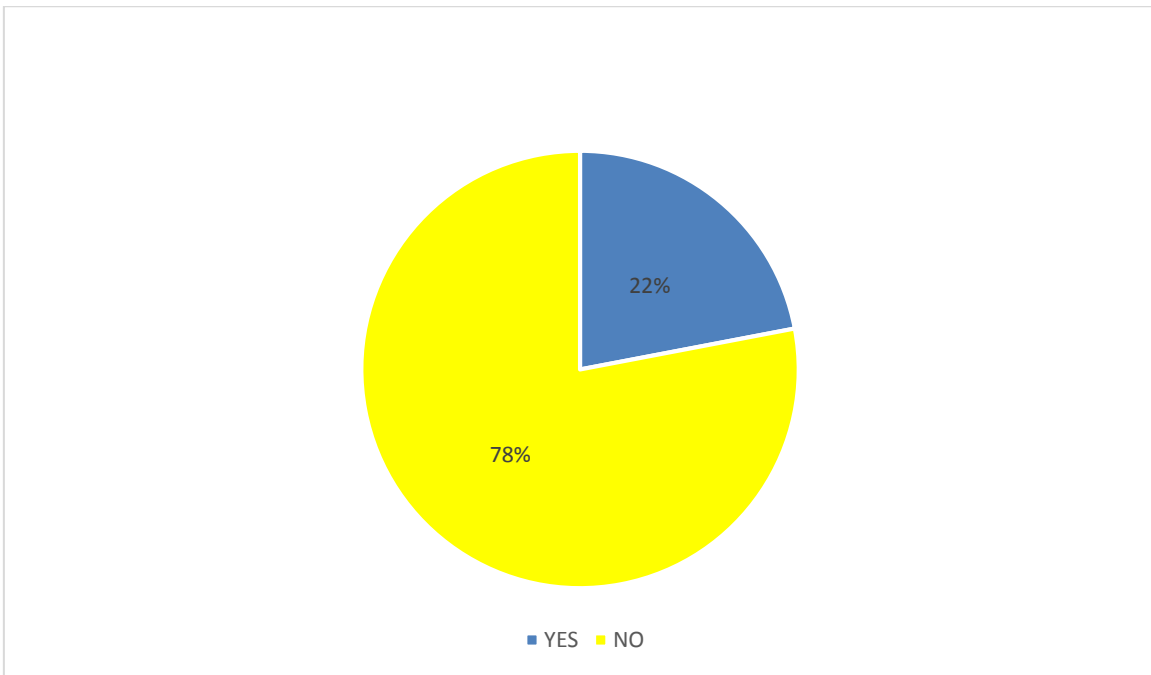


Figure 5.16: Sufficient resources available to effectively teach

Findings:

The majority of respondents (78%) felt they did not have enough resources at their TVET colleges to teach NCV. Lecturers' responses regarding lack of resources at TVET colleges included:

- A lack of financial resources for NCV students to undertake tourism industry visits;
- Insufficient library and media centre access, students can only access these resources during college time and not after hours;
- Limited student access to Internet hot spots, free of charge, for research purposes;
- Only a limited number of simulation rooms to simulate a tourism office environment and to improve soft skills of students. This response is linked to Section A, question 5.2.8 where students commented on their lack of practical skills and the need for better resources for students;
- An insufficient number of learning centres that allow after-hours extra classes for NCV students;
- Insufficient computer access for lecturers and data in each tourism classroom, to show tourism industry examples and to show relevant subject content; tourism is a visual industry;
- Insufficient access to computers and printers to assist with the large amounts of administration involved with each NCV subject, which was the responsibility of lecturers;
- Technology is outdated and not maintained;
- Limited access to tourism websites; and

- Computer software is outdated, computers are not serviced regularly to ensure electronic resources are well maintained.

Participants suggested that TVET colleges should have money allocated in their annual budget for installing new and maintaining old college resources. Education is the main business of TVET colleges and they should focus on upgrading their resources as well as maintaining them. Without these resources the main business of the TVET college would not be able to take place. The concerns mentioned above indicate that all the TVET colleges in the Western Cape need to address the problems of resources. Regarding the NCV tourism programme, keeping abreast of technology as well as having simulation rooms, is of utmost importance to teach these tourism subjects effectively. Certain TVET colleges that participated in this study had ongoing problems when it came to computer access for all lecturers and constant Internet connectivity. Administration duties for lecturers increase annually without sufficient resources available for lecturers to use their time productively. Computers and printers are used to perform these administrative duties but are not always in working order. Theft of resources at TVET colleges are also of great concern and better security measures in the form of security cameras should be in working condition to prevent theft in future.

5.3.5 The NCV Department receives regular support from the relevant industries

Rationale:

This question would shed light on whether TVET colleges had support from the various tourism sectors for which they educate learners. According to Nzimande (2015:4-5), this could only be done with the SETAs training staff at the workplace and facilitating partnerships between employers and TVET colleges. Roopnarain (2011:10) states that WBE would prepare students for the workplace so that the students were more employable and understood industry needs. In this way the organisation benefitted as they could identify potential employees and contribute to curriculum development by noting what students lacked when they were in the workplace. Vermaak (2012:17) holds that WIL was a component of WBE that was implemented for both educators and students to enter the job market to improve their skills and knowledge. This could only be done if there was support given to NCV lecturers to provide opportunities to work in the tourism industry. DHET (2013a:17) states that WIL would help lecturers with no tourism industry experience to understand the latest trends and developments in the tourism industry. This question gave insight into the main study objective regarding the possible problems facing the NCV tourism programme regarding the support that lecturers receive from the tourism industry to improve their relationship with the industry.

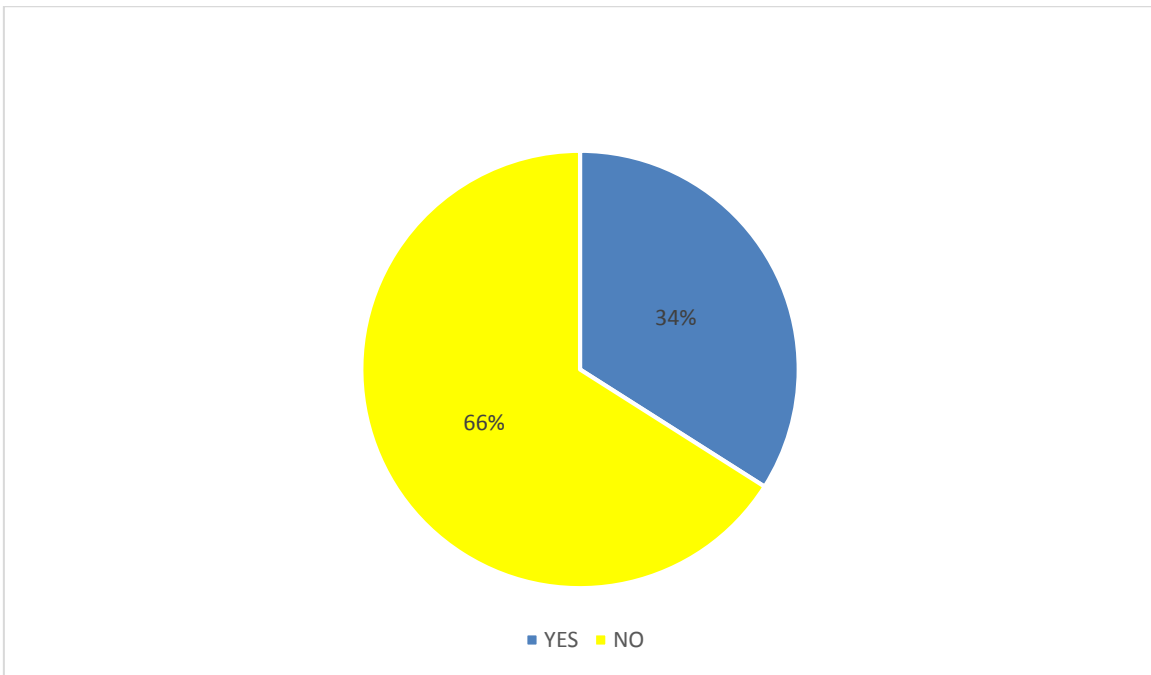


Figure 5.17: The NCV departments receive industry support

Findings:

A total of 66% of the lecturer-participants received no support from the relevant industries in which they taught NCV. Remarks included that higher education programmes received most of the support from industries but not NCV. The tourism industry must get more involved with education institutions to understand the differences in the various tourism qualifications by providing job shadowing or ‘bring a student to work day’, starting from Level 2. This would help lecturers with career guidance and make students aware of the tourism industry and which sector they wanted to work in.

The remaining 34% of the lecturers did receive support from industries, but only when Internal Summative Assessments (ISATs) were taking place, or in the form of monthly magazine subscriptions. ASATA has a membership base and certain TVET colleges have joined (at a cost to the TVET college) and were then invited to ASATA’s annual conference (at additional costs to the TVET college) and their meetings. It was suggested that TVET colleges should be members of tourism associations free of charge. This question is linked to question 5.3.6 because if lecturers answered that they did receive support from industry, they should be invited to workshops. Regarding WIL, TVET colleges need more support from tourism businesses and Student Support Services (SSS) need to create closer ties between their TVET college and the various industries in which they offer NCV programmes. Respondents felt that without continuous support from tourism industries the NCV Level 4 students would struggle to find work for their WIL period of 10 days.

5.3.6 Invitation received to workshops hosted by the relevant Industries

Rationale:

This question would indicate the level of participation of TVET colleges within specific tourism sectors and whether lecturers were invited to tourism industry events, workshops, meetings or conferences. This is essential in order for lecturers to obtain the necessary exposure to the tourism industry and would enable them to relay this information to their students in a practical way. Lecturers can apply this practical knowledge in terms of giving practical real-world examples when explaining specific aspects of the curriculum. Considering a subject like Level 4 Tourism Operations (Appendix S) where the subject content includes topics such as exchange rates and itinerary planning, this could be explained with tourism examples if a lecturer had actually worked with exchange rates before, understands how itineraries were developed, and what important information must be shared with the client. The tourism industry does not understand the concept of NCV as explained in DHET (2013a:14) and tourism industry role-players might, for that reason, not deem it necessary to invite NCV tourism lecturers to industry events. This question links to the sub-objectives of this study regarding the skills and knowledge of NCV tourism lecturers and their ability to teach tourism vocational subjects.

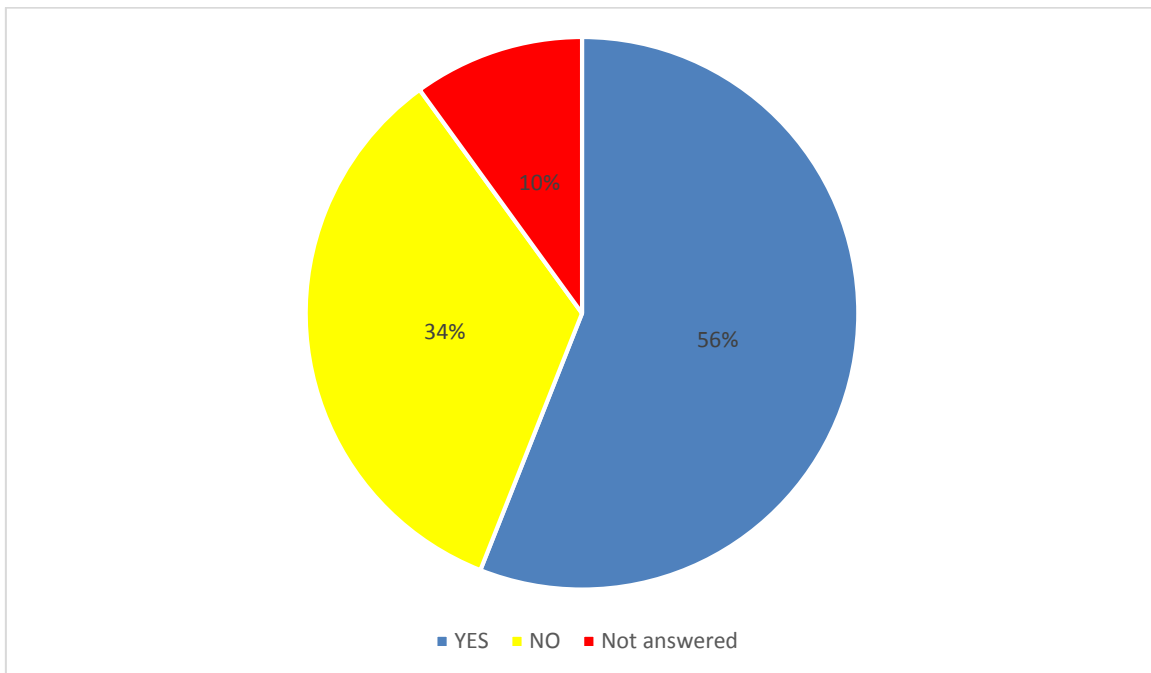


Figure 5.18: Lecturers invited to workshops hosted by the relevant industries

Findings:

The majority of lecturers (56%) indicated that they were invited to industry workshops. Comments included that it was only ASATA that sent invitations to all their members and that

the cost of membership to industry associations should be covered by the SETAs, not by the TVET college. Stellenbosch Tourism and FEDHASA regularly sent out invitations for workshops but not to all TVET colleges. However, this was not enough contact with the tourism industry. An obstacle for lecturers in attending these workshops was that they took place during class time and lecturers would lose teaching time if they attended. Of the balance of respondents, 34% stated that they did not get invited to industry workshops and 10% did not respond. In 2016 the NDT invited TVET colleges to participate in round-table discussions on the THRD strategy 2016-2026 with the HSRC, and CPUT hosted a TESA conference in September 2016 to which TVET colleges were invited. Respondents suggested that TVET colleges need to become involved in more meetings, incentives, conferences and events (MICE) within the tourism industry to expose lecturers to events in the tourism and education environments. The respondents felt strongly that being involved in these tourism associations would give lecturers much-needed industry exposure and allow them to keep up to date with what is happening in the tourism industry. Students would benefit and lecturers would be empowered with awareness of tourism industry developments. This would allow lecturers to build tourism industry contacts that would help NCV tourism graduates to find work within the tourism industry because their lecturers would be able to assist in placing them in the tourism industry. There is a cost attached to being a member of these tourism associations. CATHSSETA should ensure that TVET colleges, as well as Higher Education (HE) institutions, are allowed to join these associations, and either pay for their membership or ask the associations to include them free of charge. Participants noted that membership of TVET colleges and HE institutions to these tourism associations would benefit the educational institutions as well as the tourism industry. This would allow a more streamlined approach to satisfying the needs of the tourism labour market because educational institutions would know what the tourism industry requires in terms of skills and knowledge for the graduates to be employable.

5.3.7 Students' abilities and knowledge on a par with what is expected from the relevant industries on completing Level 4

Rationale:

This question would provide insight into whether NCV graduates had the necessary abilities to find work in the tourism industry. According to DHET (2006:7-11), a strong practical focus is needed for NCV programmes which would assist with employability. The tourism industry does not understand the concept of NCV, as mentioned in DHET (2013a:14), and tourism industry role-players might, for that reason, not be able to assess if the NCV tourism graduates have the necessary abilities to perform in a tourism environment. According to Harambee (n.d.), employers could not find candidates who had the necessary literacy, numeracy and technical skills to do a job. Gostudy South Africa (n.d.) discusses the primary

tourism industry requirements of the abilities needed by new employees, while Smith (2015) and Flight Centre (n.d.) mention different requirements, so it is clear that different sectors within the tourism industry have their own requirements for new employees. This question is linked to the sub-objective of this study regarding the employability of NCV tourism graduates.

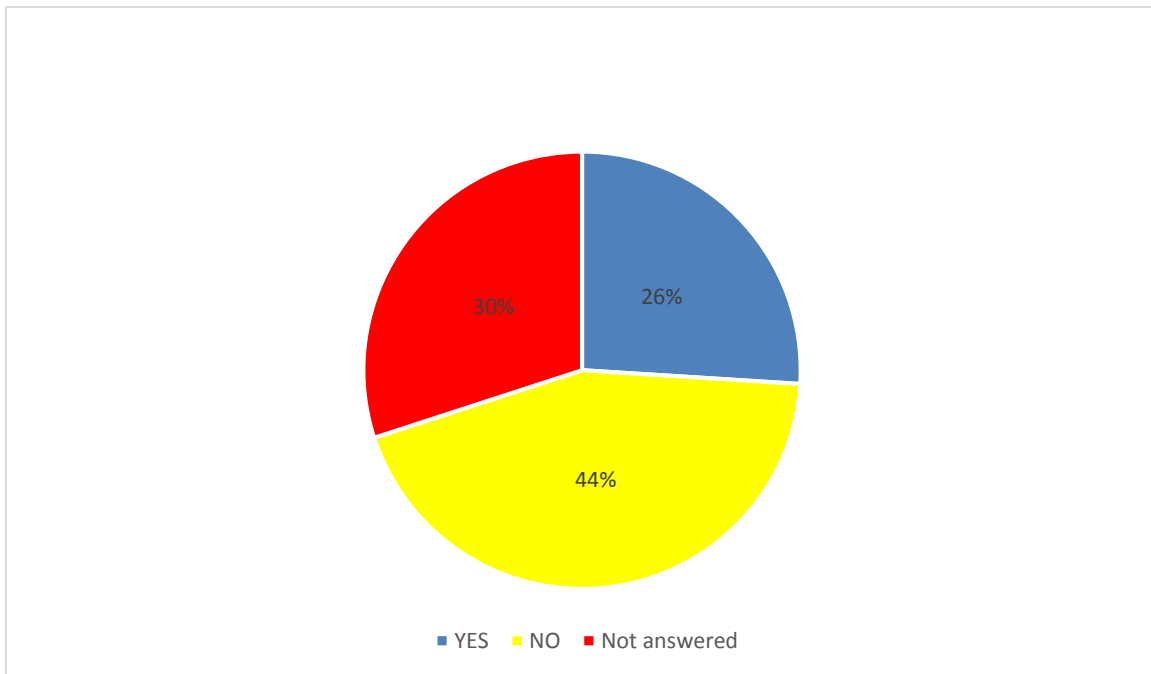


Figure 5.19: Students' knowledge on par with industry needs

Findings:

This question was not answered by 30% of the lecturers and only NCV lecturers who had worked with their students for a number of years would have the necessary insight and experience to answer this question. Twenty-six percent of participants agreed that the students' abilities and knowledge are what was expected by the industry when they passed Level 4. The balance (44%) of respondents did not think so and felt that the graduates lacked the necessary English language skills due to the low NCV pass requirements for English First Additional Language which is 40%. Students lack the necessary practical experience and skills as well as the required exposure to the tourism industry to be successful job applicants. The NCV tourism programme curriculum is out-dated and some information is not relevant to the current tourism industry. For example, the NCV tourism subject Tourism Operations Level 4 (see Appendix S), deals with travel allowances, customs rules and regulations and itinerary planning, which have all changed significantly over the recent past. Participants commented that TVET colleges should investigate additional training for Level 4 NCV tourism students to improve the students' abilities and to make their training more relevant to the tourism industry. TVET colleges must allow the tourism industry to be part of

curriculum planning and this should be facilitated by DHET and NDT to bring the tourism qualifications into line with the requirements of the tourism industry. The tourism industry values experience and a higher education qualification should include a minimum of six months in the tourism industry (currently NCV has only 10 days). To make the NCV tourism qualification more relevant, a longer WIL period must be implemented. In response to question 5.2.5, 32% of the graduates felt that the tourism industry did not think they had enough experience to be employed and to question 5.2.12, 70% of graduates felt that the biggest obstacle to finding work was that they did not have enough practical experience of working in the tourism industry. The abilities of graduates would be more in line with tourism industry requirements if they had more practical experience.

5.3.8 The NCV curriculum is relevant to the various industries covered in the sense that these students can be employed straight out of Level 4

Rationale:

According to DHET (2006:7-11), NCV should offer a strong practical focus with much more hands-on training. WCED (2009:5-6) discusses the challenges facing NCV regarding the programmes offered at TVET colleges and notes that tourism industry requirements should also be considered. Gostudy South Africa (n.d.) examines the primary tourism industry requirements, whilst Smith (2015) and Flight Centre (n.d.) state different requirements. It is clear that different sectors within the tourism industry have their own specific requirements for new employees. This question is linked to the sub-objective of determining the employability of NCV tourism graduates.

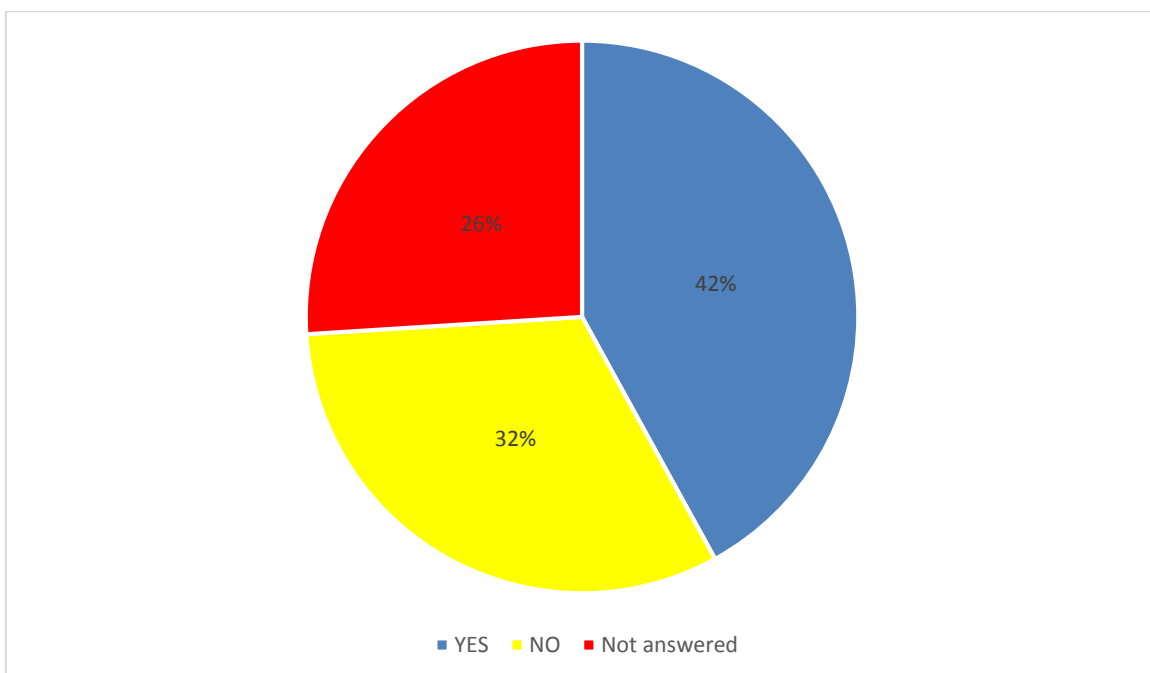


Figure 5.20: NCV curriculums relevant to the various industries

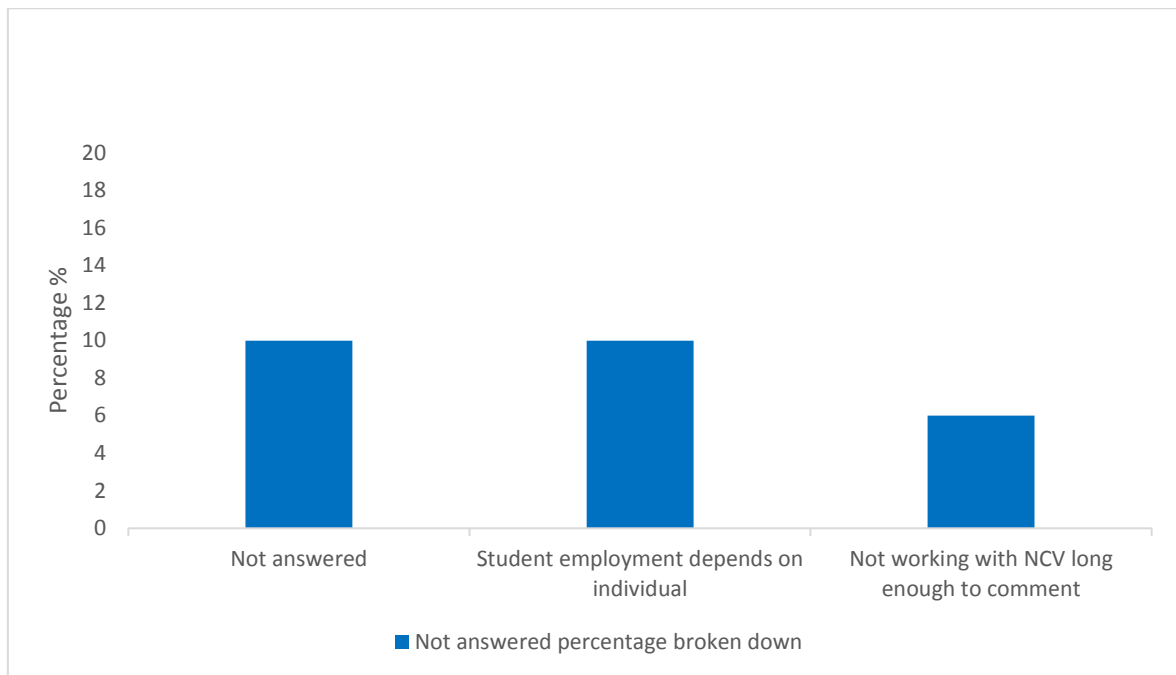


Figure 5.21: Reasons for “no response data” in Figure 5.20

Findings:

Of the total respondents, 42% indicated that the NCV curriculum was relevant to the various industries while 32% felt that the curriculum was irrelevant. The participants who believed that the curriculum was irrelevant felt that the content was outdated, there was insufficient emphasis on practical experience and that the curriculum was too knowledge-based. These findings correlate with question 5.2.8, where graduates were asked how the NCV programme could be improved and 3% indicated that NCV curriculum should be updated. Thus, the graduates also felt that the curriculum was outdated. This question was not answered by 26% of the participants, comprising 10% who did not answer the question at all while a further 10% indicated that it was up to the individual student if they would find employment and their own willingness to work. This suggests that the curriculum is not the reason why graduates are not finding work, but rather their own willingness to find work within the various industries. The remaining 6% did not answer because they had not been working with NCV long enough to give an accurate answer. Lecturers felt that the current NCV tourism curriculum should be updated in the near future to make the NCV course relevant for the tourism industry. DHET should implement an updated curriculum with participation from the tourism industry. The THRD strategy for 2016-2026 should address these issues in terms of matching tourism qualifications to the tourism job market.

5.3.9 Biggest obstacles in teaching NCV students

Rationale:

The rationale behind this question was to focus on WCED (2009:5-6) where the NCV programme, learners, as well as college-related challenges are discussed. Focus was on WCED (2009:30-31) where it was mentioned by college staff that colleges chase enrolment numbers without a proper selection process to meet the college projections of learner numbers.

- The DHET requires that TVET colleges must expand enrolments according to DHET (2013a:7, 13).
- DHET (2013a:9) mentions the need for simulation rooms.
- WIL for lecturers should help them gain valuable tourism industry experience according to DHET (2013a:17).
- Harmsen (2014:27) indicates that training for students should first focus on the gaps that the secondary school system has not addressed before the tourism industry can look at specialised training for the TVET sector.
- Van der Bijl and Taylor (2014:30) indicate that WIL for students could assist to implement their skills that were addressed in the subject curriculum whilst working in the tourism industry, and also give them the necessary experience.

This question assisted in addressing the main study objective regarding the problems facing the NCV tourism programme and how these problems could be overcome.

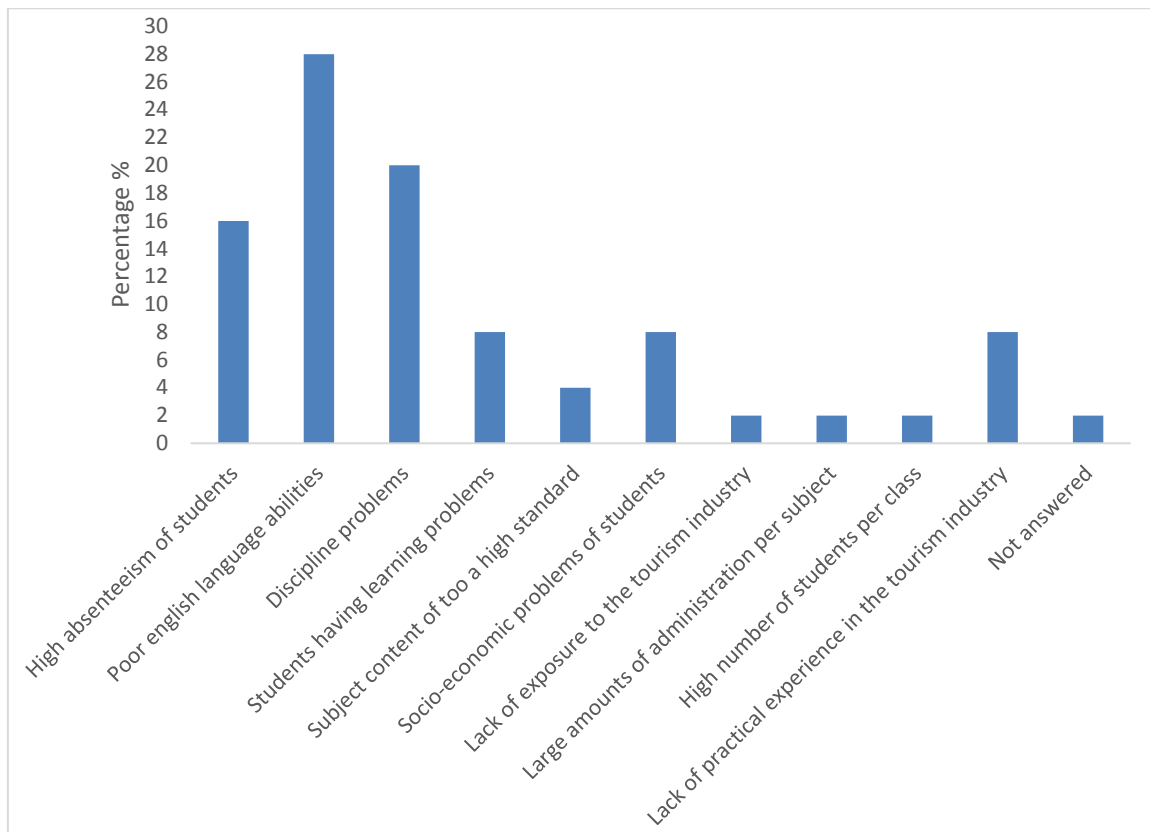


Figure 5.22: Biggest obstacles to teaching NCV students

Findings:

Figure 5.22 indicates a list of obstacles mentioned by lecturers regarding teaching NCV students. The highest percentage of respondents (28%) indicated that there was a significant problem when it came to language barriers at TVET colleges, especially the inability of NCV students to converse or explain properly in English. Graduates who cannot communicate properly in English would always struggle to find work within the tourism industry because English is the lingua franca in the tourism industry. Discipline was seen as a major obstacle by 20% of the participants and it was stated that NCV students lack the maturity that comes with age. A significant percentage (16%) mentioned the high student absenteeism rate experienced at most TVET colleges. Lecturers at TVET colleges had to follow the DHET absenteeism policy. This led to another obstacle mentioned by 2% of the respondents, being the extensive administration required for each NCV subject, including absenteeism, the loading of marks and setting of assessments. The DHET absenteeism policy was very comprehensive and had to be managed by lecturers up to 18 periods absent. Thereafter the programme managers and academic heads of the various TVET colleges continued with the process. Lecturers had to keep track of all student-absenteeism until they were suspended at 30 periods absent. Lecturers have to follow this process for an average of 150 students annually which means that a lot of time is lost for lecturers to do class preparation because of

the increased administrative load. Another obstacle mentioned by 8% of participants was that certain NCV students could have learning difficulties and that may be the reason why they were not successful in a normal high school. NCV lecturers do not have the qualifications to deal with these students.

A further 8% of respondents felt that the socio-economic position of NCV students was an obstacle. Students were absent due to problems such as lack of transport money, family members losing their jobs, or other family problems. Another obstacle indicated by 8% of the lecturers was that students lack practical experience in a tourism environment and therefore need simulation rooms in which to learn how a tourism business operates. This corresponds with question 5.3.4 in which lecturers were asked about resources at TVET colleges and 78% felt that they did not have enough resources to teach NCV, and further commented on the need for simulation rooms. The curriculum subject content of the NCV tourism programme was deemed by 4% of the lecturers to be of too high a standard and students did not understand the tourism terminology. The NCV tourism curriculum content for Level 2 students was too advanced and students struggled with the English language as well as the subject content.

The rest of the lecturer-participants responded as follows: 2% indicated that their lack of exposure to the industry was an obstacle, while another 2% mentioned the high number of students per class was an obstacle to teaching NCV. The subject outcomes for Tourism Operations Level 4 (see Appendix S) recommend 15 to 20 students per class. Currently the group size in an NCV class is in excess of 30 students, considerably higher than the suggested group size of 20. With a smaller group lecturers would be able to give more individual attention, more practical activities would be possible and better discipline could be maintained in class. The question was not answered by 2% of the respondents. Obstacles to teaching NCV need to be addressed by TVET colleges, not only to address lecturers' concerns but to improve the quality of the NCV programmes to make these graduates employable. TVET colleges have annual staff surveys but lecturers felt that their comments and concerns were not taken seriously and no or very few changes are implemented as per their concerns. Lecturers communicated with and assessed their students on a day-to-day basis, they had first-hand knowledge of what is needed in the classrooms and how to improve the employability of their students. TVET college management make decisions that affect lecturers and students negatively because management is not present in the classroom to experience these obstacles.

5.3.10 Biggest obstacles for graduates leaving Level 4 to find work

Rationale:

This question would clarify obstacles that graduates faced when they leave a TVET college to find work. DHET (2006:7-11) indicates the need for NCV to have a stronger practical focus and more hands-on training. Nzimande (2015:4-5) suggests how CATHSSETA could assist with training and facilitating partnerships between employers and educational institutions. Harambee (n.d.) notes that employers thought graduates lacked the necessary literacy, numeracy, technical and soft skills to work in a professional tourism environment. Gostudy South Africa (n.d.) suggests primary tourism industry requirements for new staff applying for work within the tourism industry. These requirements were not the same in all sectors as indicated by Smith (2015) and Flight Centre (n.d.). SSACI (2014) explains the roll-out of WBE/WIL for NCV tourism students. WCED (2009:25) elucidates on how NCV was never accompanied by a proper marketing campaign to explain to students, parents or the tourism industry what an NCV tourism qualification was. The importance of WBE/WIL is becoming clearer to the DHET and other stakeholders (DHET, 2013a:8). This question links to the sub-objective of this study, namely the employability of NCV tourism graduates.

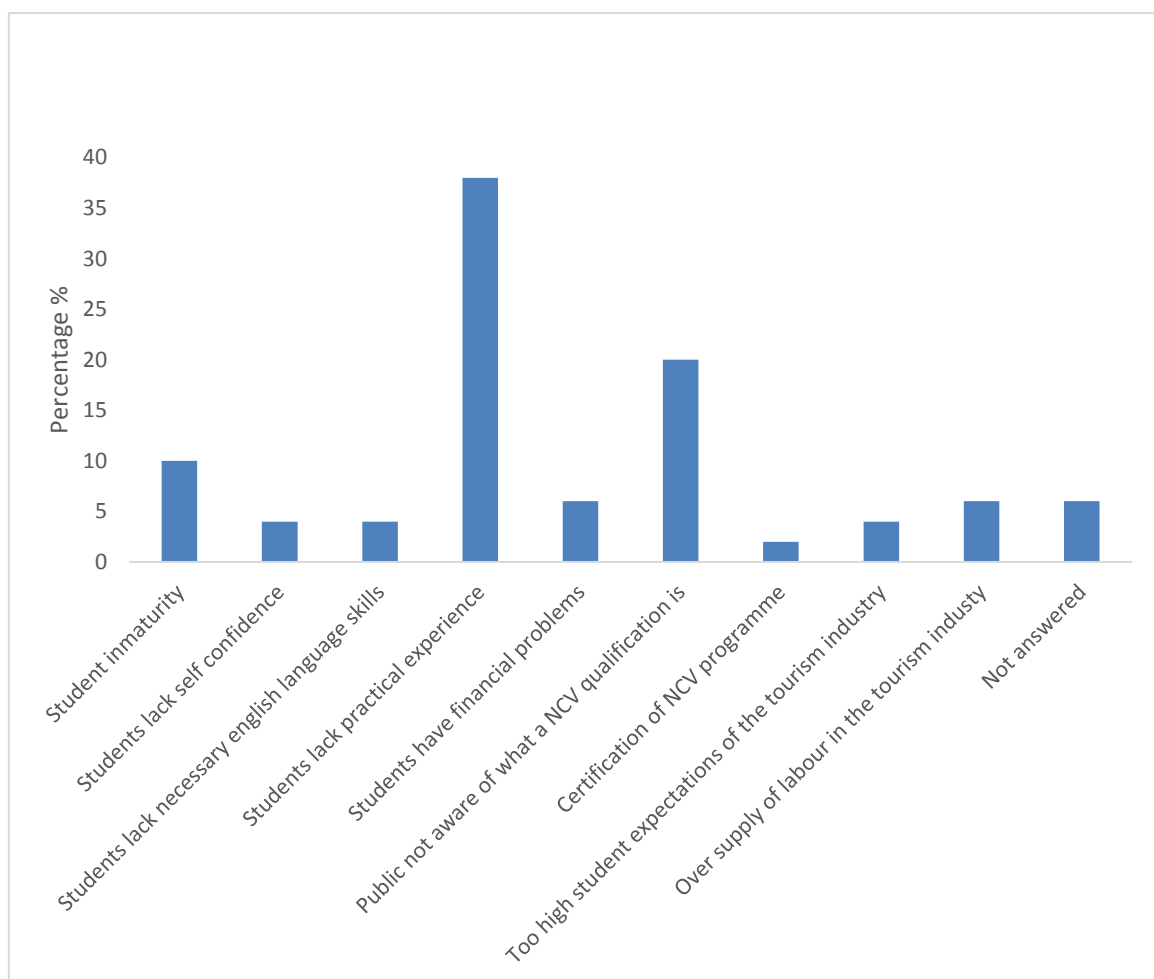


Figure 5.23: The biggest obstacle for graduates with Level 4 to find work

Findings:

Regarding the biggest obstacle faced by students when trying to find work, 38% of the lecturers believed this was the graduates' lack of practical experience of their industry. The other major obstacle mentioned by 20% of participants was that the public did not understand the concept of an NCV qualification and what the graduates' abilities were. Not only did the general public not understand the concept of NCV but neither did the tourism industry, and they do not know what tourism knowledge the NCV graduates have when they complete their studies. A further 10% of the participants indicated that the graduates' immaturity was an obstacle for them, and they lacked the soft skills to operate in a professional environment. Financial problems were cited by 6% of the lecturers as being an obstacle so entry to higher education would not be possible and students would have to start working for a salary immediately to support themselves.

- An oversupply of labour in the tourism market was mentioned by 6% of lecturers; there were too many graduates and not enough available jobs;
- An obstacle mentioned by 4% of the participants was that graduates lacked self-confidence to apply for certain jobs;
- Poor English language skills was identified by 4% of the respondents as an obstacle for graduates;
- A further 4% indicated a further obstacle was that student expectations were too high regarding entry level salaries; and
- The backlog of issuing NCV Level 4 certificates was indicated by 2% of lecturers as being an obstacle for graduates trying to find work.

This question was not answered by 6% of the lecturer respondents. This question links to question 5.2.5 where graduates commented on what the general responses were from the industry when they applied for work. These included some of the above findings, as well as question 5.2.12 where graduates were asked what the biggest obstacles were for them in finding work. Obstacles mentioned by lecturers had an impact on how they taught (lack of practical venues such as simulation rooms) and this would affect the knowledge and skills of graduates. Lecturers felt that TVET colleges need to address these obstacles to ensure staff retention and high staff morale, and to ensure that TVET qualifications are of a high standard. TVET colleges are vocational in nature and should address the lack of practical experience of their graduates, especially within the tourism industry, to make the NCV qualification more relevant.

5.3.11 The concept of NCV is understood by the general public

(If NO – Why not?)

Rationale:

This question was very important to assess whether the public, as well as the tourism industry, understood the NCV concept and what the abilities of graduates were regarding their skills and knowledge. WCED (2009:25) supports the rationale behind this question, stating that the NCV implementation in 2007 was not accompanied by a proper marketing campaign to explain to the public what NCV was, and how and where it was positioned in secondary education. Students who enrolled were under the impression that the courses and programmes were mainly practical-based with minimum theory, but in reality it was just the opposite. This imbalance, as well as the oversight by not explaining NCV programmes in detail, resulted in confusion among students and the tourism industry and this fact is corroborated by DHET (2013a:14). This question links to the main study objective, namely the problem facing the NCV tourism programme.

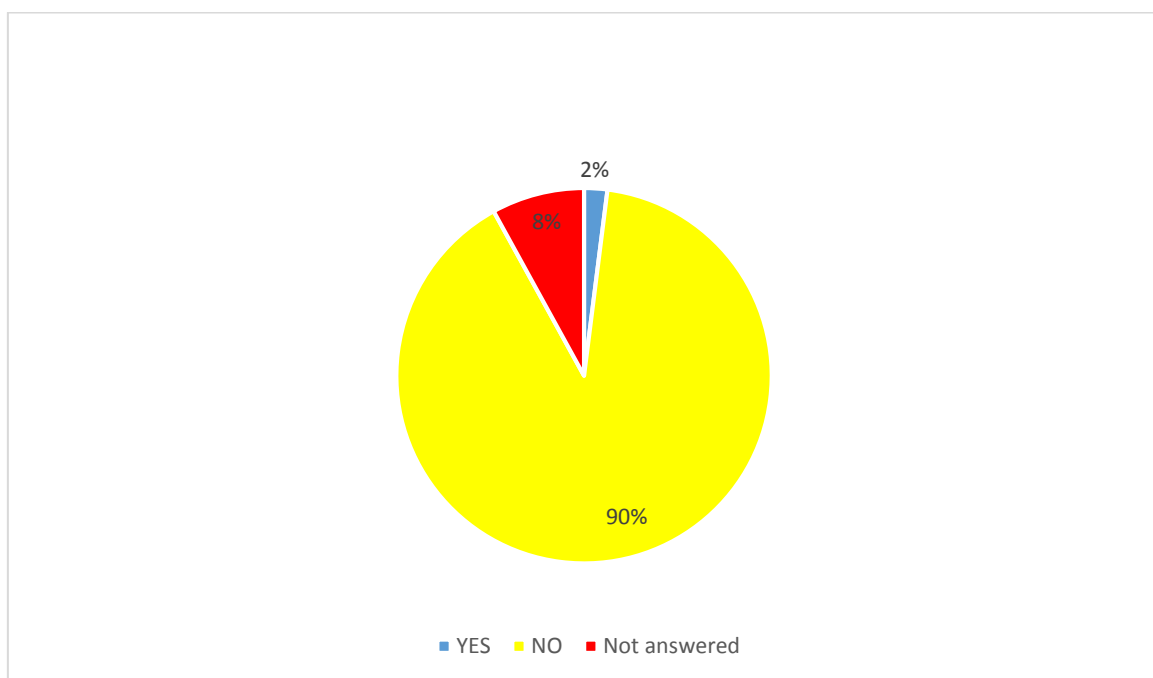


Figure 5.24: The NCV concept is fully understood

Findings:

As indicated in Figure 5.24 above, 90% of the lecturers thought that the concept of NCV was not understood by the general public and that the concept of NCV and the programmes available were not marketed properly. Lecturers noted that public forums should have been held with tourism industry role-players where the NCV programme was properly explained. The NCV tourism qualification should have been explained in terms of the curriculum

covered and what tasks graduates would be capable of doing. Lecturers commented that because of lack of marketing regarding the NCV programmes, TVET colleges were receiving a high number of high school pupils who exited the basic education system due to some of the following reasons:

- age and inability to progress to the next grade
- personal and/or family-related problems
- pregnancy
- learning difficulties

Other comments made by lecturers included that NCV was seen as an easy way to get a Matric-equivalent and that the general public thought the NCV tourism programme was practical in nature when actually it was learning-based. NCV programmes were perceived as an inferior qualification to a high school Matric certificate, and TVET colleges were still seen as offering only higher education. Lecturers commented strongly on the misperceptions that NCV tourism courses were skills-based and practical in nature, when they were actually knowledge-based. This question links in with Section A: Question 5.2.12 (graduates) and Section B: Question 5.3.10 (lecturers), where both groups identified an obstacle to finding work being that the concept of NCV was misunderstood. Lecturers also felt that NCV is a popular choice due the NSFAS bursary that covers the full tuition as well as a transport allowance, which may lead to students enrolling for the wrong reasons rather than being serious about studying. Only 2% of the lecturers thought that the concept of NCV was understood, whilst 8% did not answer the question.

This misconception of the NCV tourism programme leads to the tourism industry not understanding how capable the graduates are of working within the tourism industry. If the NCV tourism programme is not understood by the general public, then parents and new students are not making informed decisions on whether this could be the right course for them. This misconception is evident when looking at the high drop-out rate of students during a tracer study done at thirty TVET colleges nationwide. The tracer study started in 2010 with 18 131 learners and by 2011 only 65% of the learners were still studying, at the end of the study in 2015 only 13.8% of the participants were still studying, a dropout rate of 86.7% (Akoobhai & Schindler, 2016:36-37). This may be due to learners not understanding what the concept of NCV is as well as the heavy work load, and that a new learner must have an interest in the tourism industry to be successful and graduate Level 4. Lecturer-participants felt that TVET colleges should ensure that all new learners go through career guidance and an interview process to ensure that they are aware of what to expect from the programme as well as working in that particular industry. The drop-out rate for the NCV tourism programme in the Western Cape is discussed in Figure 5.26.

5.3.12 Lecturers can support NCV graduates to ensure they all have a good chance of being employed

Rationale:

This question was answered of NCV lecturers who had been working with NCV for between three and six years (question 5.3.3). This would ensure valuable input into how graduates could be supported by TVET colleges. Based on the years of working with NCV students, lecturers had developed and designed support systems for graduates. Harmsen (2014:27) confirmed that the tourism industry must support various training and mentoring initiatives and these could be financed via skills levies and funds from the SETAs. WIL for lecturers should help them gain valuable tourism industry experience and contacts according to DHET (2013a:17) which they could use in the classroom, or to stay in contact with graduates to mentor them. This question links to the sub-objective of this study namely the employability of NCV tourism graduates.

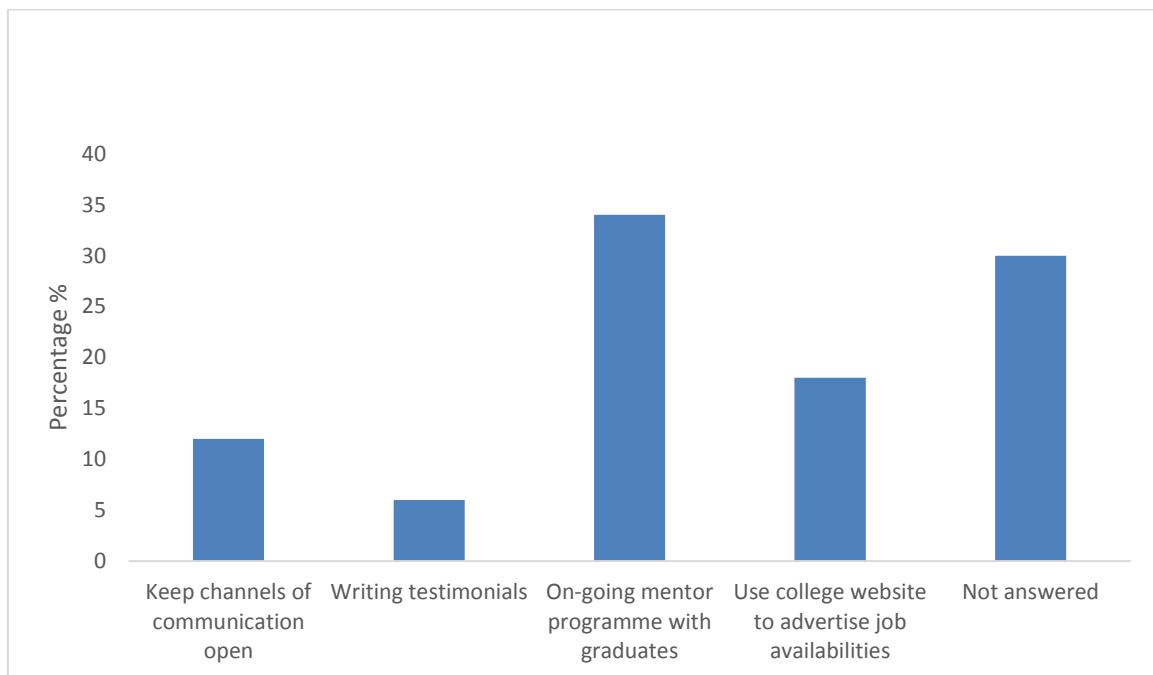


Figure 5.25: How lecturers could support NCV graduates

Findings:

This question was not answered by 30% of the lecturer-participants and may be attributed to either their lack of experience in teaching NCV, or that they do not have any support systems in place for graduates at their particular TVET college. The highest number of respondents (34%) indicated that they had an on-going mentor programme with their graduates, where graduates kept in touch with lecturers for advice on tourism jobs, recruitment agencies and how to link with the tourism industry. Lecturers also used their tourism industry contacts to keep graduates up to date with possible tourism job offers via social networks, like

Facebook. Technology could be used by TVET colleges, as indicated by 18% of the lecturers, to keep in touch with their graduates by using their existing college websites to post job-opportunities and keep contact details of graduates up-to-date. Twelve percent of the participants agreed that the channels of communication between graduates and TVET colleges must stay open even after the students graduate, and 6% support graduates by writing testimonials.

Lecturers said that continues support for NCV graduates are extremely important as this will help TVET colleges to track how their graduates are performing in their various industries and if they are finding work at all. NCV tourism graduates (since 2009) were not being tracked on a continuous basis, the success of the NCV tourism programme in future hinges on whether these students find work within the tourism industry. Lecturers felt that Student Support Services (SSS) at various TVET colleges should track all graduates, including NCV, to determine whether students find work within their various industries, and if not why? This question must be answered by building relationships between TVET colleges and the tourism industry to find out what graduates are lacking when it comes to skills and knowledge. Lecturers note that TVET colleges should be asking the tourism industry to be part of curriculum planning to ensure that the NCV tourism programme is relevant to what the industry needs.

Data collected from NCV lecturers addressed the main objective of this study, to identify current problems facing the NCV tourism programme, and Lecturers gave their opinions regarding problems facing the NCV programmes and how it can be improved. Other sub-objectives that were addressed related to the level of employability of NCV tourism graduates as well as the knowledge and skills of NCV lecturers. In the next section, the tourism industry role-players and tourism industry employers gave their insight into what they know about the NCV tourism programme and the employability of NCV tourism graduates relating to the various tourism industry requirements for new employees.

5.4 Section C: Interview responses of tourism industry employers and role-players

Employers and role-players were carefully selected to represent as many of the tourism sectors as possible to make the research findings more credible and a fair representation of the various sectors (refer to research schedule Appendix U for the designations of the respondents). The tourism services sector is represented by various travel agencies such as Club Travel, Flight Centre (with both having a large share of the market) as well as by tour operators such as Citihopper and City Sightseeing tours. Attractions are represented by the Two Oceans Aquarium, one of the major attractions in Cape Town, and the accommodation sector is represented by Ashanti Backpackers in Cape Town, the largest and most popular

backpacker in Cape Town dealing with all the overland tour operators' accommodation bookings. The Cullinan Group represents the following sectors: transport (Springbok Atlas Luxury Charter), services sector (Thompsons Tours and Hylton Ross Tours, two of the most recognised tour operating businesses in South Africa, and Pen Travel). Some of these employers and role-players had given NCV Level 4 students an opportunity to do their WBE at these organisations. The research schedule is contained in Appendix U.

5.4.1 Number of NCV Tourism job applications received in the past

Rationale:

This question was posed to participants to evaluate how many NCV tourism graduates in the Western Cape actually apply for work within the various sectors of the tourism industry. The range of organisations was selected from those offering work-stations to Northlink College Tourism students, to ascertain whether NCV graduates feel confident to apply to the employers and role-players selected, as these organisations are major role-players within the various sectors and should have received at least a few NCV graduate job applications. This question links to the employability of NCV tourism graduates.

Table 5.1: Employer organisation responses

Tourism Employers/Role-players:	Number of NCV job applications received:
Two Oceans Aquarium, Cape Town	6, WBE only
Club Travel, Cape Town	1, WBE only
Citihopper, Cape Town airport	6, WBE only
City Sightseeing, Paarden Island	1, and 5 for WBE only
Flight Centre, Gauteng	Not able to answer
Thompsons Tours, Durban - Cullinan Group	Average of 10 per month
Springbok Atlas Charters, Durban - Cullinan Group	Average of 10 per month
Hylton Ross Tours, Durban – Cullinan Group	Average of 10 per month
Pentravel, Durban – Cullinan Group	Average of 10 per month
Ashanti Lodge, Cape Town	Many

Findings:

This question was not answered in sufficient detail by employers and role-players, and the human resources departments that were contacted were not able to give accurate employment numbers in regards to NCV appointments. Flight Centre's questionnaire was answered by their 'Team Leader' of Recruitment and the information supplied on the questionnaire was not comprehensive and did not add value to these findings. The responses did not add value to the study.

The THRD Strategy for 2016-2026 should give better clarity as to qualifications held by new employees within the tourism industry once it is completed, and will indicate whether NCV graduates are being employed (NDT, 2016). The findings in question 5.2.7 indicated that 92% of the NCV Level 4 graduates felt confident in applying for work due to the knowledge that they gained having completed their NCV tourism qualification and this would suggest that graduates are applying for work. The findings of question 5.2.4 clearly indicated that only 4% of the graduates who participated in this research applied for between 11 and 15 jobs, a very low percentage which would suggest that they are not applying to enough tourism businesses, and this may be why some of the employers and role-players had only received WBE and no formal job applications.

5.4.2 Employers and role-players know what NCV is

Rationale:

When NCV was implemented in 2007 it was not accompanied by a proper marketing campaign, (either by the DOE, WCED, DHET or the TVET colleges themselves) to explain to the tourism industry and to parents exactly what the NCV Tourism programme was, and what the graduates would be capable of doing. Also, no proper marketing campaigns were launched to explain to the public what NCV was, and how and where it fitted into the secondary education system. This imbalance, as well as the oversight by not explaining NCV programmes in detail, resulted in confusion among students and the tourism industry (WCED, 2009:25). Looking at the findings of this question determines whether the above statement is still valid.

The programmes and qualifications for vocational training in South Africa have developed over many years in desperate circumstances and in various processes. This has resulted in a situation where there is much confusion in the minds of prospective students, their parents and employers as to the merits and demerits of the various programmes. There are conflicting and uneven quality assurance mechanisms and articulation possibilities and complex funding systems. The mix of qualifications in TVET colleges is complex to administer, difficult for learners and parents to understand, and often poorly quality assured (DHET, 2013a:14).

This question refers to the main study objective regarding the problems facing the NCV tourism programme and how it can be overcome as well as the employability of NCV tourism graduates.

Table 5.2: Employer knowledge of NCV

Tourism Employers/Role-players:	Knowledge of NCV:
Two Oceans Aquarium, Cape Town	No
Club Travel, Cape Town	No
Citihopper, Cape Town airport	Yes
City Sightseeing, Paarden Island	Yes
Flight Centre, Gauteng	No
Thompsons Tours, Durban - Cullinan Group	Yes
Springbok Atlas Charters, Durban - Cullinan Group	Yes
Hylton Ross Tours, Durban – Cullinan Group	Yes
Pentravel, Durban – Cullinan Group	Yes
Ashanti Lodge, Cape Town	Yes

Findings:

From the data collected it is clear that within the tourism services sector Flight Centre and Club Travel are two of the larger travel agency groups within South Africa, but they are not aware of what NCV is and in turn they are not aware of what the NCV graduates are able to do. The other sectors are more aware of what NCV is and through initiatives like WIL/WBE NCV students are going into the tourism industry to work for a short period of time and this gives NCV students more exposure and in turn the tourism organisation is made aware of what NCV students are capable of doing. When graduates were asked (question 5.2.5) what the general responses were from the tourism industry when they applied for work, not enough practical experience was mentioned, and NCV graduates will struggle to gain entry to an organisation if the organisation is not aware of what the qualification is, which is also mentioned in the findings of question 5.2.12. Twenty percent of NCV lecturers (question 5.3.10) felt that an obstacle to graduates finding work was that the concept of NCV is not understood by the public, and in question 5.3.11 90% of lecturers felt that the entire concept of NCV is not understood. This would have an impact on whether NCV tourism graduates could find work within the tourism industry, and to ensure that the tourism industry was more aware of what an NCV tourism qualification is, DHET needed to ensure that tourism organisations, such as NDT, CATHSSETA, SATSA and ASATA are fully aware of the skills and knowledge NCV tourism students had.

5.4.3 Employers and role-players will employ NCV Tourism students

(If NO - why not?)

Rationale:

This question was posed to participants to evaluate the Western Cape tourism industry's propensity to employ NCV tourism graduates. This question corresponds with question 5.4.1, in the sense that if participants indicate a high tendency to employ NCV tourism graduates, they should consider relevant criteria that either qualify or disqualify graduates for employment at their enterprises.

The primary tourism industry requirements confirmed during the interview process were as follows:

- Able to work with all kinds of people;
- Good communication skills;
- Excellent knowledge of South Africa's places of interest, geography, its unique history, politics, and flora and fauna (inbound tour operators), and knowledge of world geography (outbound tour operators);
- Organisational skills, and
- Must be able to deal with stressful and unexpected situations (Gostudy South Africa, n.d.).

Different sectors within the tourism industry had their own requirements for new employees.

The following two examples obtained during interviews were appropriate:

- Wardah Smith (2015), human resources official at Club Travel (retail tourism sector, corporate division) said their requirements for new employees are a Global Distribution System (GDS) certificate as well as three years' experience in the tourism industry.
- According to Flight Centre (retail tourism sector, leisure) the following requirements are essential: two years' experience in a target-driven sales environment/customer service, international travel experience (an advantage), a good academic record (Matric essential), passion, persistence and ambition, being a confident sales person, great people skills and outstanding customer service with strong computer literacy (Flight Centre, n.d.).

It is evident that every employer and role-player has their own set of requirements for prospective employees and the limited amount of practical experience that NCV graduates had may be a hindrance to them finding work after they graduated. Formal qualifications, including NCV tourism at TVET colleges, were not mentioned. This question links to the sub-objective of this study regarding the employability of NCV tourism graduates. See Table 5.3 below.

Table 5.3: Employer organisation responses

Tourism Employers/Role-players	Will they employ NCV graduates?
Two Oceans Aquarium, Cape Town	Yes
Club Travel, Cape Town	Yes – certain requirements
Citihopper, Cape Town airport	Yes
City Sightseeing, Paarden Island	Yes – certain requirements
Flight Centre, Gauteng	No
Thompsons Tours, Durban - Cullinan Group	No
Springbok Atlas Charters, Durban - Cullinan Group	No
Hylton Ross Tours, Durban – Cullinan Group	No
Pentravel, Durban – Cullinan Group	No
Ashanti Lodge, Cape Town	Yes

Findings:

The Two Oceans aquarium commented that they only employ as part of their volunteer programme and these employees would thus not get paid but would work on a volunteer-basis. They would first employ from a list of in-service interns who first worked as volunteers as well. The Two Oceans aquarium have hundreds of students who want to work there and they will all first enter the volunteer programme before they would be considered for permanent employment. Club Travel commented that they will employ NCV graduates but only if they had a GDS (Global Distribution System) certificate as well as three years' experience of working within the tourism industry. This organisation also stated that they would employ NCV graduates but only if they could meet the above requirements. City Sightseeing commented that their only requirements were that prospective employees were willing to work hard and have the right attitude for the job; working with tourists the entire day would require employees to be positive thinkers and must have a love to work with and help people.

Flight Centre commented that they would not employ NCV graduates because they did not have the required amount of practical work experience after they graduated Level 4. The Cullinan Group would not employ NCV tourism graduates due to their minimum entry requirements of an NQF Level 5 certificate preferably in the travel and tourism field. It is clear from these findings that the various employers and role-players had their own individual entry requirements for new employees and that NCV graduates would need more practical experience and additional training to be good candidates for employment at these specific organisations. As seen in question 5.2.3, 80% of graduates commented that they are not currently working in the tourism industry and the reason could be that the various industry

requirements make NCV graduates unsuccessful when applying for jobs. As stated above by Club Travel and City Sightseeing, certain requirements in terms of experience and personality were needed and NCV graduates may thus not be employable after graduation.

The Cullinan group would not employ NCV graduates at all, thus the NCV qualification would only serve as a Matric equivalent and would not allow graduates entry to the tourism labour market. The NCV tourism qualification may be the only tourism-related qualification certain graduates could achieve due to socio-economic factors that hinder them from being able to study at an institution of higher learning. Role-players suggested that the NCV qualification needs input from the tourism industry and associations to ensure that the curriculum is relevant to tourism labour market requirements. Closer relationships between TVET colleges and the tourism industry are needed for the NCV qualification to be properly understood. Once completed, the THRD 2016-2026 strategy should give more clarity on what the tourism labour market needs (NDT, 2016) and the DHET should ensure that the NCV qualifications offered at TVET colleges are relevant to specific industries and that the content of these qualifications are practically sound and vocational in nature. This would ensure that the NCV qualification meets industry requirements of graduates having more industry experience if the practical WIL component was to be extended.

5.4.4 Employers and role-players only employ persons with experience

Rationale:

There are primary tourism industry requirements when employing new staff (Gostudy South Africa, n.d.) but various sectors within the tourism industry each have their own set of requirements (Smith, 2015; Flight Centre, n.d.) As seen in Section A (graduate responses) and Section B (lecturer responses), experience is a very important element in finding work within the tourism industry. This question asked role-players directly if they required a job applicant to have experience in the industry. WBE would prepare students for the workplace so that once they had completed their NCV course, the student was more employable and understood the industry needs. In this way the organisation benefited because they could identify potential employees and contribute to curriculum development by noting what students lacked when they entered the work environment. Students would thus understand the needs of the industry they wanted to enter and they would be able to translate theoretical knowledge into practical application (Roopnarain, 2011:10). This question links to the main study objective of this study of the problems facing the NCV tourism programme and how these problems could be overcome, as well as the employability of NCV tourism graduates.

Vermaak (2012:17) holds that WIL was a component of WBE which was implemented for both educators and students to help improve their skills and knowledge for entering the job market. According to Nzimande (2015), WIL was launched in 2013-2014 and WIL was a

critically important initiative to achieve access to education, followed by the quality and relevance of programmes delivered. Quality and relevance were directly measured by the interest shown by industries in selecting TVET students for employment, and if students were unemployable after their studies then their education became meaningless (DHET, 2014b:3). WIL assists students, when entering the work environment, to implement skills that were acquired whilst studying. WIL for lecturers involves more than just practical application of skills learnt whilst working in the industry, but rather how to use the theoretical components learnt to improve classroom teaching practice (van der Bijl & Taylor, 2014:30).

Table 5.4: Experience needed by graduates considered for employment

Tourism Employers/Role-players	Experience needed to be employed
Two Oceans Aquarium, Cape Town	Yes
Club Travel, Cape Town	Yes
Citihopper, Cape Town airport	No
City Sightseeing, Paarden Island	No
Flight Centre, Gauteng	Yes
Thompsons Tours, Durban - Cullinan Group	Yes
Springbok Atlas Charters, Durban - Cullinan Group	Yes
Hylton Ross Tours, Durban – Cullinan Group	Yes
Pentravel, Durban – Cullinan Group	Yes
Ashanti Lodge, Cape Town	No

Findings:

The dilemma facing NCV graduates was that they needed more practical experience to be successful in gaining employment, but could not get the experience because they were not being employed after graduation. This was seen in the findings of question 5.2.5 where graduates commented on the responses they received from the tourism industry when they applied for work, and 32% indicated that employers responded that they needed more practical tourism industry experience. When lecturers were asked what they thought were the biggest obstacles to graduates trying to find work (question 5.3.10) 38% felt that it was their lack of practical experience.

The Two Oceans Aquarium revealed that they only employ persons who have worked for them before as part of their volunteer system or from their intern list. If NCV students had done their WBE at the aquarium they would be eligible for employment because of the previous experience they had gained. Club Travel would only employ persons with at least three years' tourism industry experience and having a GDS certificate would be an advantage. This means that NCV students would first have to find work in the tourism

industry and work for three years before they could apply to work at Club Travel. Two to three years' experience is what most of the major travel agencies in South Africa require, including Flight Centre. The Cullinan group requires experience of working in a customer care environment. They do have an internship programme but interns are required to have an NQF Level 5 qualification and the NCV tourism graduates would not qualify to work at these various organisations.

City Sightseeing stated that only their bus drivers would need prior experience. Ashanti Backpackers commented that they do not require any previous experience and they would employ NCV graduates straight after they graduated. It is clear that NCV graduates are more likely to find employment after graduation at smaller tour operating companies and at other small to medium micro enterprises because these businesses do not require graduates to have prior experience. Airlines do employ NCV graduates who do not have prior experience but only after they have completed company training that comprises intensive training and practical application which would differ from airline to airline. With the WBE being part of the NCV tourism qualification this allows students to gain some tourism industry experience but not enough to make them employable at various larger tourism companies.

Regarding the lack of experience of NCV graduates, participants felt that this is a problem facing higher education as well. CATHSSETA has an important role to play in assisting TVET colleges and universities to place students in the tourism industry for WIL. CATHSSETA and NDT have to explain to the tourism industry why WIL is crucial to the development of students and that these students are the labour force of the future. To ensure that the NCV qualification is what the labour market needs the vocational component of this qualification, as well as the WIL period, needs to be extended.

5.4.5 There are enough tourism jobs available for NCV tourism students

Rationale:

South Africa received 9 549 236 international visitors in 2014, a 6.6% increase on 2013 visitor arrival numbers (NDT, 2015a:3). The number of persons employed in the tourism industry increased by 9 854, from 645 755 persons in 2012 to 655 609 persons in 2013. The tourism industry employs about 4.4% of all employed persons in South Africa (NDT, 2015a:10). In 2015, international tourist arrivals were down to approximately 8 900 000, a decline of 6.8% compared to 2014 (NDT, 2015b:17), which would have an impact on employment within the tourism industry. According to NDT (2011a) 225 000 jobs must be created in the tourism industry by 2020. This question links to the employability of NCV tourism graduates in the tourism industry.

Table 5.5: Enough jobs in the tourism industry

Tourism Employers/Role-players	Enough jobs
Two Oceans Aquarium, Cape Town	Yes
Club Travel, Cape Town	No
Citihopper, Cape Town airport	No
City Sightseeing, Paarden Island	Yes
Flight Centre, Gauteng	Not answered
Thompsons Tours, Durban - Cullinan Group	No
Springbok Atlas Charters, Durban - Cullinan Group	No
Hylton Ross Tours, Durban – Cullinan Group	No
Pentravel, Durban – Cullinan Group	No
Ashanti Lodge, Cape Town	Yes

Findings:

The responses indicate that opinions vary from organisation to organisation. Valuable insight was given by the Cullinan Group which stated that there were many tourism graduates in the labour market but not enough jobs for all of them. The Cullinan Group commented that they are moving away from an employee-job environment (in the services sector) and providing more independent partnerships between the organisation and the employee. In this situation the role of the employee was that of an entrepreneur and earning potential was up to the individual salesperson’s ability. In the Cullinan Group growth and development was aimed at improving the entrepreneurial abilities of employees—helping them to close the sale, problem solving and being flexible to customer demands. However, being an entrepreneur had its own set of challenges and most NCV graduates lacked the necessary maturity and discipline to work on their own without supervision, as indicated by the lecturers in question 5.3.9. Lecturers commented in question 5.3.10 that an obstacle to graduates finding work was the oversupply of labour in the tourism market. The rationale behind the NCV qualification was that the graduate was employable immediately after having completed the specific programme. However, responses to question 5.2.2 indicated that only 19% of all graduate-respondents found work straight after graduating NCV and responses to question 5.2.3 indicated that only 20% of graduates were working in the tourism industry. Role-players suggested that to ensure NCV graduates are employable and to justify why the NCV qualification exists, closer relationships needed to be forged with tourism industry role-players and employers. Furthermore, the DHET, with the help of NDT, needs to determine how the NCV qualification can benefit tourism businesses and communicate with them.

Finding work in the tourism industry requires persistence and the will to succeed. Students need to apply for work to as many businesses as possible to be successful but according to the findings of question 5.2.4, this is not being done. The decrease in international tourism arrivals and the subsequent effect on employment could mean that the persons who would get employment first would have higher education qualifications and more practical experience than NCV graduates. Higher education graduates would thus be more attractive to employers than NCV graduates.

5.4.6 NCV graduates are better advised to study further, e.g. Diploma/Degree in Tourism

Rationale:

The rationale behind this question was to ascertain what the opinions of role-players were regarding higher education, especially the various tourism qualifications available, and if they believed it necessary for NCV tourism graduates to continue with higher education to find a job within the tourism industry. This question links to the sub-objective of this study regarding the articulation of NCV tourism graduates to higher education.

Table 5.6: Should NCV graduates continue to higher education

Tourism Employers/Role-players:	Continue to Higher Education:
Two Oceans Aquarium, Cape Town	Yes
Club Travel, Cape Town	No
Citihopper, Cape Town airport	Yes
City Sightseeing, Paarden Island	Yes
Flight Centre, Gauteng	Not answered
Thompsons Tours, Durban - Cullinan Group	Yes
Springbok Atlas Charters, Durban - Cullinan Group	Yes
Hylton Ross Tours, Durban – Cullinan Group	Yes
Pentravel, Durban – Cullinan Group	Yes
Ashanti Lodge, Cape Town	Yes

Findings:

When graduates were asked in question 5.2.11 if they would like to study further only 17% wanted to continue to higher education. The rest of the graduates commented that due to socio-economic factors they would not be able to study at universities or at universities of technology as they would not be able to pay the tuition fees. However, with campaigns like '#feesmustfall' at South African universities, more NCV graduates may be able to apply for bursaries at these institutions if they meet the admission requirements of the specific institution. NCV graduates only have one language component, English First Additional

Language, but most universities require two language components as part of their admission criteria. The poor English language abilities of NCV students are a great concern as mentioned in question 5.3.9 by 28% of lecturers. This is an obstacle to teaching NCV students and the language content would only become more challenging if they continued with higher education.

Club Travel commented that relevant experience is a minimum requirement for employment and that a tourism diploma or degree is not needed. For The Cullinan Group an NQF Level 5 qualification, which is a higher certificate, is required and NCV graduates would have to enter higher education to be employable. Further comments from The Cullinan Group indicated that it depended on what type of tourism job the graduate wanted (for example, business ownership, tourism management) which would indicate whether a tourism diploma or degree was needed. Practical learning and experience received in the working environment was just as valuable as what a student learnt in theory. Depending on the individual goals of a graduate, for example becoming a successful travel consultant or tour guide, it would be worth looking at a learnership or a one-year higher education certificate, to obtain an NQF Level 5. This means they would enter the tourism working environment with more than just an NCV certificate, and they could then continue to study in an area that was related to the job. TVET colleges do have NCV graduates who articulate into higher education within the same college to Level 5, with most getting automatic admission to higher education once they have completed their NCV qualification. WIL would play a fundamental role in preparing NCV graduates for the world-of-work and to allow students to assess if the organisation they worked for was the type of tourism business they would want to work in, giving them valuable career advice in the process.

5.4.7 The NCV tourism programme is relevant to the tourism industry

Rationale:

The NCV programmes were not accompanied by a proper marketing campaign which may indicate why the tourism industry does not know with what to compare an NCV tourism qualification, that the curriculum may not be what the industry required, and the industries may not be aware of what knowledge the NCV graduates have (WCED, 2009:25). Employers are confused about vocational training in South Africa as it was never explained to students, parents and employers, and the quality of the curriculum may be conflicting and uneven (DHET, 2013a:14). The HSRC will be conducting research and work with the NDT to develop a system of labour market intelligence to harmonise education and skills planning, as well that the needs of the economy be much more responsive to the needs of employers and learners (DHET, 2013a:7). The new THRD strategy for 2016-2026 will give more clarity of what the tourism industry expectations are for employing graduates, and what the minimum requirements are (NDT, 2016). This is a very important question, linking to the employability

of NCV tourism graduates when looking at the current NCV curriculum as well as with the main study objective of the problems facing the NCV tourism programme.

Table 5.7: NCV tourism programme relevant to tourism industry.

Tourism Employers/Role-players:	Relevant to tourism industry:
Two Oceans Aquarium, Cape Town	No- does not know what NCV is
Club Travel, Cape Town	No -does not know what NCV is
Citihopper, Cape Town airport	Yes
City Sightseeing, Paarden Island	Does not know
Flight Centre, Gauteng	Does not know
Thompsons Tours, Durban - Cullinan Group	No
Springbok Atlas Charters, Durban - Cullinan Group	No
Hylton Ross Tours, Durban – Cullinan Group	No
Pentravel, Durban – Cullinan Group	No
Ashanti Lodge, Cape Town	Yes

Findings:

Only a small number of employers and role-players stated that the NCV tourism programme was relevant to the tourism industry and some did not answer or answered negatively because they were not aware of what NCV is. This would have an impact on NCV tourism graduates looking for work in the tourism industry. The initial mistake was that these programmes were not advertised to the public and graduates may be hindered from finding work in the tourism industry because employers and role-players were not aware of the knowledge and skills that these graduates possessed. The Cullinan Group confirmed that the core business of their organisations is call-centre outbound tour operators. To work in these businesses an NQF Level 5 qualification was needed, as well as a GDS certificate and experience of working on a GDS. This means that the NCV qualification alone would make graduates unemployable by the Cullinan Group. The tourism industry requires a high customer and sales services ability, as well as excellent numeracy and literacy skills. The low pass percentages at TVET colleges for English first language and Maths literacy would not be attractive to new employers.

In answering question 5.3.9, 28% of lecturers found it difficult to teach NCV students because of the students' poor English language abilities and this may hinder graduates from

finding work in the tourism industry where the language of communication is English. To question 5.3.8, 42% of lecturers agreed that the NCV tourism curriculum was relevant to the tourism industry but in question 5.3.7, 44% commented that graduates' abilities were not what the tourism industry required. The NCV tourism qualification may provide the basic knowledge that a graduate needs to enter the tourism industry but it does not provide the detailed selling and technical skills required to work in a travel agency or tour operating environment. Technology is an integral part of the travel industry and systems used in the tourism industry should be part of the NCV programme, as not all available jobs are related to the theory learnt in the NCV programme.

The results confirm that many graduates applied for tourism-related jobs. However, graduates must have the passion, enthusiasm and energy required to serve customers and they also need to understand the expectations of the tourism industry and that they would not be working in a normal nine-to-five job. The interviewees noted that the expectations of graduates were not realistic regarding entry salaries and working hours. Without proper career guidance at the various TVET colleges a student may be placed in the wrong programme. DHET needs to ensure that TVET colleges enrol students that actually want to study the particular programme, otherwise the NCV tourism programme is not fulfilling the needs of the tourism labour market. The DHET, with the help of the NDT, should re-launch a national marketing campaign to explain to the public, including tourism employers and role-players, what the NCV tourism programme is.

5.4.8 NCV tourism graduates can enter the tourism industry without any experience of travel (seeing that most TVET students come from lower income groups who do not have the luxury to travel)

(If NO - Why not?)

Rationale:

WBE would prepare students for the workplace so that the student was employable and understood the industry needs once they had completed their NCV course. In this way the organisations benefit because they could identify potential employees, and contribute to curriculum development by noting what students lack in the workplace and make important inputs. Students will thus understand the needs of the industry they intend to enter and they would be able to translate theoretical knowledge into practical application (Roopnarain, 2011:10).

The WBE roll-out in the Western Cape assisted with practical experience but only for a 10-day period (SSACI, 2014). WIL is a component of WBE and this will ensure that students obtain some industry experience (Vermaak, 2012:17). WIL for students can assist them to implement the skills that were covered in the subject curriculum whilst working in the tourism

industry, and give them the experience they lack (van der Bijl & Taylor, 2014:30). As seen from Sections A and B, experience is a very important element in finding work within the tourism industry. This question addresses role-players directly to determine whether they require a potential employee to have experience. This question is linked to the main study objective of problems facing the NCV tourism programme as well as to the sub-objective regarding the employability of NCV tourism graduates.

Table 5.8: NCV graduates enter the tourism industry without experience

Tourism Employers/Role-players	Graduates enter the tourism industry without experience
Two Oceans Aquarium, Cape Town	Yes
Club Travel, Cape Town	No
Citihopper, Cape Town airport	Yes
City Sightseeing, Paarden Island	Yes
Flight Centre, Gauteng	Yes
Thompsons Tours, Durban - Cullinan Group	No
Springbok Atlas Charters, Durban - Cullinan Group	No
Hylton Ross Tours, Durban – Cullinan Group	No
Pentravel, Durban – Cullinan Group	No
Ashanti Lodge, Cape Town	Yes

Findings:

The comments made by Flight Centre are not consistent with the response given in question 5.4.3 which was that lack of experience was the reason they would not employ NCV tourism graduates. In this response they stated that graduates can enter the tourism industry without prior experience, but not to work for Flight Centre. The Cullinan Group commented that they do not require travel experience but rather experience of working in the tourism industry. New employees that had experience coupled with passion, creativity, the ability to learn and research product destinations and understand customer service, as well as being able to confidently make sales, would succeed in the tourism industry. Club Travel stated that travel experience would be beneficial for future employees. To work under pressure, solve customer issues, make decisions, multi-task, be detail-oriented as well as being flexible, were all attributes that come with experience. The participants stated that NCV students did

not have enough time in the tourism industry as part of WIL to be able to gain confidence and maturity to deal with these types of situations. Compared to responses made by NCV graduates (Section A: question 5.2.5) 32% of responses from the tourism industry suggested that NCV graduates do not have enough tourism industry experience to be employed, and in question 5.2.8 45% of graduates suggested that more practical experience was needed to improve the NCV tourism programme. In question 5.2.12, 70% of graduates felt that their lack of practical experience was an obstacle to finding work in the tourism industry and suggested that NCV tourism graduates felt that they did not have the necessary experience to successfully find jobs within the tourism industry. WIL has made a significant improvement to the NCV tourism programme in terms of practical experience but the time period needs to be extended to ensure future significance.

In response to question 5.3.10 (Section B), 38% of the lecturers felt that the biggest obstacle for graduates to find work is their lack of practical experience. Responses from employers and role-players suggest that practical work experience is vital when applying for jobs within the service sector, but not vital if applying at attractions or at small to medium micro enterprises. This suggests that NCV tourism graduates should apply to smaller tourism businesses to gain experience of working in the tourism industry and then move to higher-income jobs once they have the necessary experience. At a THRD strategy and skills audit round-table discussion at Wesgro in Cape Town, Ohlhoff (CPUT) commented that practical experience was a problem for higher education graduates as well, and their lack of practical experience hindered these graduates from finding work (NDT, 2016). This suggests that all NCV tourism graduates face the same problem as higher education graduates regarding finding work but having only limited practical tourism industry experience. This also suggests that NCV tourism graduates are at a disadvantage because tourism businesses would employ higher education graduates first because their practical experience is a minimum of six months compared to the 10 days of WIL for NCV graduates. Changing the duration of WIL to more than 10 days may be a problem due to the students not receiving a stipend and they would thus not be able to afford to travel to work for a longer period of time.

5.4.9 Qualifications of top employees

Rationale:

This question would clarify the qualifications of the existing staff of these employers and role-players, to enter the tourism environment. The best performing staff members' qualifications could give clarity to which qualifications would be more attractive to employers within the tourism industry. Minister Manana commented that TVET colleges would increasingly become the cornerstone of a national strategy to address the country's acute skills shortage (Nongogo, 2016:7). This could only be done if TVET colleges knew what qualifications were attractive to the various industries, and changed their programmes to ensure that their

graduates could find work within the different sectors of the economy. This question links to the sub-objective of this study regarding the employability of NCV tourism graduates.

Table 5.9: Employee qualifications

Tourism Employers/Role-players	Employee qualifications
Two Oceans Aquarium, Cape Town	National Diploma (ND) Tourism, National Diploma (ND) Tourism Management
Club Travel, Cape Town	N5 Travel and Tourism qualification, Global Distribution System (GDS) Certificate (Galileo, Amadeus, Worldspan, Sabre)
Citihopper, Cape Town airport	Senior Certificate (Grade 12), N5 Travel and Tourism qualification
City Sightseeing, Paarden Island	N6 Travel and Tourism qualification, National Diploma (ND) Tourism
Flight Centre, Gauteng	Not sure
Thompsons Tours, Durban - Cullinan Group	National Diploma (ND) Tourism, GDS Certificate (Galileo, Amadeus, Worldspan, Sabre)
Springbok Atlas Charters, Durban - Cullinan Group	National Diploma (ND) Tourism, GDS Certificate (Galileo, Amadeus, Worldspan, Sabre)
Hylton Ross Tours, Durban – Cullinan Group	National Diploma (ND) Tourism, GDS Certificate (Galileo, Amadeus, Worldspan, Sabre)
Pentravel, Durban – Cullinan Group	National Diploma (ND) Tourism, GDS Certificate (Galileo, Amadeus, Worldspan, Sabre)
Ashanti Lodge, Cape Town	National Diploma (ND) Tourism

Findings:

Results indicated that Citihopper (tour operator) was the only employer or role-player that had new employees with the basic qualification of a Grade 12 Senior Certificate. Thus, NCV tourism graduates (National Certificate) could also be successful in this organisation. Unfortunately, Flight Centre's Team Leader in the Recruitment department was not sure and unable to comment on this question. The findings further revealed that the minimum qualification held by top new employees in these organisations was an N5 Travel and Tourism qualification and that a GDS Certificate would be beneficial. ND Tourism qualifications are well understood by the tourism industry and the general public and were thus a trusted qualification. This was the qualification mentioned by most of the employers and role-players. It was stated that the NCV programmes were not well marketed to the various industries or to the general public at its initiation (WCED, 2009:25) and this is the reason why the NCV tourism qualification is not understood by organisations in the tourism industry. Singh (Director: Vocational Education and Training (VET), DHET) commented at a parliamentary briefing that a challenge faced by the NCV programmes was that people were

sceptical of a new qualification and that the greatest demand was for higher certificates (PMG, 2015). Another reason why N5 or N6 qualifications were more attractive to the tourism industry was the higher pass percentage (60% to 70%) needed for tourism subjects. Tourism is a service-orientated industry where customer satisfaction is the core of every aspect of the job and NCV graduates may lack the necessary maturity and experience to enter the tourism industry with merely an NCV tourism qualification.

Employers in the tourism industry want to know that time and money invested in a new employee in terms of internal training, is justified. A new employee with a higher education qualification would mean that the employee was dedicated, they had completed their tourism qualification over three to four years at a TVET college or university and had the ability to persevere, having had to overcome various challenges during their study period. This type of personality characteristic would be successful in a career in the tourism industry. As confirmed in question 5.3.10, 10% of lecturers commented that NCV graduates lack the necessary maturity, and 4% commented that their expectations were too high, to find work within the various tourism sectors. Articulation from NCV to higher education required that NCV graduates needed to achieve above 60% in three vocational tourism subjects to do an ND, and above 70% in four vocational tourism subjects to follow a Bachelor's Degree. Certain universities will not accept NCV graduates due to the admission requirements of two languages. NCV graduates have the option to articulate to higher education but their academic performance must meet the educational institutions' requirements. These requirements are fair and are important to ensure consistently high standards in the various tourism qualifications.

5.4.10 New employees were given additional training to be able to do their jobs successfully
- kind of training given

Rationale:

This question would probe whether tourism employers gave their new and existing employees additional training to perform to their best abilities. The type of training was questioned, to ascertain if only induction training was given for new employees or also ongoing training to keep staff updated on new developments within the tourism industry. Ongoing staff training is beneficial to both employees and the organisation. CATHSSETA may be able to assist small tourism organisations with staff development and ongoing training once the THRD strategy and skills audit 2016-2026 is completed. More information is needed on how skills programmes may benefit TVET colleges' tourism programmes, and not only, for example, the NCV hospitality course in terms of the assistant chef skills programme.

Table 5.10: Additional training given to new employees

Tourism Employers/Role-players	Additional training
Two Oceans Aquarium, Cape Town	YES Induction training; Internal training: Client services, training related to the specific position.
Club Travel, Cape Town	YES GDS training (to obtain a certificate); Back-office systems training; Continuous product training
Citihopper, Cape Town airport	YES Induction training; Internal training: related to the specific position
City Sightseeing, Paarden Island	YES Induction training; Internal training: related to the specific position
Flight Centre, Gauteng	YES Internal training: sales and client services; Back-office systems training; Continuous product training
Thompsons Tours, Durban - Cullinan Group	YES Internal training: client services, sales; GDS training; Back-office systems training; Continuous product training
Springbok Atlas Charters, Durban - Cullinan Group	YES Internal training: client services, sales; GDS training; Back-office systems training; Continuous product training
Hylton Ross Tours, Durban – Cullinan Group	YES Internal training: client services, sales; GDS training; Back-office systems training; Continuous product training
Pentravel, Durban – Cullinan Group	YES Internal training: client services, sales; GDS training; Back-office systems training; Continuous product training
Ashanti Lodge, Cape Town	YES Induction training Internal training: Front of house (dealing with clients, making reservations, answering emails and taking payment)

Findings:

From the responses from employers and role-players it is very clear that all tourism organisations conduct induction training as well as internal training to strengthen the abilities of staff and to ensure that clients get the best service possible. All new employees need training and internal training in the services sector of the tourism industry is extremely

comprehensive. This would be an excellent way for NCV graduates to improve their knowledge and skills, but unfortunately the NCV qualification is not so attractive to employers and role-players as the National Diploma. To improve the knowledge and practical skills of NCV tourism graduates CATHSSETA could partner with organisations within the tourism industry, determine what basic skills and knowledge an NCV tourism graduate may lack and develop an appropriate skills programme. This could include for them they would be able to do basic GDS training, fares and ticketing and sales training, to bridge the gap to make the NCV tourism graduates more employable.

Data collected from tourism employers and role-players link to the problem statement regarding challenges facing the NCV tourism programme and possible ways to overcome these. Sub-objectives discussed in this section link to the employability of NCV tourism graduates and whether employers and role-players knew what the NCV concept was. The next section discusses and analyses valuable data collected from Government education and tourism industry associations.

5.5 Section D: Questions to government, educational and tourism organisations (Appendix K)

Government bodies involved with education, like the DHET and WCED, and those that are part of the tourism sector, such as Cape Town Tourism, CATHSSETA, City of Cape Town tourism department, NDT, ASATA and SATSA, were asked for opinions on the future of the NCV tourism programme as well as job availability in the tourism sector. Another important government department, DEDAT was also approached, as well as SSACI. Government education departments were approached because they are part of the management and planning of NCV and are aware of what problems face NCV graduates. Tourism and governing organisations were approached to obtain expert opinions relating to tourism employment and expectations. The data was collected in the form of written responses and one personal interview. CATHSSETA did not respond and UMALUSI declined to participate.

5.5.1 There is a future for the current NCV tourism programme in South Africa as it is currently focused on academic performance

Rationale:

The following extract from the DHET (DHET, 2013a:14) sets the tone for this section:

The programmes and qualifications for vocational training in South Africa have developed over many years in desperate circumstances and in various processes. This has resulted in a situation where there is much confusion in the minds of prospective students, their parents and employers as to the merits and demerits of the various programmes. There are conflicting and uneven quality assurance mechanisms and articulation possibilities and

complex funding systems. The mix of qualifications in TVET colleges is complex to administer, difficult for learners and parents to understand, and often poorly quality assured

This question links to the main study objective of this study regarding the problems facing the NCV tourism programme and how these problems can be overcome.

Findings:

UMALUSI:

Declined to participate in the questionnaire because it is beyond the scope and mandate of UMALUSI (Booyse).

CATHSSETA:

Faith Zwane (Tourism and Travel Services Chamber Co-ordinator) was initially approached in 2013 and Muzi Mwandla (Skills Development Manager) in 2016, but still no reply has been received.

City of Cape Town, Tourism Department:

Yes: The NCV tourism programme creates a sound basis of knowledge as a first priority (Vivian, Manager: Destination Development and Marketing).

WCED:

Yes: The future however depends on:

- How well the students were taught within the college context;
- How much workplace exposure was afforded to students;
- The knowledge, workplace experience and competency of tourism lecturers; and
- Advocacy of the NCV programme in industry and higher education (Welgemoed, CES: FET Colleges).

DHET:

Yes, or no, not stated: The NCV qualifications are due for revision after recommendations made by a ministerial task team appointed by the Minister of Higher Education and Training. Tourism will be dealt with together with all other vocational programmes (Burger, CES: Curriculum Development and Support).

DEDAT:

Not able to answer this question (Leukes, Skills and Innovation).

NDT:

Yes, or no, not stated: The current NCV curriculum has been evaluated for its value and quality standing in the education and training scheme of things and proved to require a lot of changes. This is the reason why CATHSSETA and DHET are busy with a curriculum review process in this regard. It cannot sustain an academic approach when it is supposed to be

vocational in its nature and approach (Stuurman, Department Deputy Director: Tourist Guiding and Training).

Cape Town Tourism:

Yes, or no, not stated: It opens a door for initial tuition in tourism where opportunity might be limited. (Bentley, Training and Development Co-ordinator).

ASATA:

Yes, or no, not stated: It would be preferable that the tourism programme has more practical and workplace elements, rather than based on academic performance. Please note that from a travel industry perspective there are more specific requirements when seeking a position to work as a travel consultant or travel professional. It is a vocational qualification and therefore the motivation for it to be more workplace relevant (McKnight: Professional Programme Manager).

SATSA:

Most likely: SATSA does not have too much information on the programme itself (Thaver: Chairman).

SSACI:

Yes, or no, not stated: A critique of the NCV programmes since their inception in 2007 is that they are too heavily focussed on academics. However, the introduction of the NCV has led to the revision of college the curriculum (subject and assessment outcomes as well as textbooks), and while the curriculum still lags behind business practices the NCV curriculum revision processes have made significant progress in improving the quality of college offerings. It is recognised that there are still challenges where textbooks refer to outdated practices and that some NCV programmes are of a higher standard than others. In other words, it may be too much to say that we have a fully up-to-date (modern) NCV curriculum but strides have been made in improving offerings and experience has been gained about how to deliver NCV programmes. Abandoning the NCV programmes entirely runs the risk of eroding any benefits and lessons learned since 2007.

In order for the NCV programmes to be relevant to the needs of industry and business (and hence allow employment opportunities for students) the programme needs a stronger focus on students (and lecturers) gaining workplace experience, or at minimum, short periods of exposure to the workplace. The inclusion of short periods of workplace exposure for NCV Level 4 Tourism students, through the SSACI/DHET WBE task book project has shown significant success. Through the project students spend five to 10 days in a workplace completing an assessed task book that is directly linked to the curriculum and real work tasks. Students gain exposure to authentic work practices and are able to link what is

learned in the college to the world-of-work. The inclusion, and continual revision, of these types of work-orientated dimensions into the NCV Tourism programme means that there can be a future for the programme (Coetzee: Independent Research Professional).

The responses from government, tourism organisations and major role-players included opinions that there is a future for NCV as it provides a sound basis for knowledge as first priority and provides students with initial tuition in tourism. The need for more workplace exposure for students and lecturers is vital and advocacy of the NCV programmes in industry is needed. Other opinions included that the NCV programme is too academically focussed and that the curriculum still lags behind business practices, as well as that textbooks are outdated. This needs attention and updating because abandoning the NCV programmes entirely runs the risk of eroding any benefits and lessons learned since 2007. The NDT commented that CATHSSETA and DHET were busy with a curriculum review process and the NCV tourism programme would be looked at during this review process. The NCV tourism programme cannot sustain an academic approach when it should be vocational in nature and in its approach. Specific tourism industry requirements should be looked at when the curriculum review takes place in order for there to be a future for the NCV tourism programme, that this is a vocational qualification, and should therefore be more workplace relevant. Other tourism organisations were not aware of what the NCV tourism qualification was. SATSA commented that they did not have enough information on this programme. There is a common concern among role-players and tourism employers (Section C) who responded regarding the relevance of the NCV tourism curriculum and that it is outdated and needs to be revised. Without revising the curriculum graduates would not gain the appropriate knowledge and may not be employable in the tourism industry.

Another major concern was the need for more practical workplace exposure for students as this qualification is vocational in nature and should include more time in the tourism industry to make this qualification relevant to tourism industry requirements, and to make NCV graduates employable. The importance of both theoretical knowledge and practical experience is essential, and training systems, including curriculum, need to be designed around close co-operation among employers, education, and training providers as mentioned in the White Paper (DHET, 2013a:9).

CATHSSETA and DHET are revising the NCV curriculum. NCV tourism should be a priority as all the subject content would be ten years old in 2017. The tourism industry is constantly changing and with technology playing such a big role in the industry teaching students computer programmes such as central and global reservation systems, would be beneficial for graduates and for the tourism industry.

The concerns regarding the need for more practical experience is shared by NCV tourism graduates (question 5.2.5 and question 5.2.8) and, question 5.3.10 answered by NCV lecturers also commented on obstacles for graduates to finding work, being a lack of practical experience. A tracer study done on South African TVET colleges by SSACI confirms the importance for NCV graduates to have more practical experience (Akoobhai & Schindler, 2016:37). This study confirms that the future of NCV programmes would depend on the implementation of these programmes at TVET college level, with DHET being more involved to ensure that TVET colleges implement the programmes correctly, and having the appropriate lecturers teaching tourism subjects as well as having the 'right type' of student who is truly interested in studying tourism and is not just wanting to get a Matric equivalent.

5.5.2 Graduates can find relevant work in the tourism industry with an NCV Tourism Level 4 qualification. Are there enough job opportunities for all who complete their studies, in your opinion

Rationale:

This question refers to the research objective of whether NCV tourism graduates were employable in the tourism industry. The NDT wants to create 225 000 new jobs in the tourism industry by 2020 (NDT, 2011a). The high unemployment rate is discussed in the DHET White Paper, and whether training is being provided to individuals who may not find formal employment in the future (DHET, 2013a:9). Employers complain that they cannot find enough candidates who are 'work ready', either because they score poorly in numeracy and literacy, or they lack technical skills, or they have never had the opportunity to improve on their 'soft skills' (professional attitudes and behaviour) (Harambee, n.d.). This question links to the sub-objective of this study regarding the employability of NCV tourism graduates.

Findings:

UMALUSI:

Declined to participate in the questionnaire because it is beyond the scope and mandate of UMALUSI (Booyse).

CATHSSETA:

Faith Zwane (Tourism and Travel Services Chamber Co-ordinator) was initially approached in 2013 and Muzi Mwandla (Skills Development Manager) in 2016, but still no reply has been received.

The South African government recognizes the potential of the tourism sector to bring about economic growth and employment creation. The tourism sector is one of the largest sources of employment in the country and has very high usage rate of unskilled labour. In his 2011 state of the nation address, President Jacob Zuma declared 2011 the year of job creation and through the NTSS, the tourism sector is committed to creating a total of 225 000

additional jobs by year 2020. The NTSS aims to address issues of wealth, jobs, ownership, community beneficiation, rural tourism development, stimulating domestic tourism, accelerated job creation and creating a better society where all have an equal chance of success. The strategy is premised on three themes, which define the new way of doing things for our sector. These themes are to grow the tourism economy, to enhance visitor experiences and to strive for sustainability and good governance (CATHSSETA, 2013:11).

City of Cape Town, Tourism Department:

Never enough jobs but a qualification gives you a running start to compete for a job. You then need to sell yourself to companies (Vivian, Manager: Destination Development and Marketing).

WCED:

I do not have statistics to really answer this question, but the programme equips students with a wide variety of skills that are needed in the industry. They should therefore find work in related industries. Colleges have to be cautious not to enrol high numbers of students if they find that there are inadequate work placement opportunities for the students (Welgemoed, CES: FET Colleges).

DHET:

Cannot comment on this question (Burger, CES: Curriculum Development and Support).

DEDAT:

Not able to answer this question as it pertains to the industry/sector in which they need to be employed (Leukes, Skills and Innovation).

NDT:

There is no economy of the size of ours with a population of in excess of 50 million that can guarantee 100% employment of its education system products (graduates or school leavers). The South African economy with its jobless growth challenges presents the tourism industry with similar challenges of unemployed graduates. This phenomenon is not unique to tourism; it is generic to our economy. Its causal roots are the education system that is structured on preparing young people for employment and not entrepreneurship. It is also supply-driven as opposed to being demand-led, which is a challenge, hence the oversupply of graduates in particular sectors such as tourism leads to unemployment (Stuurman, Department Deputy Director: Tourist Guiding and Training).

Cape Town Tourism:

Yes – entry level positions, e.g. as Tourism Information officers if they fit the company culture – see comment regarding educationals below (Bentley, Training and Development Co-ordinator).

ASATA:

CATHSSETA may be able to assist with these statistics. Currently it is our understanding that there are about 6 000 travel consultants employed in the travel industry. As the more senior consultants retire or become independent, there may be opportunity for learners in the sector. However, please check with CATHSSETA for statistical information (McKnight: Professional Programme Manager).

SATSA:

There are a limited number of jobs in tourism. Tourism is an extremely complex industry and it takes a specific type of personality to work within this sector. Graduates who meet the criteria would most likely find positions in tourism with or without an NCV qualification (Thaver: Chairman).

SSACI:

This question could probably most accurately be answered through an analysis of current business journals and statistics available from business forums and government departments, such as the Department of Economic Development and Tourism. Qualitative data was obtained by SSACI following the implementation of the WBE level 4 Tourism Task books. The data focused on implementation success and lessons learnt. However, there was anecdotal evidence that small groups of students (across different colleges) were able to gain part-time employment from employers hosting them during their WBE. The challenge in the tourism sector is that work is frequently seasonal and often allows for short periods of employment only (Coetzee: Independent Research Professional).

From these findings it is clear that in any sector of the South African economy, the high unemployment rate is a problem. There are obstacles to finding work as only a limited number of jobs are available in the tourism industry. However, this is not unique only to the tourism industry. With South Africa's high population, all graduates and school leavers will not be able to find work. Education providers should change their approach from not only preparing young people for employment, but for entrepreneurship as well. Further responses indicated that graduates can find work, but only in entry level positions. With the limited number of jobs available, employers would look at not only theoretical knowledge and practical experience, but also if the applicant had the right personality to work in the tourism industry. This would suggest that with the right attitude and personality NCV graduates would be successful in finding employment. According to a tracer study done by SSACI, only 23% of respondents had permanent employment (Akoobhai & Schindler, 2016:38).

In response to question 5.2.12, graduates commented that lack of permanent positions, low entry salaries and lack of student confidence were obstacles to finding work. Question 5.3.10 asked NCV lecturers what obstacles there were to graduates finding work. They responded

that an oversupply in the labour market, lack of practical experience, and student immaturity were some reasons. The DHET White Paper records that by 2030 the total number of students at TVET colleges should be 2.5 million (DHET, 2013a:7) but that the growth of student numbers should not result in over-sized classes that compromise the quality of instruction (DHET, 2013a:16). Comments from other government education institutions were that TVET colleges should be cautious not to enrol too high numbers of students if they find that there are inadequate work placement opportunities for the students.

NCV graduates already had to compete with National Diploma as well as with BTECH graduates and without more practical experience NCV graduates may not find employment. With an oversupply of graduates in the labour market, finding work in the tourism industry would be even more challenging for NCV tourism graduates. Finding work in the tourism industry does, however, depend on the graduates themselves; without a passion and determination to work in the tourism industry a graduate would not be successful and it thus depends on the individual and how serious they are that they want to work in the tourism industry.

5.5.3 Participants' opinions regarding the NCV Tourism programme

Rationale:

When NCV was implemented in 2007 there was no proper marketing campaign, (either by the DOE, WCED, DHET or the TVET colleges themselves) to explain to the tourism industry and to parents and students exactly what the NCV Tourism programme is. Also, the public were not informed of what NCV is and where it fitted into secondary education. Students who enrolled were under the impression that the courses and programmes were mainly practical-based with minimum theory, but in reality it was just the opposite. This imbalance, as well as the oversight by not explaining NCV programmes in detail, resulted in confusion among students and the tourism industry (WCED, 2009:25). This question gave insight into the main study objective regarding the problems facing the NCV tourism programme.

Findings:

UMALUSI:

Declined to participate in the questionnaire because it is beyond the scope and mandate of UMALUSI (Booyse). However, Umalusi (2013a:1-2) states that:

...tourism curriculum be revisited to reduce the breadth of content. Reviewing the curriculum requirements over the three levels would allow topics to be properly consolidated. Allow space for greater depth in certain areas. Consciously spiralling the content, concepts, skills and cognitive demand; greater coherence within and across the curriculum could be achieved e.g. Sustainable Tourism provides a good example of spiralling progression as the curriculum moves from local to international tourism, and from conceptualization to evaluation. This rationalization would allow for the introduction of the missing types of tourism content such as Meetings, Incentives, Conferencing and Exhibitions (MICE), adventure, medical, religious and spiritual tourism. Recommended

that assessment tasks be integrated across subjects, allowing for fewer tasks that would help students understand the interrelatedness of their subjects. The re-working of the curriculum must also provide for a greater ease of reading and cross-referencing through the use of a numbering system.

CATHSSETA:

Faith Zwane (Tourism and Travel Services Chamber Co-ordinator) was initially approached in 2013 and Muzi Mwandla (Skills Development Manager) in 2016, but still no reply has been received. However, CATHSSETA (2013:38) states that:

The National Certificate (Vocational) and N (Nated) courses are recognised by employers as important base qualifications through which young people obtain additional vocational skills and work experience, entering the labour market with marketable skills, and obtaining employment.

City of Cape Town, Tourism Department:

Not enough mathematical content and too little emphasis on languages and office orientation (Vivian, Manager: Destination Development and Marketing).

WCED:

It is a well-structured vocational programme providing a wide but shallow range of tourism knowledge and skills. Students and industry receive the best results from this programme if it is implemented correctly with a good balance of theory and practical. Colleges must ensure that the programme is implemented with the correct resources, e.g. simulations, work exposure, etc (Welgemoed, CES: FET Colleges).

DHET:

Compared to the Report 191/NATED it is modern and current although feedback received is that it lacks specific software training, e.g. Galileo, for employment purposes. The challenges lie more in the implementation and teaching of the curriculum content than with the curriculum (Burger, CES: Curriculum Development and Support).

DEDAT:

Not familiar with the academic content of the NCV tourism qualification (Leukes, Skills and Innovation).

NDT:

My view is that it is not packaged in line with industry demands and the review process should deal with that. The practical exposure and activities should weigh more in the programme. That includes the need to ensure that work-integrated learning is mandatory to qualify (Stuurman, Department Deputy Director: Tourist Guiding and Training).

Cape Town Tourism:

The short periods of experiential learning were a challenge as tourism employers seek a longer period—at least 3-6 months—if they invest time (and maybe informal training) in a student and for the student to really grasp the practicalities of the industry (Bentley, Training and Development Co-ordinator).

ASATA:

It is focussed on Tourism and inbound operations. The following would be relevant which is included in the Tourism Operations Guidelines:

- The understanding of setting up and costing an itinerary;
- The Foreign Exchange;
- Understanding the clients' needs and customer care;
- Use of modern technology (the industry clients and service providers are using technology more and more as a tool in business for both the travel agency and the customer);
- Systematic and attention to accuracy and detail;
- Destination knowledge. Please see suggestion with regards to on-line learning and SA Exert with SA Tourism;
- How extensive is the International destinations, as entrants into the industry may initially work with domestic bookings;
- Good to include legal liabilities, as this level a brief understanding of the CPA Consumer Protection Act;
- Time limits and planning is necessary inclusion;
- Introduction to the understanding of the GDS- booking system e.g. Galileo (Travelport), Amadeus and or Sabre; and
- If for the travel industry, brief outline of the role of IATA

The NC(V) could be used to articulate (if they seek work in the travel industry) specifically to the Certificate in General Travel (Level 5) for the travel consultant, broadened to reservations for car rental, airline reservations and others (McKnight: Professional Programme Manager).

SATSA:

It allows access to a larger demographic of students to the tourism sector, which is great (Thaver: Chairman).

SSACI:

The NCV Tourism programme covers the generic tasks required for an entry level position in the tourism industry. Qualitative data obtained through SACCI follow-up studies of the WBE

Tourism task books show that employers were satisfied with the students' abilities to function in 'basic' tasks, although confidence in dealing with customers is an area for improvement and should perhaps be a greater focus in the curriculum. A limitation is that the programme does not include the use of travel-relevant software such as Galileo and this limits the students' chances of gaining employment in travel-focussed organisations, such as travel agents (Coetzee: Independent Research Professional).

These findings suggest that the majority of respondents thought the NCV programmes could be improved in future. Comments from the NDT included that the NCV tourism programme does not meet industry demands and that the review process (CATHSSETA and DHET) should focus on implementing more practical exposure and make work-integrated learning mandatory. Other comments regarding why the NCV tourism qualification is not in line with industry demands related to the time students spent in industry—for NCV WBE it is only ten days but the tourism industry prefers that students stay for three to six months to gain more practical experience. Further comments included that graduates should be trained in travel software (like Galileo) to make them more employable and to make the NCV tourism qualification more relevant. The tourism industry requires employees to have good mathematical and English language abilities as well as office orientation skills. However, the NCV pass percentage required is too low for Maths Literacy (30%) as well as for English First Additional Language (40%).

The respondents noted that the reason why these skills were important was for the calculation and construction of airfares, costing itineraries, understanding margins regarding commission structures, and to be literate in global reservation systems (like Galileo). Comments further included that the NCV tourism programme was modern and current, that it was well-structured and provided a broad but shallow range of tourism knowledge and skills. If this programme was correctly implemented it should have a good balance of theory and practical experience as well as the correct resources, like simulation rooms. SATSA stated that the NCV tourism programme allowed a larger demographic of student access to the tourism sector and it gave graduates basic tourism knowledge. DEDAT commented that they were not familiar with the academic content of the NCV tourism qualification. According to the White Paper (DHET, 2013a:7) a system of institutional and labour market data should be implemented to assist in harmonising education and skills planning on the one hand, and the skills needs of the economy on the other. According to the White Paper, the NCV curriculum did include extensive practical components (based in workshops rather than workplaces), but they had not been implemented in many colleges. As a result, learners often exit these programmes without the necessary practical skills (DHET, 2013a:14).

The DHET White paper further commented on the lack of practical skills of graduates and this was being addressed in the review being done by CATHSSETA and DHET. Findings from question 5.2.8 (where graduates were asked how the NCV programme could be improved) revealed that 45% of respondents commented that more practical experience was needed. In response to question 5.2.12, respondents noted that graduates lacked practical experience when it came to finding work within the tourism industry. On question 5.3.10 38% of lecturers commented that lack of practical experience was an obstacle to finding work. In response to question 5.3.11, 90% of lecturers believed that the concept of NCV is not understood by the general public or by the tourism industry and this could be a fundamental reason why graduates were not being employed. Without having more tourism industry experience, NCV tourism graduates would struggle to find permanent employment within the tourism industry. Keeping up to date with technology in the tourism industry was extremely important and training on travel software programmes as well as certain 'soft skills' would make a difference to whether NCV graduates were employable or not.

5.5.4 All NCV tourism lecturers should have the required knowledge of the tourism industry through practical experience, and not just a teacher's qualification

Rationale:

WIL helps lecturers who have no tourism industry experience to understand the latest trends and developments in the tourism industry, and pass this on to their students (DHET, 2013a:17). WIL for lecturers involves more than just practical application of skills learnt whilst working in the industry, but rather how to use the theoretical components learnt to improve classroom teaching practice (van der Bijl & Taylor, 2014:30). This question is linked to the sub-objectives of this study regarding the skills and knowledge required of NCV lecturers:

Regulations for minimum qualifications for vocational educators in colleges have been developed, which will guide lecturer development and ensure that lecturers meet the minimum professional requirements for employment in colleges. This will go a long way towards improving the quality of educational provision. Universities have an important role to play in training college lecturers, both to expand their numbers and to improve the quality of their teaching skills (DHET, 2013a:16)

Workplace experience, which is required by lecturers, will also be prioritised to ensure that their training is up to date with workplace needs and to provide lecturers with a better understanding of the needs of employers in their field. Lecturers already in the colleges will be incentivised to pursue specialisation studies within their area of subject expertise, while study opportunities for lecturers to move into management and other functional areas will also be available. The evaluation of lecturers as practising professionals has already been agreed to in principle by the Education Labour Relations Council (ELRC). This will be

implemented to ensure that development needs are identified and relevant programmes developed to improve the qualifications and capabilities of college lecturers. (DHET, 2013a:17).

Findings:

UMALUSI:

Declined to participate in the questionnaire because it is beyond the scope and mandate of UMALUSI (Booyse). However, Umalusi (2013a:5) states that “Tourism lecturers to be better supported on matters of pedagogy and assessment practice”.

CATHSSETA:

Faith Zwane (Tourism and Travel Services Chamber Co-ordinator) was initially approached in 2013 and Muzi Mwandla (Skills Development Manager) in 2016, but still no reply has been received.

City of Cape Town, Tourism Department:

Yes: Experience of working in the tourism industry is very important (Vivian, Manager: Destination Development and Marketing).

WCED:

Yes: WIL on a regular basis should be a requirement for further professional development (Welgemoed, CES: FET Colleges).

DHET:

Yes (Burger, CES: Curriculum Development and Support).

DEDAT:

Yes (Leukes, Skills and Innovation).

NDT:

A tourism lecturer, like any subject lecturer, must be a subject expert. They must have good knowledge of the subject and be capable of teaching the subject. Teaching methodology is also important. So, a combination of both content and pedagogy is critical (Stuurman, Department Deputy Director: Tourist Guiding and Training).

Cape Town Tourism:

Very much so, yes: First-hand knowledge is sought after, brings relevance to the content and enables the lecturer to relay the authenticities to the student (Bentley, Training and Development Co-ordinator).

ASATA:

Yes: It is important that they have an understanding of the industry and for example, the travel sector, from a reservation perspective, the operations of an agency, including bookings in the GDS (Galileo-Travelport, Amadeus and/or Sabre - the current GDS companies) As for the learners, it may be useful to create a virtual travel agency environment for the lecturers, or that they have had some experience in the industry itself. This is noted in the Subject Guidelines (McKnight: Professional Programme Manager).

SATSA:

Yes: The information learnt in theory is only relevant to a point. The daily positives and negatives in tourism are learnt directly through practical experience. Tourism is at the end of the day a 'people' sector, dependent on networking and experiential input. This is important to carry across to students (Thaver: Chairman).

SSACI:

Yes, definitely: Lecturers can acquire this experience in a number of ways, the most obvious being years of actual employment in the field. Other ways of acquiring industry-relevant experience include attending conferences, industry or professional association membership, subscribing to professional journals, fulfilling industry licensing requirements, completing formal industry-relevant training programmes, lecturer placement in industry, the use of sector specialists as guest lecturers at the college and even through lecturers visiting students on site during their period of work placement. All of these activities expose the lecturer to the workplace and increase the lecturer's 'industry currency' (Coetzee: Independent Research Professional).

All the respondents commented that NCV tourism lecturers needed practical experience to understand the tourism industry and the subjects which they taught because firsthand knowledge brought relevance to the subject content. The subject content could be explained in a tourism context if the lecturer could speak from experience. This would allow a lecturer to give real-world examples of how the tourism industry functioned. It would also provide students with general knowledge that related to the tourism industry, such as how a GDS (for example, Galileo) worked and what actions it could perform. The subject guidelines of the NCV tourism subject, Tourism Operations (Appendix S), also stated that NCV tourism lecturers needed to have work experience in the tourism industry. This necessary experience was currently done as part of WIL for lecturers at various TVET colleges, and lecturers who only had a teaching qualification had to go into the tourism industry to gain practical experience of how a tourism business operated. Practical experience could thus be gained by years of actual employment in the tourism industry, attending tourism industry conferences, industry or professional association membership, or completing formal industry-

relevant training programmes, WIL for lecturers, as well as having specialist guest speakers from the tourism industry address NCV tourism students.

According to the White Paper (DHET, 2013a:17) workplace experience required by lecturers will also be prioritised to ensure that their training is up to date with workplace needs and to provide lecturers with a better understanding of the needs of employers in their field. As seen responses to question 5.3.6, 56% of lecturers commented that they were invited to tourism industry workshops, but in question 5.3.5, 66% of lecturers felt that they did not receive enough support from the tourism industry. The respondents felt that TVET colleges should encourage closer ties between colleges and the various tourism sectors to ensure that their lecturers received the necessary exposure. From question 5.3.9, only 2% of lecturers felt that the biggest obstacle to teaching NCV was their lack of exposure to the tourism industry, and this could be rectified by the various TVET colleges in the form of WIL for lecturers. It is clear that in order for NCV tourism lecturers to successfully teach tourism subjects, experience within the tourism industry is essential. WIL would ensure that lecturers gained the necessary exposure and that they could use this knowledge to better explain their subject content to their students, and in turn give their students more tourism-related examples as well as better career guidance.

5.5.5 Resources FET colleges should have to conduct NCV Tourism programmes.
(resources of lecturers and students, vocational tools, simulation rooms)

Rationale:

In Appendix S, the Subject Outcomes for the subject Tourism Operations clearly state the resources needed at TVET colleges to effectively teach NCV tourism subjects (DHET, 2007b:8).

Colleges must have the facilities and equipment necessary to provide the type of education that is expected of them. In particular, they must have well-resourced workshops for providing the practical training demanded by their curriculum (DHET, 2013a:17).

This question links to the main study objective, namely the problems facing the NCV tourism programme.

Findings:

UMALUSI:

Declined to participate in the questionnaire because it is beyond the scope and mandate of UMALUSI (Booyse).

CATHSSETA:

Faith Zwane (Tourism and Travel Services Chamber Co-ordinator) was initially approached in 2013, and Muzi Mwandla (Skills Development Manager) in 2016, but still no reply has been received.

City of Cape Town, Tourism Department:

Online programmes such as GDS systems, Galileo, Amadeus, Sabre, and Worldspan (Vivian, Manager: Destination Development and Marketing).

WCED:

At least the minimum as prescribed by the syllabus for each subject.

Workplace connections and relationships with employers (Welgemoed, CES: FET Colleges).

DHET:

A detailed list of required resources for NCV programmes can be found on the DHET website (see Appendix V). In short, no institution should attempt to offer this programme unless they have the human resources, physical infrastructure and learning and teaching materials. This implicates a fully equipped tourism-simulated environment with Internet access, TV, maps and other relevant tourism resources as found in a travel agent and tourism outlet in industry. Learning and teaching support materials (LTSM) must be available for students and lecturers. Qualified and experienced lecturers, assessors and moderators are needed (Burger, CES: Curriculum Development and Support).

DEDAT:

Practical experience is key as tourism has very practical components to it. Therefore the learners must be exposed to the industry and simulation rooms would be sufficient (Leukes, Skills and Innovation).

NDT:

TVET Colleges need to be equipped with all required vocational tools and simulation rooms. Learners and lecturers cannot be expected to deliver quality teaching and learning without the required resources to deliver on their responsibilities (Stuurman, Department Deputy Director: Tourist Guiding and Training).

Cape Town Tourism:

Opportunity for the students to attend educationals to familiarise themselves with the realities of the industry, especially if they come from PDI (previously disadvantaged individual) backgrounds (Bentley, Training and Development Co-ordinator).

ASATA:

Access to the GDS in a training format, computers, laptops, access to the Internet for research, maps, simulations rooms. Host lecturers or industry experts.

On-line workshops as provided by the travel industry and/or the on-line programme with SA Tourism known as SA Expert which may assist with understanding of South African destinations.

You have included most of the resources required in a classroom environment. Colleges and or the lecturers could try and attend industry-related conferences, regional meetings linked to an association, or request tour operators and suppliers to assist with some training, and as noted, as guest lecturers but this depends on time and resources (McKnight: Professional Programme Manager).

SATSA:

Access to actual people working in the tourism industry as guest lecturers, off-site educationalists to tourism related facilities, sites, offices. Simulation rooms would most likely be a great idea if partnered with active tourism industry individuals (Thaver: Chairman).

SSACI:

Students should have the opportunity to be exposed to real workplace scenarios as much as possible while at the college. This could be through:

- Working on the latest travel software (hence the need for computers and software purchases and subscription).
- Working with current data and trends in the tourism industry. This is primarily done through research and analysis of company promotions, international trends, analysis of statistics etc. For this reason, adequate Internet resources should be available to students and lecturers.
- Simulation rooms can have some benefit but the costs of recreating an authentic 'tourism environment' are high and do not afford students the same exposure as being placed in a real workplace. Resources to place, support and monitor students in the workplace should be prioritised. For example, resources that increase the number of academic or work placement staff available to interact with industry/business can have direct benefits for students (Coetzee: Independent Research Professional).

The findings indicate that the NDT suggests that all TVET colleges need to be equipped with all the required vocational tools and simulation rooms, and that the content and pedagogy is critical. The DHET refers to the NCV Resource list (Appendix V), these resources should be at all TVET colleges that offer NCV tourism. The WCED commented that all resources mentioned in the subject guidelines (Appendix S) should be available at TVET colleges that offer NCV tourism. Unfortunately, these resources are not always available at some TVET colleges that participated in this research, and this is primarily due to limited space available

at these colleges, and also the increase in student enrolments over the past years. TVET colleges had to change simulation rooms into computer laboratories and this impacted the NCV students negatively when it came to practical applications of the subject content. Some respondents predicted that the situation of limited space available at TVET colleges for resources would become a major problem in the future.

The White Paper (DHET, 2013a:13) states that there would be 2.5 million students at TVET colleges by 2030. The radically increasing enrolment numbers would have a major impact on the current resources available at TVET colleges, which would now have to accommodate more students in very limited available space. Other respondents mentioned the need for Internet access for global reservation system (GRS) training, as well as other online workshops (for example, Southern Africa Certified Expert course as well as SA Specialist online course) done by SA Tourism. Taking students on educational visits to tourism businesses is extremely important as these students would then experience the tourism industry and not just learn about it. Having access to people who work in the tourism industry would allow students to ask questions about specific products or services. Giving students this exposure to the tourism industry would allow those from poor socio-economic backgrounds to gain the same industry exposure as their classmates. According to the White Paper (DHET, 2013a:17) TVET colleges should have the facilities and resources available to provide the type of education that is expected of them and that TVET colleges must have well-resourced workshops for providing the practical training demanded by their curriculum (DHET, 2013a:17). Results from question 5.2.8 indicated that 3% of the NCV graduates felt that better resources were needed to improve the NCV tourism programme. In question 5.3.4 lecturers were asked if they had enough resources to teach NCV, and 78% commented that they did not. Respondents stated that the problem of insufficient resources was a major concern and without addressing this problem, student enrolments cannot be increased.

5.5.6 The tourism industry and government can assist graduates to further their studies in the form of skills programmes once they have completed Level 4

Rationale:

The main focus of the SETAs (CATHSSETA in the case of tourism) must be training at the workplace and the facilitation of partnerships between employers and educational institutions. To do this SETAs must become skills experts for their specific sectors. The alignment of the labour market to education remains very important to skills development (Nzimande, 2015:4-5). WBE would prepare students for the workplace so that they were more employable and understand the industry needs once they had completed the NCV course. In this way an organisation benefits, for they could identify potential employees and contribute to curriculum development by noting what students lacked when they are in the workplace (Roopnarain, 2011:10). Vermaak (2012:17) holds that WIL is a component of

WBE, which was implemented for both educators and students to enter the job market to improve their skills and knowledge. According to a speech made by Nzimande (DHET, 2014b:3) WIL was launched in 2013-2014 and is a critically important initiative to achieve access to education, followed by the quality and relevance of programmes delivered. Quality and relevance are directly measured by the interest shown by industries in selecting TVET students for employment, and if students are unemployable after their studies their education becomes meaningless (DHET, 2014b:3). WIL for students involves learning with the aim of implementing skills that were covered in the subject curriculum while in the work place. WIL for lecturers involves more than just practical application of skills learnt whilst working in the industry, but rather how to use the theoretical components learnt to improve classroom teaching practice (van der Bijl & Taylor, 2014:30).

Findings:

UMALUSI:

Declined to participate in the questionnaire because it is beyond the scope and mandate of Umalusi (Booyse). However, according to Umalusi (2013a:4), the following applies:

Meaningful workplace experience needed over their three years of study. Such experience would equip students to exit the programme and enter the workplace better prepared; it would also provide students with opportunities to use reflexive thinking skills. Workplace experience allows students to make more informed choices about which sectors of the industry they would like to work in. At the very least, it would provide them with the beginnings of a curriculum vitae that speaks to the industry

CATHSSETA:

Faith Zwane (Tourism and Travel Services Chamber Co-ordinator) was initially approached in 2013, and Muzi Mwandla (Skills Development Manager), in 2016, but still no reply has been received. The SETA has, however, note the following objectives in relation to employees in the Sector.

The objectives of the SETA in relation to employees are to encourage them to:

- a) participate in learnerships, apprenticeships, professional training, skills development programmes and other learning programmes;
- b) take responsibility for their learning by utilising the learning opportunities offered to them; and
- c) provide input in and feedback on occupation-based learning programmes that they undertake

To achieve its objectives, CATHSSETA must carry out a range of functions and duties. Its operations will focus on:

- Performing its statutory obligations; and

- Providing excellent, responsive skills development services to the sector in general and constituent employers and employees in particular.

To do this CATHSSETA will:

- Conduct sector research and establish reliable skills planning mechanism;
- Develop sector skills plans in the framework of the national skills development strategy;
- Develop annual performance plans and budgets to regulate its operations;
- Implement the NSDSIII and its sector skills plans by establishing apprenticeships, learnerships, approving workplace skills plans, allocating grants to employers, providers and workers;
- Promote and facilitate partnership and use of public educational institutions, such as FETs, UoTs and Universities in the provision of education and training;
- Provide and facilitate bursaries to both the employed and unemployed to obtain qualification from FETs, UoTs and Universities;
- Promote and facilitate the development and training of artisans of the sector in conjunction with the National Artisan Moderating Body;
- Promote and facilitate internships and work integrate learning opportunities between public providers and employers in the sector;
- Monitor education and training provision in the sector;
- Promote learnerships and register learnership agreements;
- Perform the functions of an ETQA as delegated by QCTO;
- Receive skills development levies and disburse them in terms of the Skills Development Levies Act;
- Report to the Director General of the Department of Higher Education on its operations and achievements;
- Cooperate with the National Skills Authority and other Seta's on skills development policy and strategy, and on inter-sectoral education and training provision;
- Cooperate with employment services and education bodies to improve information about employment opportunities;
- Appoint staff necessary for the performance of its functions; and
- Promote and facilitate education and training provision for small, micro and medium enterprises and their employees in the sector (CATHSSETA, 2013:9, 10).

City of Cape Town, Tourism Department:

In-service training programmes as well as bursaries (Vivian, Manager: Destination Development and Marketing).

WCED:

Using the pivotal grant system for work placement and stipends for internships; learnerships and skills funding through CATHSSETA (Welgemoed, CES: FET Colleges).

DHET:

Work placement of students and lecturers during and after studies; related SETA short courses are available. Fora between education, SETAs and industry role players to ensure content of training programmes align with industry demands without sacrificing fundamental and social skills of students and to ensure a learning pathway beyond current employment options (Burger, CES: Curriculum Development and Support).

DEDAT:

There are further learning opportunities such as the NATED programmes and the National Diploma in Tourism that are considerations. Government and industry can contribute with regards to co-funding in terms of bursary opportunities for these learners to pursue further studies (Leukes, Skills and Innovation).

NDT:

The industry and government are expected to provide TVET college graduates with internships, learnerships and bursaries to further their studies at tertiary level of education (Stuurman, Department Deputy Director: Tourist Guiding and Training).

Cape Town Tourism:

Learnerships for NCV will enable employers to take on unemployed (Bentley, Training and Development Co-ordinator).

ASATA:

Research done in 2013 "At your Service", towards an informed understanding of NC(V) Tourism and Hospitality programmes. Undertaken by Tom Swart, Celia Booyse, Elizabeth Burrows and Umalusi, Council for Quality Assurance in General and Further Education, with CATHSSETA and Department of Tourism. CATHSSETA and QCTO engaged with industry experts to revise the curriculum in General Travel for the Travel Consultant (Professional) Level 5, ASATA on this panel (McKnight: Professional Programme Manager).

SATSA:

Skills shortage identified at the moment stems from students being based in the Tourism sector for the six month practical; these include basic administrative skills (telephone etiquette, front-of-office duties, spelling, working in an office environment, team players, etc). These basic skills would need attention over and above tourism knowledge. Access to mentorship and job-shadowing will improve skills development (Thaver: Chairman).

SSACI:

I am not sure if there is any benefit to government and industry in developing a separate set of skills programmes (or purchasing this from a range of private training providers). Industry (and government departments, where relevant) should provide students with the opportunity to gain employment or at least internships. During the initial employment period or internship, industry should provide on-the-job training for students. Where there is a need for skills programmes, these should be designed and offered by the colleges, working closely with industry to ensure that identified knowledge or experience gaps are addressed by these programmes. These skills programmes can be localised – in other words local colleges can work with local industry to address ‘top-up’ training needs (Coetzee: Independent Research Professional).

Many of the respondents commented that government could assist graduates in the form of skills programmes (for example, offered by CATHSSETA) and these skills programmes could be designed by colleges, working closely with industry to ensure that identified knowledge or experience gaps are addressed. Other comments included that government and the tourism industry could assist graduates with in-service training, internships and learnerships, by giving graduates the opportunity to gain valuable industry exposure, but by also including a stipend to support graduates financially while working to gain more practical tourism industry experience. Government and industry can contribute with co-funding in terms of bursary opportunities. NCV tourism graduates would need to gain further tourism industry experience and government would need to develop skills programmes for NCV tourism graduates to ensure their employability. According to the White Paper (DHET, 2013a:6), the SETAs are beginning to help establish partnerships between educational institutions and employers. Close partnerships between colleges and employers would assist the colleges to identify opportunities for work-integrated learning and help them to place students when they complete their qualifications (DHET, 2013a:16).

The White Paper (DHET, 2013a:15) states that Level 5 (Higher Certificate) programmes had recently been introduced at some TVET colleges and a Level 5 tourism higher certificate may be developed to enhance intermediate skills which are in high demand. The White Paper (DHET, 2013a:18) also comments on the importance of career guidance for NCV students and graduates and that career counselling should be an integral component of the post-school education and training system. All young people in the latter years of secondary schooling (and those in their early years of post-school education) should receive appropriate and adequate career guidance and advice to ensure that they will study in the right field. Respondents commented that the DHET should make career guidance compulsory at all TVET colleges. Responses to question 5.3.5 indicate that 66% of lecturers felt that they did not receive enough support from the tourism industry and that this could affect the

relationship between the TVET college and the tourism industry. They believed that TVET colleges should work closely with the various industries to identify skills gaps and how the industries could support graduates. Question 5.3.12 provided insight into how lecturers felt they could support NCV graduates, with 34% commenting on ongoing mentorship programmes for graduates (Level 5 Higher certificate), while 18% felt that TVET colleges should keep a database of graduates' contact details and advertise employment prospects on their TVET college websites. The development of Level 5 higher certificates may be able to bridge the current skills gap when referring to the NCV Level 4 qualification and would allow NCV tourism graduates to improve their skills and knowledge. TVET colleges would therefore need sound relationships with the tourism industry to place students once they had completed a higher certificate. Responses also included that CATHSSETA could offer additional skills programmes for NCV graduates to include GRS training (for example, Galileo) which would increase graduates' employability. CATHSSETA is currently funding skills programmes in the NCV hospitality programme and a tourism skills programme for NCV tourism graduates is needed to bridge the skills gap.

5.5.7 Government education and tourism associations have employed NCV Tourism graduates

Rationale:

This question was posed to respondents to determine whether these government education and tourism associations are employing NCV graduates. This question was not well answered by respondents as they did not have statistical data from their human resources departments to answer the question. This question ties in with the sub-objective of this study on the employability of NCV tourism graduates.

Findings:

UMALUSI:

Declined to participate in the questionnaire because it is beyond the scope and mandate of UMALUSI (Booyse).

CATHSSETA:

Faith Zwane (Tourism & Travel Services Chamber Co-ordinator), initially approached in 2013, and Muzi Mwandla (Skills Development Manager) in 2016, but still no reply received.

City of Cape Town, Tourism Department:

Not able to answer this question (Vivian, Manager: Destination Development and Marketing).

WCED:

Not able to answer this question (Welgemoed, CES: FET Colleges).

DHET:

Not able to answer this question (Burger, CES: Curriculum Development and Support).

DEDAT:

Not able to answer this question (Leukes, Skills and Innovation).

NDT:

Yes, there are a number of TVET College graduates that I know are employed by the industry and some appointed by the Department of Tourism into their skills development programmes empowering them to take employment opportunities in the industry. These include programmes such the National Chefs Youth Training Programme, National Hospitality Youth Placement Programme, National Hospitality Services Training Programme etc (Stuurman, Department Deputy Director: Tourist Guiding and Training).

Cape Town Tourism:

Yes, but those with practical experience have a competitive edge (Bentley, Training and Development Co-ordinator).

ASATA:

This would be obtained from a survey of ASATA members or CATHSSETA may have such information, noting that the students may be employed in the various sectors such as hospitality, hotels, and accommodation establishments, car rental outlets or airlines, and the travel industry (McKnight: Professional Programme Manager).

SATSA:

Not able to answer this question (Thaver: Chairman).

SSACI:

Not able to answer this question (Coetzee: Independent Research Professional).

Very few participants were able to answer this question. Cape Town Tourism did place NCV students for WBE in the past but prefer a longer in-service period (minimum of six months) to give them internal training, and they are unfortunately no longer accept NCV students for WBE. Cape Town Tourism is the only participant that confirmed that they had employed NCV graduates, but only graduates that had practical experience. The NDT commented on employing TVET college hospitality graduates but they did not mention NCV tourism graduates. This question was to determine whether these government, education and tourism bodies had employed NCV tourism graduates, and it was clear that they had not. The NCV tourism qualification could not be seen as a serious tourism qualification if most of the participants do not know whether NCV graduates are being employed in their various organisations. The DHET would need to launch a new marketing campaign explaining the

benefits of an NCV tourism qualification to the general public but more importantly, to the South African tourism industry. When NCV graduates were asked in question 5.2.3 whether they were currently working in the tourism industry, 80% commented that they were not and this high statistic does not reflect well on the employability of NCV tourism graduates. Question 5.3.11 asked whether lecturers thought the concept of NCV is understood and 90% of participants commented that the concept is not understood and this could have a negative effect on graduates' ability to find employment in the tourism industry.

5.6 NCV tourism programme Western Cape: Level 2 to Level 4 throughput statistics

5.6.1 Figure 5.26 Western Cape: NCV Tourism L2 intake, L4 graduated, throughput percentage 2007 to 2015

Rationale:

The reason for the inclusion of Figure 5.26 was to give the throughput percentages from the inception of the NCV tourism programme in 2007 until 2015. These statistics show the average number of NCV Level 2 students that start in a given year and how many actually graduate Level 4. This figure ties in with the main study objective regarding problems facing the NCV tourism programme, as well as the sub-objective of articulation of NCV graduates to higher education and their employability.

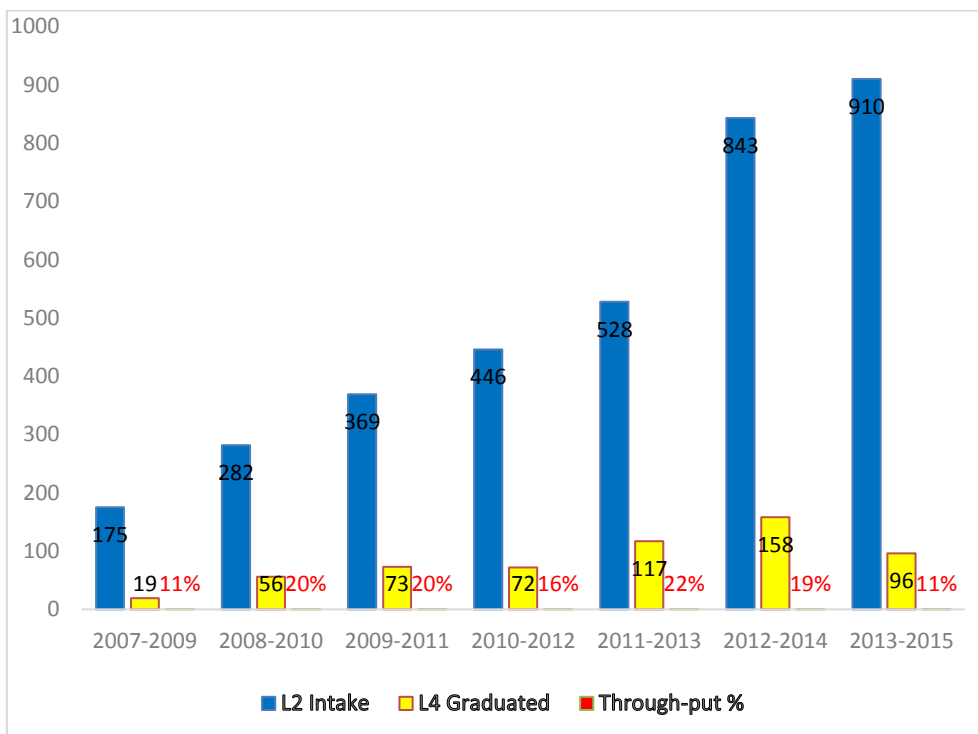


Figure 5.26: Western Cape: NCV Tourism L2 intake, L4 graduated, throughput percentage

Source: Mphahlele (2014): Department of Basic Education (DBE) (L4 graduated), emails from Programme Managers (L2 intake): Northlink College, College of Cape Town, Boland College and South Cape College (False Bay College L4 pass rate included for 2015).

Findings:

The Level 2 intake statistics were sourced from the four Western Cape TVET colleges that participated in this study and were chosen because they were part of the inception of the NCV tourism programme in 2007. Since the first intake of NCV tourism Level 2 students in 2007, the highest throughput percentage was the Level 2 class of 2011 that graduated in 2013. Thereafter the throughput rate decreased annually. The lowest throughput was the Level 2 classes of 2007 and 2013. The Level 2 student enrolment statistics for 2013 do not include False Bay college enrolments as False Bay college only started NCV tourism Level 2 in 2013 and was not initially part of this study. However, the 2015 Level 4 pass rate statistics received from DBE was for the entire Western Cape (including False Bay College). This means that the throughput rate in 2015 is actually even lower than indicated. The NCV tourism programme enrolment numbers have increased annually and have more than tripled since its inception in 2007. This may have had an impact on the implementation of the programme at TVET colleges due to the challenge of limited resources which currently face the TVET sector. The increased number of students, who all need access to computers and the Internet to keep up to date with tourism industry demands, impacts on TVET colleges' capital resources to fund these expansions. The high level of student absenteeism at TVET colleges should be monitored closely by the DHET. By monitoring absenteeism and ensuring that all students adhere to the mandatory attendance regulations allows the student to write the examination for every subject for which they have attained a minimum of 80% class attendance (DHET, 2016b). There is a positive correlation between class attendance and both student retention and achievement. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student's achievement in the programme. Levels of attendance have a direct impact on the success of students because they are more likely to complete and achieve their qualification if they attend classes regularly. Students who arrive late have an impact, not just on their own learning, but also on the progress of the rest of the class. Similarly, employers require good attendance and punctuality in the workplace. The DHET should ensure that this policy is strictly enforced at all TVET colleges nationwide, by investigating and demanding quarterly reports on student absenteeism meetings held at TVET colleges, to improve student retention and throughput.

5.6.2 Figure 5.27: NCV tourism programme drop-out rate 2007 to 2015

Rationale:

The rationale for Figure 5.27 is to identify the percentage of students that drop out of the NCV tourism programme before they can graduate.

Figure 5.27 below illustrates the percentage of students lost through the TVET system. These students do not have an opportunity to complete a Grade 12, which limits their employment options and contributes to South Africa's high unemployment rate. This figure is linked to the main study objective which is to identify current challenges which face the NCV tourism programme, the high drop-out rate being one of them.

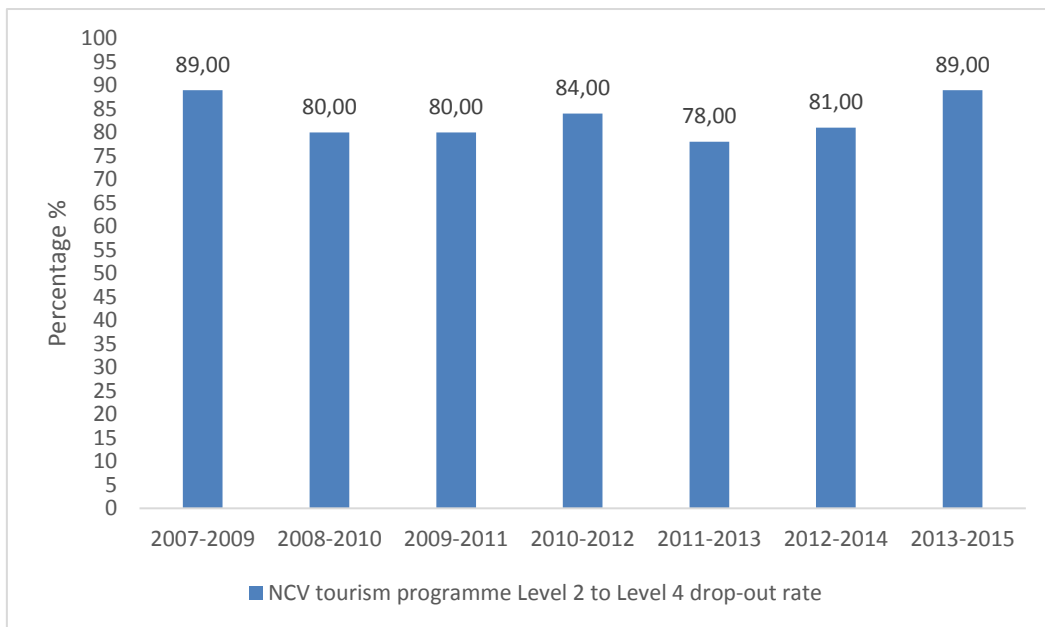


Figure 5.27: NCV tourism programme drop-out rate

Source: Mphahlele (2014): Department of Basic Education (DBE) (L4 graduated), emails from Programme Managers (L2 intake): Northlink College, College of Cape Town, Boland College and South Cape College [False Bay College L4 pass rate included for 2015]

Findings:

The findings suggest that the NCV qualification is still not understood by the general public. The students being enrolled for the NCV tourism programme are not the right candidates and do not have a passion for the industry but merely want a Matric equivalent. Students who receive NSFAS bursaries do not complete the programme. Part of the NSFAS bursary is a transport allowance but the release of student allowances for travel and accommodation is dependent on 80% minimum class attendance for all subjects for which the student is registered (DHET, 2016a).

5.6.3 Figure 5.28 DHET: Western Cape: NCV tourism Level 4 wrote vs passed, 2009 to 2015

Rationale:

The rationale behind Figure 5.28 is to indicate the number of students who were registered to write the NCV tourism Level 4 external November examination and how many of those students actually passed the exams. This links to the study sub-objectives of the employability of graduates as well as the possibility of articulation to higher education.

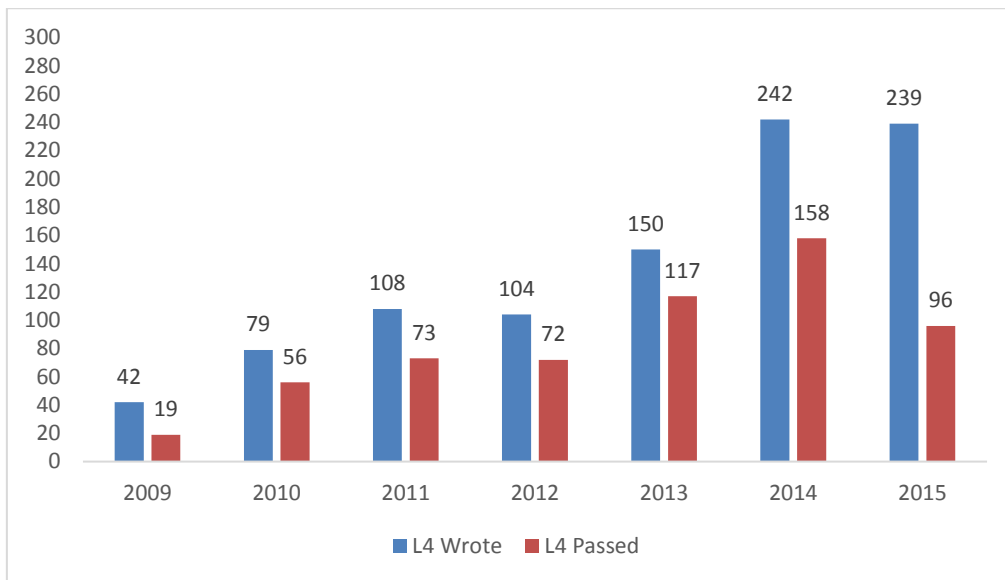


Figure 5.28: DHET: Western Cape: NCV tourism Level 4 wrote versus passed

Source: Mphahlele (2014): Department of Basic Education (DBE), Northlink College, College of Cape Town, Boland College and South Cape College and False Bay College only included for 2015

5.6.4 Figure 5.29 DHET: Western Cape: Level 4 pass percentages 2009 to 2015

Rationale:

Figure 5.29 refers to the percentage of students who wrote the final November external examination and the percentage of students who passed. This links to the study sub-objectives regarding articulation for NCV tourism graduates to higher education.

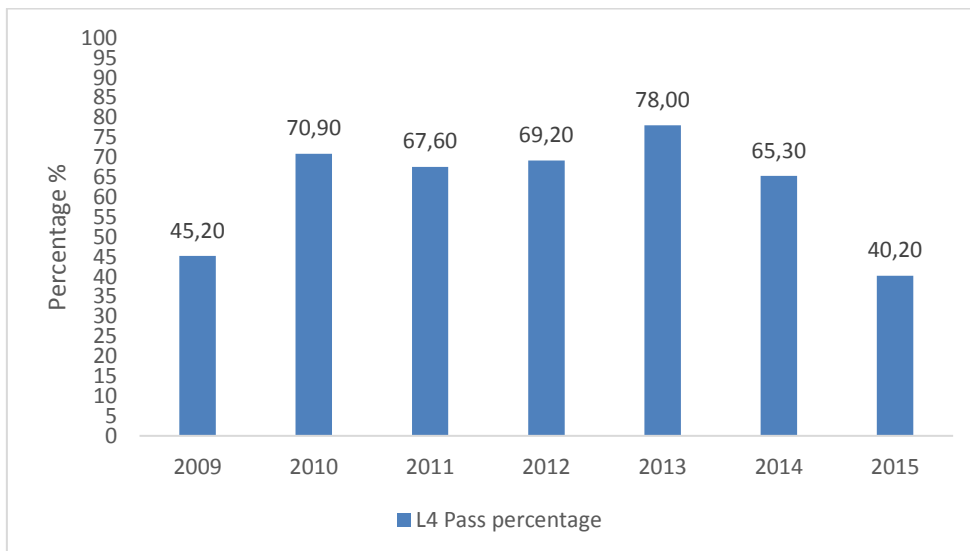


Figure 5.29: DHET: Western Cape: Level 4 pass percentage

Source: Mphahlele (2014): Department of Basic Education (DBE), Northlink College, College of Cape Town, Boland College and South Cape College and False Bay College only included for 2015)

Findings:

Figures 5.28 and 5.29 above represent statistics from the DBE for the Western Cape. The 2015 statistics are based on five TVET colleges, including False Bay College which started with NCV tourism Level 2 in 2013 and had their first Level 4 graduates in 2015. The first NCV tourism Level 4 graduates in 2009 had a low pass percentage and these problems were addressed in a research report on the poor performance of NCV students (WCED, 2009). The recommendations regarding the problems facing the TVET sector (WCED, 2009) are further discussed in Chapter Six. The initial low pass percentage of Level 4 NCV tourism students (45.20%) increased annually. The highest pass percentage can be seen in 2013 with 78%, and the second highest in 2010 at 70.90%.

Up until 2014 the pass percentages were good but in 2015 this dropped to 40.20%, the lowest since the first NCV Level 4 examination in 2009. The reason for this decline may be attributed to specific problems at the TVET college or due to high student absenteeism. The number of students enrolled increased annually but the NCV tourism Level 4 pass percentage in the Western Cape also needed to increase. The TVET colleges need to look at the personalities and aptitudes of new students who want to enrol for a specific programme. Better career guidance is needed before enrolment of new students, especially where TVET colleges have Student Support Services (SSS) to assist in this regard. TVET colleges need to ensure the sustainability of their NCV programmes and that a student who receives an NSFAS bursary is the right student for the programme. A passion for tourism and the desire to work in the tourism industry should be the first requirement for entry into the NCV tourism programme, and not merely to fill seats for government funding. TVET colleges need appropriate resources to teach a tourism programme and the employability of graduates should be the major focus of all TVET colleges.

5.7 Summary

The following is a summary of the data collected that supported the objectives of this study. The main objective was to identify the problems facing the NCV tourism programme and how these problems could be overcome. In Section A (5.2), the following questions gave clarity to the main study objective. Question 5.2.5 asked NCV graduates to comment on the responses they received from the tourism industry when they applied for work. Some of these comments noted that the NCV tourism programme must offer more practical experience for students. In response to question 5.2.8 graduates commented on how the NCV tourism programme could be improved and the responses included giving students more practical experience, a longer WBE period, better career guidance for NCV students, TVET colleges to have closer ties with the tourism industry, better resources for students at colleges and updating the current NCV tourism curriculum. These responses from NCV

tourism graduates gave insight into the main objective of this study in terms of what the graduates thought the problems were which faced the NCV tourism programme. In Section B, data gathered from NCV lecturers addressed the main objective of this study. In response to question 5.3.9 lecturers gave valuable insight into the problems facing the NCV programme. These problems identified by lecturers included high student absenteeism, poor English language ability of students, poor discipline, learning difficulties of some students, NCV subject content of too high a standard, socio-economic problems that may hinder the students from attending college, lack of exposure to the tourism industry which is directly linked to the lack of practical experience in the tourism industry and the high number of students in each class. The obstacles mentioned by lecturers addressed the main objective of this study, namely the problems facing the NCV programme. In question 5.3.12, lecturers commented on how they could assist graduates. This links to the second half of the main study objective, namely, how the problems facing the NCV programme could be overcome. Lecturers commented that ongoing mentorship programmes for graduates would be beneficial. In Sections A and B (5.2 & 5.3), the most valuable data in terms of the main study objective would have been received from either NCV tourism graduates or from NCV lecturers because they studied or taught the NCV tourism programme.

In Section C (5.4), tourism role-players and employers responded to question 5.4.2 and commented on whether they knew what the NCV programme was. In question 5.4.7 these employers and role-players were asked whether they thought the NCV programme was relevant to the tourism industry. From responses to the questions, it was clear that the majority of employers and role-players understood the NCV concept but the majority of respondents felt that the NCV programme was not relevant to the tourism industry and that this was a problem facing the NCV tourism programme. In Section D, the government education and tourism associations gave input regarding the problems facing the NCV tourism programme. Question 5.5.1 asked them about the future of the NCV tourism programme. They commented that more practical work experience is crucial, as well as better articulation to higher education and a revised curriculum is very important. However, the majority of respondents felt that there was a future for the NCV programme. In question 5.5.3 respondents were asked what their opinions were about the NCV tourism programme. Data relating to the main study objective is evident in the responses, namely, that NCV students need more practical work experience, better computer software training that is relevant to the tourism industry, a revised tourism curriculum is needed to make graduates employable, better English language abilities of graduates and to make WBE mandatory. In question 5.5.5 respondents were asked about the need for resources to teach NCV tourism. They stated that simulation rooms are a much-needed resource. Some TVET colleges do not

have simulation rooms and this is a problem. If students are not given the correct resources they cannot be successful in the NCV programme.

The sub-objective of this study, namely the employability of NCV tourism graduates, is further explored in Section A, question 5.2.2 where graduates were asked if they found work straight after they completed their NCV tourism course and in question 5.2.3 were asked whether they were working in the tourism industry. It is evident that a very low percentage of graduates found work straight after completing the NCV tourism programme, as well as a low percentage of graduates that currently work in the tourism industry, which reflects the low level of employability of NCV tourism graduates. From responses to question 5.2.4 it is clear that graduates did not apply at enough tourism businesses, and in question 5.2.10 where graduates were asked if they were still interested in a career in tourism, a high percentage of graduates stated that they still wanted to work in the tourism industry. However, graduates would have to apply to more tourism businesses to be successful. Question 5.2.12 asked what were obstacles to them being employed and they commented that there were a limited number of permanent jobs in the tourism industry, that they did not have enough practical experience, low student confidence, low entry salaries, unrealistic student expectations and that the concept of NCV was not understood by the tourism industry.

In Section B (5.3), in response to question 5.3.7, lecturers commented on whether NCV graduates had the necessary abilities required by the tourism industry. The majority of lecturers felt that the abilities of graduates were not what the tourism industry required and that the graduates were thus not employable in the tourism industry, due to lack of English language skills, the low pass rate required in NCV, that the NCV tourism curriculum is outdated and that graduates lacked the necessary soft skills to enter the tourism sector. When answering question 5.3.8 the majority of lecturers commented that the curriculum is relevant but that content should be updated and that a revised curriculum should include more practical exposure for NCV students to make NCV tourism graduates employable. Question 5.3.10 gave valuable insight from lecturers on what they felt were obstacles to NCV graduates finding work and their comments included: immaturity of graduates, lack of self-confidence, lack of practical experience, financial constraints when it came to paying for transport to attend job interviews, the fact that the public and tourism industry do not understand the concept of NCV, backlog of Level 4 certification, unrealistically high student expectations of working in the tourism industry and an oversupply of graduates in the tourism labour market. On question 5.3.11 the majority of lecturers commented that the concept of NCV was not understood and that this would affect the employability of NCV tourism graduates. In Section C, most questions related to the employability of NCV tourism graduates. The industry role-players and employers commented that experience is a vital part of finding a job in the tourism industry and that the NCV tourism programme would need

to increase the contact time that students had in the tourism industry to make NCV tourism graduates more employable. Responses to question 5.4.3 revealed that a very limited number of employers and role-players had employed NCV tourism graduates, either due to graduates not meeting the minimum requirements needed for the job or due to their lack of practical work experience in the tourism industry. Responses to question 5.4.7 indicated that the majority of employers and industry role-players felt that the NCV tourism programme was not relevant to the tourism industry and this affected the employability of graduates. In Section D, government education and tourism associations commented on the employability of graduates in question 5.5.2. The opinions were mixed and the majority of respondents commented that there will never be enough jobs in the tourism industry and that this is not unique to the tourism sector. Other comments included that an NCV qualification would give graduates access to entry-level positions. In question 5.5.6 opinions were asked on how these respondents could assist NCV graduates and many commented that CATHSSETA could assist with skills funding to fund learnerships for NCV graduates to make these NCV tourism graduates more employable. As can be seen in the TVET tracer study (Akoobhai & Schindler, 2016:38), an extremely low percentage of 23% of the total sample population (18 131 NCV learners) had permanent employment. The employability of NCV tourism students is vital to the validity of the NCV tourism programme because if the graduates are not employable then the NCV tourism programme is not sustainable.

The other sub-objective of this study related to articulation to higher education for NCV tourism graduates. In Section A question 5.2.4 asked graduates whether they were currently or had been part of higher education and a low percentage of respondents responded in the affirmative. In question 5.2.11 respondents were asked if they would like to be part of higher education in the future but the majority of respondents felt they did not want to articulate to higher education. Various reasons given were mainly financial constraints, graduates wanted to earn an income immediately to support their families and that respondents were just not interested in working in the tourism industry any longer. It is thus evident that a low percentage of NCV graduates articulate to higher education as confirmed in the TVET tracer study (Akoobhai & Schindler, 2016:37) done at 30 TVET colleges nationwide. In Section C question 5.4.6, industry role-players and employers were asked whether they would advise NCV graduates to enter higher education, and the majority of respondents commented that articulating to higher education would benefit NCV tourism graduates. Higher education would benefit graduates to meet certain minimum requirements in the tourism industry, to apply for entry level jobs which may include a Level 5 higher certificate or more practical experience which could be gained as part of a National Diploma (ND) in tourism. A longer period of practical tourism industry exposure is extremely important and continuing to higher education would ensure more practical tourism experience. In question 5.4.9, respondents

were asked what was the highest qualification their best employees held. The majority commented that their best employees had ND in tourism or a Level 5 higher certificate. It is clear that the ND in tourism is a trusted and well recognised tourism qualification, compared to NCV and graduates that articulate to higher education should look at the ND in tourism as a good qualification to obtain.

The last sub-objective of this study refers to the level of skills and knowledge possessed by NCV lecturers to teach the various NCV tourism subjects. In Section A question 5.2.9 graduates were asked whether they thought their NCV lecturers had the necessary knowledge and skills to teach NCV tourism subjects, and the majority of graduates felt that their lecturers did possess the necessary knowledge and skills. This positive finding indicated that graduates trusted the abilities of their lecturers. In Section B the lecturers were asked about their level of expertise in teaching the various NCV subjects. Responses revealed that an ND in tourism as well as a BTECH in tourism were the most popular qualifications held by NCV tourism lecturers. This indicated that NCV tourism lecturers are knowledgeable in their field of teaching. In response to question 5.3.2 lecturers commented on years of practical experience in their various industries and from the findings it was clear that a severe problem existed regarding the lack of practical experience of NCV lecturers. This problem was being addressed in terms of WIL for lecturers. NCV tourism is vocational in nature and lecturers should thus have the necessary practical knowledge to teach tourism subjects. In answering question 5.3.3, lecturers stated the number of years they have been teaching NCV. The majority had been teaching NCV for between five and six years, which was positive in terms of the knowledge and skills they would have gained during those years.

What could affect the ability of a lecturer to teach NCV tourism would be a lack of necessary resources at the TVET college and in question 5.3.4 a very high percentage of lecturers commented that they did not have enough or the right resources to teach the NCV tourism programme effectively. Other factors that would affect lecturers regarding their knowledge included their exposure to and possible new developments in the tourism industry. Question 5.3.5 and 5.3.6 related to the support lecturers received from the tourism industry, which in their opinion was very little. Asked whether they were invited to industry workshops, lecturers gave more positive feedback but they were only invited by ASATA if their TVET college was a registered member. In order for NCV tourism lecturers to improve their knowledge and skills they need to be part of the tourism industry, receive support from the tourism industry and be invited to more workshops. In Section D (5.5), question 5.5.4, government education and tourism associations were asked whether NCV lecturers should have practical experience in the subjects they taught and the majority of respondents commented that practical experience for NCV lecturers was extremely important. These respondents commented that WIL for lecturers would ensure first-hand knowledge and bring relevance to

the content, and it would enable the lecturer to relay the authenticities to the student. Other comments included that lecturers needed to be subject experts and they needed to attend tourism industry conferences, be members of tourism associations, subscribe to professional tourism publications as well as complete formal industry training programmes (for example GDS training like Galileo). This would ensure that their knowledge and skills are relevant to the tourism industry. In teaching NCV tourism a combination of content and pedagogy is critical.

The main objective, as well as the sub-objectives of this study, were discussed through analysis of the findings.

In Chapter Six the main study objective is deconstructed into the various problems that face the NCV tourism programme and recommendations are suggested.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The primary study objective was to investigate the current problems in the NCV Tourism programme offered at TVET colleges, and how these could be overcome to improve the quality of the course and the employability of the graduates.

From this objective the following sub-objectives needed to be addressed:

- To establish the level of employment in the tourism industry for Level 4 NCV tourism graduates.
- To investigate articulation of Level 4 graduates to institutions of higher education.
- To determine the knowledge and skills of lecturers in preparing Level 4 NCV tourism graduates for employment.

Certain critical questions followed from the problem statement, aim and objectives that gave direction to the study, including the following:

- Could the current NCV Tourism programme be improved to eliminate problems previously identified?
- Were NCV tourism graduates employable in the tourism industry?
- Did the current NCV Tourism programme allow for articulation to institutions of higher education?
- Did lecturers of the NCV Tourism programme have the required skills and knowledge to prepare students for employment in the tourism industry?

In this chapter the challenges facing the TVET sector, as stated by WCED (2009:5-6), are examined and the objectives of this study are addressed. The findings from Chapter Five pertinent to the low level of employment and articulation, are discussed and recommendations offered. Considering the low pass percentages at NCV Level between 2009 and 2015, the challenges which faced the TVET collegesector in 2009 may well be the same challenges facing the TVET sector in 2016 (WCED,2009:5).

The findings in Chapter Five suggest that the challenges which faced the NCV programmes at TVET colleges in2009are still the same challenges present in 2016.

6.2 Summary of existing challenges

The existing challenges are dealt with in three groupings, namely programme-related challenges, learner-related challenges and college-related challenges.

6.2.1 Programme-related challenges

6.2.1.1 Curriculum

The main study objective was to consider the current problems faced by TVET colleges, with particular focus on the NCV tourism programme and how to overcome these.

Umalusi (2013b:176) stated:

When focussing on the NCV tourism programme, in terms of the cognitive demands of particular subjects being inconsistent with the level to which they are assigned, the imbalance of theory and practical exposure needed to be solved by a review of the NCV tourism curriculum, in a partnership between the National Department of Tourism (NDT), Umalusi and CATHSSETA, to analyse and evaluate the existing curriculum for Tourism, Hospitality and Consumer Studies subjects from NQF levels 2, 3 and 4 of the National Certificate Vocational (NCV offered at TVET Colleges) and National Senior Certificate (NSC) offered at high schools.

Umalusi reported that NCV students could not critically evaluate work-related situations, and that there was insufficient contact between the tourism industry and TVET colleges (Umalusi, 2013b:176).

TVET colleges should know whether the curriculum they offer is what the tourism industry requires. The DHET curriculum for English First Additional Language, Mathematical Literacy and Life Orientation was revised in 2014 and the new curriculum was implemented in 2015 (DHET, 2014c). A revised curriculum for the NCV tourism programme is very important to ensure the employability of NCV tourism graduates (DHET, 2006:4).

The lack of a standardised tourism curriculum was seen as a factor contributing to an influx of tourism graduates with unequal skill levels and qualifications. This gap contributes to high levels of unemployment as potential employers are uncertain about graduates' competency levels, and could be seen as a risky investment which could harm the integrity of their businesses. The tourism curriculum and skills development programmes need to be aligned to address the needs of the tourism sector, thus bridging the gap between the education system and the workplace, preparing the graduates for employment (CATHSSETA, 2014:21).

Considering the current curriculum structure for the NCV tourism programme offered at TVET colleges, it is suggested that the current curriculum needs to be revised (as mentioned by Umalusi in 2013 and by CATHSSETA in 2014) to make NCV graduates more employable. The challenges identified by this study, as well as by the WCED (2009:5), highlight an outdated curriculum for the NCV tourism programme which needs revision to address this challenge.

6.2.1.2 Subject workload

Challenges such as excessive workload of students, as well as the administrative workloads of lecturers, link to the main study objective in terms of identifying challenges that face TVET colleges. This challenge has not been addressed since the WCED (2009:5) report noted the high theoretical subject content (which remains important) and the administrative load of assessments and attendance done by lecturers. This challenge needs to be addressed by TVET colleges. Recommendations to rectify this problem are made in section 6.3. As the college system grows, it is essential that the number of lecturers keep up with expanding student enrolments; growth should not result in over-sized classes that compromise the quality of instruction (DHET, 2013a:16).

6.2.1.3 Concept of NCV

Another important challenge evident since the introduction of NCV in 2007 is that the concept of the NCV qualification is not understood by the general public or by tourism industry role-players. This links to the study objective that a lack of knowledge exists among tourism employers and TVET college lecturers (who do not have tourism industry experience) on the NCV Tourism programme offered at various TVET colleges. Eighty percent of NCV graduate participants did not work in the tourism industry and this may be attributed to the fact that NCV was not properly advertised, and the general public do not understand the theoretical knowledge versus the vocational aspect of this programme. Poor career guidance may also have contributed to the high drop-out rate and low throughput as indicated in Figures 5.26 and 5.27. To address this challenge, lecturers were asked their opinion on whether the concept of NCV is understood by the tourism industry and by the general public. The findings in question 5.3.11 revealed that 90% of lecturers did not feel that the concept of NCV was understood.

6.2.1.4 Co-operation with the tourism industry

Better co-operation between the tourism industry and TVET colleges offering NCV tourism programmes is essential, as mentioned in various sources. The Deputy Minister of the DHET also mentioned that the links between TVET colleges and industries needed to be strengthened (Nongogo, 2016:7; Umalusi, 2013b:176).

NCV students need certain practical skills that can only be learnt in a working tourism environment. The students need industry exposure and without this opportunity, as well as the lack of crucial practical resources at TVET colleges such as simulation rooms, the current NCV tourism qualification does not meet the requirements of the tourism industry.

The findings from questions 5.3.5 and 5.3.6 indicate the level of involvement between TVET colleges and the tourism industry, and that NCV lecturers need more participation with the

tourism industry to facilitate WBE placements of NCV tourism students. Harmsen (2014:27) notes that the tourism industry must support various training and mentoring initiatives, as well as technology training. TVET colleges should build partnerships with the tourism industry, which partnerships would become an important criterion in assessing the overall performance of NCV tourism students as part of WBE.

6.2.1.5 Subject theory versus practical

WCED (2009:5) note this point and it is still considered a challenge in 2016. Students are under enormous pressure to not only digest all the fundamental information, but also to convert theory to practice to become employable in the tourism industry (DHET, 2010a:18, 27, 54).

TVET colleges need to strengthen their relationship with the tourism industry to ensure that the students placed for WBE gain valuable practical knowledge, otherwise their qualifications would not meet tourism industry requirements. Thus, the marriage of practical and theoretical knowledge that students require to allow them to be employable would be a challenge (DHET, 2007b:3-4).

Practical experience for NCV students is a major concern as NCV is vocational in nature and should thus include practical lessons in simulation rooms, as well as taking students into the tourism industry to experience being a tourist first-hand. The tourism industry highly values experience; a higher education qualification includes a minimum of six months in the tourism industry whilst NCV requires only ten days. Workplace experience allows students to make more informed choices about in which sectors of the industry they would like to work. At the very least, it would provide them with the beginnings of a curriculum vita that speaks to the industry (Umalusi, 2013b:4).

Both theoretical knowledge and practical experience is essential, and training systems and the curriculum need to be designed around close co-operation between employers, education and training providers (DHET, 2013a:9). The findings from question 5.2.8, where NCV graduates were asked how the NCV programme could be improved, indicate that 45% of participants felt that more practical experience is necessary, while 16% suggested a longer WBE period. Question 5.3.9 asked NCV lecturers what were their biggest obstacles to teaching NCV students and 8% commented on the lack of practical exposure of students to the tourism industry. Therefore, there needs to be a balance in the NCV tourism programme between the practical and theoretical content to ensure that the NCV tourism qualification is relevant in the tourism industry.

6.2.2 Learner-related challenges

6.2.2.1 *Challenges to the pass requirement*

Challenges relating to the minimum pass criteria being too high probably are due to the poor quality of students being enrolled in NCV tourism programmes. Twenty-eight percent of lecturers (question 5.3.9) found it difficult to teach NCV students due to their poor English. The inability of students to speak good English hinders them from finding work in the tourism industry where English is the lingua franca.

Lowering the minimum pass percentage for NCV tourism subjects would further damage the relevance of the NCV tourism programme for the tourism industry, as mentioned in the problem statement. Tourism industry role-players commented that the pass requirements for NCV are too low. The core NCV tourism subjects pass rate is 50%, which is acceptable, but the Mathematical Literacy and English First Additional Language pass percentages are too low. This creates unequal levels of competence amongst students and makes teaching various NCV tourism-related subjects very challenging for lecturers.

In South Africa's basic education system there are four phases, namely, foundation phase (Grades R to 3); intermediate phase (Grades 4 to 6); senior phase (Grades 7 to 9) and further education and training phase (Grades 10 to 12). The Department of Basic Education stipulates that a learner may only be retained once in each of these phases, to prevent the learner being retained in a phase for longer than four years. This implies that TVET colleges receive applications from students who have failed grades but been put through to the next grade due to the 'years in a phase' (YIPS) requirement. This means that learners could go right up to Grade 12 without having passed all their grades (DBE, 2013). This impacts on the quality of students TVET colleges receive, and this policy poses new challenges for NCV programmes, especially regarding English language abilities. In 2015 the NCV Level 4 pass percentage fell to 40.20%, the lowest since the first NCV Level 4 examination in 2009. This could be due to the various challenges facing the NCV tourism programme, especially high student absenteeism. Recommendations on how to overcome this challenge are later discussed in section 6.3.

6.2.2.2 *Learner expectations*

Identifying this challenge forms part of the main study objective, and is the unrealistic expectations of learners on entry level career opportunities in the tourism industry, salary options and working hours. Four percent of lecturers commented in question 5.3.10 that a big obstacle to NCV graduates finding work is that student expectations are not realistic. The lack of a proper marketing campaign when the NCV programme was launched led to the general public and various industries not understanding the concept of NCV, as well as unrealistic student expectations. This remains a challenge for the NCV tourism programme at all TVET

colleges and recommendations on how to overcome this challenge are made later in this chapter. Other challenges regarding learner expectations were that new NCV Level 2 enrolments assumed that the NCV programme is vocational in nature with little theory, but in truth it is just the opposite. New enrolments also assumed that if they enrol for the NCV tourism programme that they will be travelling the world. TVET colleges have a responsibility to ensure that new NCV Level 2 students are fully aware of the high theoretical component of this course. This challenge could be overcome by giving new NCV Level 2 students better career guidance when they enrol.

6.2.2.3 Socio-economic obstacles

The socio-economic challenges which face NCV tourism students is a national concern for educational institutions and this is being addressed by the DHET. NCV learners have various socio-economic obstacles to overcome, especially in terms of paying for their studies. With NSFAS, NCV students are given tuition and transport, and a feeding scheme provides one meal per student per day at TVET colleges. NSFAS gave bursaries to 200 000 TVET students in 2016, providing student loans and bursaries to the value of R10 billion (Nzimande, 2016:5). NSFAS supports students who do not have the financial means to pay for their tuition. This is how national government is fulfilling what is stipulated in the White Paper of 2013 but unfortunately a high absenteeism rate, the low throughput percentage and the high number of drop-outs in NCV programmes, still exist. These students were granted NSFAS bursaries which could have been given to students who genuinely wanted to study in a specific field. National government has a responsibility to the tax-payers of South Africa to ensure that money spent on NCV bursaries is justified in terms of throughput percentage, as well as whether these students would actually find work within the various industries for which they studied.

6.2.2.4 Employability and articulation challenges

A major challenge facing the NCV tourism programme is the employability of NCV tourism graduates, as well as articulation from NCV to higher education. The study problem statement refers to the relevance of the NCV tourism programme and the consequent employability of graduates. An adequately skilled workforce is imperative if tourism is to reach its potential of contributing to socio-economic development, job creation and business opportunities in South Africa.

According to DHET (2013a), there are currently five vocational qualification types:

- NATED (or N) programmes;
- NCV programmes;
- occupational programmes;

- Higher Certificates; and
- NSC with technical subjects.

The highest unemployment rate (30.3%) was among those without a National Senior Certificate (NSC) or equivalent, while those with an NSC or equivalent had an unemployment rate of 27%. Among university graduates, the unemployment rate was only 5.2%, while the rate for others with a tertiary education was 12.6% (DHET, 2013a). In a tracer study done by Akoobhai & Schindler (2016:38) on the transition of NCV students from TVET colleges to the labour market, 47.7% of NCV participants were unemployed in 2015.

Critical questions that follow from the problem statement are whether NCV Tourism graduates are employable in the tourism industry, and whether the current NCV Tourism programme allows for articulation to institutions of higher education. A sub-objective of this study was to investigate the articulation of Level 4 graduates to institutions of higher education. Articulation to higher education is important to ensure that NCV graduates have access to higher learning where graduates have to comply with the higher education institutions' requirements to gain entry. Only NCV tourism graduates who had obtained the required marks or language requirements may apply to HE institutions. From the findings in Chapter Five it was clear that NCV tourism graduates would be able to find work at tourism SMMEs, but not at larger tourism organisations.

NCV tourism students with learning difficulties pose a problem to the NCV tourism programme because this curriculum is mostly focused on academic ability. Lecturers are not qualified to teach students with learning difficulties and having to teach students who have different levels of comprehension makes teaching NCV very challenging.

6.2.3 College-related challenges

6.2.3.1 *Resources and student facilities*

Challenges regarding college resources and student facilities have an impact on the student as well as the lecturers. Identifying these challenges was part of the main study objective. To adjust to the increased number of NCV enrolments, TVET colleges would need to ensure that they have adequate resources for students and lecturers to effectively learn about the tourism industry. The findings from question 5.3.4 suggested that 78% of lecturers at TVET colleges in the Western Cape do not have the necessary resources to teach NCV programmes, and in question 5.2.8 3% of NCV tourism graduates felt the same. It is clear that TVET colleges must first ensure that they have the required resources in place to teach NCV tourism before enrolling large numbers of students.

Proper technological resources are extremely important and teaching technological skills would improve the relevance of the NCV tourism programme. NCV students who were technology-competent would be far more employable than those who were not. Because of infrastructure limitations, TVET colleges do not have adequate recreational facilities for NCV students and also lack media centres for students to access the Internet. Simulation rooms for practical activities are crucial but because of the increasing number of NCV enrolments, most suitable rooms are currently used for classroom space (DHET, 2013a:53).

The subject guidelines of Tourism Operations (Appendix S), state that the ideal number of students per NCV class is 15 to 20 students but currently the average number of students per class at all TVET colleges exceeds 30. With smaller groups lecturers would be able to give more individual attention to students, more practical activities would be possible and discipline would be easier to maintain. TVET colleges, by enrolling high numbers of NCV students, obtain more money from ministerial grants. However, the numbers of new enrolments should be sustainable and graduates should be able to find work in the tourism industry, otherwise the NCV qualification is not providing graduates with employable skills.

6.2.3.2 New enrolments

Another challenge facing the TVET college sector which is affecting the quality and standard of the NCV tourism programme is the lack of career guidance given to new enrolments before they are registered for the academic year (DHET, 2013a:18). New NCV learners are not aware of possible tourism career opportunities, as well as the heavy academic work load for the NCV tourism programme. This may have contributed to the high drop-out rate as indicated in Figure 5.27 (WCED, 2009:30-31). Identifying these challenges and making recommendations on how to address these challenges is part of the main study objective.

6.2.3.3 Lecturer abilities

To teach a core NCV tourism subject a lecturer should have specific knowledge about the tourism industry and ensure that tourism industry examples are used in the classroom. If a lecturer has no previous experience of the tourism industry WIL can help them to marry their practical knowledge with relevant theoretical content. Practical experience, an understanding of the challenges facing the industry, and even available employment options, should be part of a NCV tourism lecturer's teaching skills. Ensuring that regular WIL takes place for lecturers with no or little tourism industry experience would greatly improve their links to the tourism industry and assist with building valuable tourism industry contacts through networking. If a NCV tourism lecturer has limited knowledge of the tourism industry they are unable to assist their graduates in finding work or WBE placements within the tourism industry.

Investigating this challenge was part of the main study objective and considering the knowledge and skills of lecturers in preparing Level 4 NCV tourism graduates for employment was a sub-objective. The question following this objective related to whether lecturers of the NCV tourism programme have the required skills and knowledge to prepare students for employment in the tourism industry, and this was a priority of the national education department (DHET, 2013a:17).

NCV lecturers face many challenges in teaching NCV, which became evident in the findings from question 5.3.9, and these hinder progress in the classroom, including minimum requirements for qualifications and development (DHET, 2013a:16).

The heavy workload of NCV lecturers at TVET colleges in administrating the increasing number of NCV enrolments (marking, absenteeism and class discipline) with the limited resources available, is a major challenge.

6.3 Recommendations

The main study objective was to identify the challenges facing the NCV tourism programme. These challenges emanate from the WCED (2009) document that forms the basis and structure of the challenges discussed in this chapter.

The suggested recommendations address the problem statement of this study, on how to ensure the relevance of the NCV tourism programme, the consequent employability of graduates, and how the concept of NCV could be better understood. The main study objective of identifying the challenges faced by the NCV tourism programme and how to overcome these challenges, are discussed and recommendations offered. The sub-objectives relating to employment, articulation and the knowledge and skills of lecturers are examined and recommendations suggested. The findings in Chapter Five give valuable insight into the opinions of the research population, focussing on the objectives of this study.

6.3.1 Programme challenges

6.3.1.1 *Concept of NCV*

One of the main criticisms of the NCV is its confusing admission policies. Originally meant for young people completing Grade 9, it allowed, and even encouraged, learners who had finished levels up to the NSC to enrol for NCV programmes. This made teaching difficult for lecturers who had students with vastly different educational levels in the same class (DHET, 2013a:15). Another problem facing the NCV tourism programme is that the concept of NCV is not understood by the general public and a lack of knowledge exists among tourism employers and TVET college lecturers with no tourism industry experience. This study confirmed the fact that the NCV programmes were not properly advertised or explained to

the tourism industry role-players and these role-players were therefore not aware of the abilities of NCV tourism graduates (DHET, 2013a:14).

From the findings in Chapter Five (5.4.2), it was clear that Flight Centre and Club Travel, two of the larger travel agency groups in South Africa, were not aware of what NCV is and in turn they were not aware of what the NCV graduates were able to do. Other sectors were more aware of what NCV was and through initiatives like WIL/WBE NCV students are entering the tourism industry for practical experience. Twenty percent of NCV lecturers (question 5.3.10) felt that an obstacle to graduates finding work was that the concept of NCV is not understood by the public, and in question 5.3.11, 90% of lecturers felt that the entire concept of NCV is not understood. This would have an impact on whether NCV tourism graduates could find work within the tourism industry, which further supports the problem statement regarding the relevance of the current NCV Tourism programme offered by TVET Colleges, and the consequent employability of the graduates.

To overcome this challenge the DHET, CATHSSETA and the NDT should re-launch the NCV qualification, after the completion of the THRD strategy 2016-2026 and once the NCV tourism curriculum had been reviewed by DHET and CATHSSETA. The initial mistake of not advertising these programmes to the public and employers does now hinder graduates from finding work in the tourism industry. A national awareness campaign explaining the concept of the NCV qualification, piloted by the DHET, should be rolled out at the annual Tourism Indaba in Durban and at the annual NDT's National Tourism Career Expo, to ensure that the public and the tourism industry are aware of what skills and knowledge graduates would have.

6.3.1.2 Tourism curriculum

The outdated NCV tourism curriculum is a challenge facing TVET colleges. The NDT, Umalusi and CATHSSETA conducted an analysis and evaluation of the existing curriculum for Tourism, Hospitality and Consumer Studies subjects from NQF levels 2, 3 and 4 of the NCV offered at TVET Colleges and NSC offered at high schools (NDT, 2013). The report from Umalusi (2013b:175-176) on the above analysis stated the following:

The Tourism curriculum is very packed and intense. The team found that, in many cases, far too much content is expected from students in a particular year. In general, the opinion was that the breadth in the four Tourism subjects is too great for the students targeted, especially in Levels 2 and 3. In addition, topics are often repeated in different subjects and over different levels, without scaffolding or logical sequence. This having been said, the Tourism evaluation team noted the absence of specific types of tourism: Meetings, Incentives, Conferencing and Exhibitions (MICE), adventure, medical, religious and spiritual tourism.

The DHET requires industry employers to advise the college system and individual colleges on issues of the curriculum and that experts from the industry could teach on a part-time basis (DHET, 2013a:12). The DHET should work closely with CATHSSETA and initiate incentives for TVET colleges to involve tourism industry role-players and tourism organisations in the teaching of NCV tourism programmes to ensure the relevance of tourism qualifications. Graduates need extra training in soft skills to deal with clients in a professional way when they enter the tourism industry. This should be included as part of a tourism skills programme and/or as a component of Client Services and Human Relations. The DHET revised the curriculum for English First Additional Language, Mathematical Literacy and Life Orientation in 2014 and the new curriculum was implemented in 2015 (DHET, 2014c), but not for any of the NCV core tourism subjects. As can be seen from the comments made by Umalusi (2013a) there are serious problems with the current NCV tourism curriculum and TVET colleges need to ensure that DHET revises the outdated curriculum to ensure that NCV graduates are more employable in the tourism industry. To address the study problem statement to ensure the relevance of the NCV tourism programme, and to make NCV tourism graduates more employable, a revised NCV tourism curriculum for all core subjects is vitally important. Once the NCV tourism curriculum is addressed and updated to make it more relevant to the tourism industry, the workload per subject should be adapted to the new subject guidelines of every NCV tourism core subject. This should include a better balance between the theory and practical contents, as mentioned by the DHET (2007b:3-4).

6.3.1.3 Practical experience

The DHET, with the help of SSACI, spearheaded the WBE project. The project is completely vocational and allows NCV Level 4 students to enter the tourism industry to gain crucial industry exposure for a ten-day period during the June holidays. The WBE ten-day period is, however, too short and should be extended. The recommendation on how to improve WBE is that the WBE period needs to be extended and this could be done as follows:

- WBE should start with career planning in Level 2 with five days in the tourism industry.
- Ten days WBE in Level 3 during the June holidays.
- Thirty days (1 month) WBE in Level 4 during the June holidays and allowing Level 4 students to return one week after the start of classes. This would ensure that NCV tourism students gained more experience in the tourism industry during their three years of study.
- Students receive a travel allowance as part of their NSFAS bursary; this money could be used for transport costs during their WBE period, or CATHSSETA could assist TVET colleges with stipends for travel expenses for the Level 4 students that need an extended WBE period.

WBE is extremely important for the development of students, especially when it comes to skills development, and as mentioned by Harambee (n.d.), graduates are lacking 'soft skills' needed to work in the tourism industry. Extension of the WBE period would enable students to network and make valuable business contacts in the tourism industry whilst they are doing their WBE (Umalusi, 2013b:179-180).

The lack of practical experience, which is a major challenge facing NCV graduates when they apply for work in the tourism industry, could be further improved by:

- CATHSSETA developing a skills programme for NCV tourism graduates where they are able to do basic training on GDS, fares and tickets, and sales, to bridge the employability gap.
- CATHSSETA currently funds skills development for the NCV hospitality programme (assistant chef skills programme) and this should be extended to the NCV tourism programme.
- A skills programme for NCV tourism should be a six-month skills programme post-NCV Level 4 without them having to enter HE, which may be a challenge because of financial constraints.
- Alternatively, to improve the practical component of the NCV tourism curriculum, a tour-guiding component should be added at Level 4 (Tourism Operations can include this component) and well as a global reservation system and fares and ticketing can be added as a basic introduction.

These suggestions link to Section A: Question 5.2.8, where graduates commented on how the NCV tourism programme could be improved, and a significant 45% of graduates commented that more practical experience is needed in the NCV tourism programme.

Allowing TVET NCV campuses to offer an additional NQF Level 5 higher certificate could bridge the skills gap after Level 4 and should make NCV tourism graduates more employable. More SETAs are now focus on Professional, Vocational, Occupation and Academic Learning (PIVOTAL) programmes, leading to part of full qualification instead of short and non-accredited skills courses. CATHSSETA could implement a programme that includes GDS training and accreditation to give NCV graduates the opportunity to become more employable. NCV students should be given more exposure to the tourism industry by the implementation of NCV student exchange programmes; the DHET and CATHSSETA could drive such an initiative that would allow NCV students to travel to other provinces or countries to experience collegelife in those provinces or countries. TVET colleges should approach local and provincial tourism organisations, like Cape Town Tourism, WESGRO and the City of Cape Town's tourism department to volunteer NCV and HE students to assist at local events and tourism exhibitions, giving tourism students more exposure to the tourism industry.

6.3.1.4 Co-operation with the tourism industry

Another challenge facing the NCV tourism programmes at TVET colleges is the weak partnerships that TVET colleges have with various sectors of the economy (DHET, 2013a:16). Recommendations on how to overcome these challenges, thereby addressing the main study objective, to make NCV tourism graduates more employable are considered:

- TVET colleges need to ensure that they build partnerships with the tourism industry.
- Creating these partnerships with the private tourism sector would ensure NCV students find placement for their WBE.
- CATHSSETA should ensure that all TVET colleges (HE and NCV) have access to tourism industry discussions, conferences and meetings.
- There needs to be more stakeholder-agreements between employers in the tourism industry and TVET colleges for WBE.
- CATHSSETA should approach tourism associations to allow TVET colleges and HE institutions, which offer tourism qualifications, free membership.
- CATHSSETA should play a role in forging relationships between colleges and employers, using not only their contacts but also their resources to incentivise employers to take on students for workplace learning opportunities.
- CATHSSETA could assist in forming mentorship programmes for NCV graduates (post-Level 4), where they would go into the tourism industry for a three-month period and work at a company like Bidvest (as was done at the Ekurhuleni East TVET college), where students could be moved around to various company departments and gain exposure on the different facets of the business (McFarlan, 2016:12).

Education institutions are teaching the workforce of the future and without knowing what the current developments are in the tourism industry, students would not get authentic information that applies to the current tourism industry. According to Manana (Nongogo, 2016:7) the relationships between colleges and industries are, with some exceptions, weak. Finding work placement for students is a problem and most colleges have almost no formal linkages with industry. It is thus clear that TVET colleges need to invite tourism industry employers to be part of the TVET environment to ensure that NCV as well as HE graduates find work in the tourism industry. NCV tourism lecturers need to be placed in the tourism industry through WIL on a regular basis, especially if the lecturers have had no previous tourism experience, and build tourism business contacts and network with the tourism industry.

NCV lecturers who come from the tourism industry would have an advantage in this regard and would have made valuable tourism industry connections through working at various tourism organisations before they started teaching NCV. The NDT should ensure that the annual National Tourism Careers Expo (NTCE) is held in different provinces each year and

that all TVET NCV learners have free entry to this expo to ensure that NCV tourism students know their career options within the tourism industry.

6.3.2 Learner challenges

6.3.2.1 Graduate support

NCV graduate support is a challenge facing most TVET colleges that need to ensure that the students they are sending into various industries are actually finding work. According to Hoffman (2016), SSS at Northlink College are using ITS to create a database of NCV graduates of all the various programmes but unfortunately only HE students (for example National Diploma in Tourism) are placed in the relevant industry and then tracked to see whether they found and retained work. Recommendations on how TVET colleges should support their NCV graduates are:

- SSS should place and track not only HE students but NCV students as well; the amount of experience and level of qualification may hinder SSS from being able to place NCV students immediately after graduation.
- TVET colleges could establish 'old student associations' where all NCV graduates receive monthly newsletters and various industry information,
- TVET colleges could organise class reunions to keep in touch with their graduates. This would also ensure that all TVET colleges have updated databases on graduate contact information.
- The ITS electronic system could be used (once all contact information for NCV tourism graduates has been loaded) to contact NCV tourism graduates regarding possible job openings that are communicated directly to the TVET colleges by various industries.

NCV tourism lecturers use social media tools (like Facebook) to keep in contact with graduates and to communicate possible tourism-related job opportunities, but this should be the responsibility of the various TVET colleges to ensure that the NCV graduates are made aware of job opportunities in the various sectors of the economy.

A database of NCV tourism graduate information should be kept by TVET colleges to send to possible employers and/or CATHSSETA regularly to ensure that the SETA is aware of the number of NCV tourism qualified graduates.

TVET colleges should approach the DHET to implement, with the help of CATHSSETA, a NCV tourism graduate further training programme to improve and consolidate the skills of graduates after they have graduated. Such further training should be free to all graduates and would contribute to the concept of life-long learning.

TVET colleges should create a special link on their college websites for NCV employment opportunities to support their graduates long after they have left the college, assisting their NCV graduates to find employment and so addressing the problem statement of this study.

6.3.2.2 *National student financial aid scheme*

The socio-economic challenges of NCV students in South Africa are a major challenge facing all TVET colleges. NSFAS supports students who do not have the financial means to pay for their tuition, which is how national government is fulfilling their financial obligations as stipulated in the White Paper of 2013. Unfortunately, the high absenteeism, low throughput percentages and the high number of drop-outs in NCV programmes at various TVET colleges, wastes NSFAS funds. The DHET implemented a 'College Attendance and Punctuality Policy' (DHET, 2013c) but if not enforced at all TVET colleges this policy becomes meaningless.

A recommendation on how NSFAS could still assist NCV students, while at the same time decreasing the drop-out rate, is:

- NSFAS could implement basic rules when giving bursaries to new NCV students to ensure that these students really want to study, including paying a basic registration fee to enrol at a TVET college, minimum payback of tuition fees (a percentage of the total cost of the academic year) that were part of the bursary in case a student is a drop-out or in case of extreme high absenteeism. This would ensure that students who want to study NCV take responsibility for their actions, and that parents and students have avested interest in the student completing their NCV qualification.

6.3.2.3 *Academic performance*

The poor academic performance of NCV graduates in 2009 (45.2% pass rate) improved annually until 2015 when the pass percentage was the lowest ever recorded (40.2% pass rate), as reported by the DBE and illustrated in Figure 5.29. The low pass percentages as well as the low throughput rate from NCV Level 2 to Level 4, is a challenge facing the NCV tourism programme. This includes 'carrying' too many failed subjects to the next level (WCED, 2009:30-31), differing support services offered by TVET colleges, and directed career counselling (DHET, 2013a:17).

Recommendations on how to improve the quality and relevance of the NCV tourism programmes that will address the study problem statement include the following:

- To improve the quality of the NCV tourism programme, the English language component pass percentage must be increased to 50% and Mathematical Literacy to 40%, making NCV tourism graduates more employable in the tourism industry.
- Mandatory Mathematical Literacy and English workshops should be held in the school holidays and on Saturdays to improve the skills of students. The DHET implemented a new programme, running for two weeks at the start of the academic year, for NCV Level 2 students called 'Ready Steady Mathematical Literacy' and 'Ready Steady English', which should improve the English and Mathematical Literacy abilities of new enrolments.

- To improve academic performance, TVET colleges should ensure that they enrol the 'right' student who has an interest in working in the tourism industry and not just doing the NCV tourism programme because they do not know what else to do. This suggests that TVET colleges need to improve career guidance (done by SSS) before they enrol a new NCV student. This would help to overcome the challenges relating to the high drop-out rate and poor academic performance of NCV tourism students in the TVET college sector.

6.3.2.4 *Learning challenges*

To overcome challenges relating to students who have learning difficulties, SSS at various TVET colleges should identify students with learning difficulties when they enrol and find alternative programmes that are more practical in nature and more artisan-based, to make those students more employable and to ensure a higher throughput rate from Level 2 to Level 4 (DHET, 2013a:45).

Students with learning disabilities pose a significant challenge for lecturers at TVET colleges. Unfortunately no recommendations could be made on this element because the lecturers do not have the necessary training and skills to deal with students with learning problems. TVET colleges have 'Student Support' facilities, where students can consult a qualified social worker, but students with extreme learning problems would not be able to receive special attention from NCV lecturers because they do not have the time to spend with individual students. To overcome this obstacle, prospective students with learning difficulties should be sent to SSS which should identify the severity of the learning difficulty and advise the student on the most suitable field of study for them within the TVET college sector.

6.3.2.5 *Learner expectations*

Learner expectations have been a challenge since the inception of the NCV tourism programme in 2007 (WCED, 2009:7,26-27). To address this challenge, TVET colleges should ensure that all new NCV Level 2 learners understand the theoretical as well as practical components that make up the NCV tourism qualification. This needs to be explained to every new learner and parent, and TVET colleges should use their SSS to give proper career guidance to learners when they enrol for the NCV tourism programme. Students' expectations of the tourism industry should also be addressed. The drop-out rates for NCV tourism learners are extremely high, as seen in Figure 5.27. The average drop-out rate from Level 2 to Level 4 between 2007 and 2015 was 83%, which may be due to learners having unrealistic expectations of the NCV tourism programme. New learners are also of the opinion that NCV is vocational in nature and thus has less theoretical content, which is not the case (DHET, 2013a:13).

New learners are not aware of the entry salary structures, working hours and other working conditions in the tourism industry, and have the unrealistic expectation that they will be travelling the world when in reality they will be working in a normal office environment. This

needs to be explained to new learners and should be done as part of orientation for new NCV Level 2 students at the start of the academic year. TVET colleges have a responsibility to these new learners to give them career guidance and aptitude tests (SSS could assist at the various campuses) to ensure that they are enrolling students for the NCV programme best suited to their needs and abilities.

6.3.2.6 Employability of NCV graduates and articulation to higher education

The employability of NCV tourism graduates and the possible articulation from NCV to HE, are part of the sub-objectives of this study and are noted in the problem statement. Research was undertaken by the HSRC, CATHSSETA and the NDT to develop a new strategy for human resource advancement in the tourism industry. The Tourism Human Resource Development (THRD) Strategy 2016-2026 is a multi-year plan that aims to up-skill workers in the tourism sector, thereby growing and developing the tourism industry in South Africa. The current NCV tourism curriculum is outdated and should be changed according to what the tourism industry requires from graduates, as mentioned in the Umalusi Report (Umalusi, 2013b:176).

The English First Additional Language, Mathematical Literacy and Life Orientation curriculum had been revised for implementation in 2015, but none of the NCV tourism core subjects (DHET, 2014c). To ensure the employability of NCV tourism graduates a revised curriculum for all core subjects is of critical importance to ensure that the NCV tourism programme remains relevant, as per the problem statement of this study. From the findings in Chapter Five, question 5.4.3 (Table 5.3), it is clear that SMME tourism businesses were more likely to employ NCV graduates with the current skills and knowledge they had once they graduated Level 4, than the larger tourism companies. This suggests that NCV tourism graduates should apply to smaller tourism businesses to obtain experience of working in the tourism industry and then move to higher income jobs once they have the necessary experience, or start their own tourism business. As stated by the Cullinan Group, they require an NQF Level 5 qualification for all new employees, which the NCV graduate would not have, making them unemployable at the Cullinan companies. TVET colleges could assist graduates in the form of skills programmes (offered by CATHSSETA). These skills programmes could be designed by TVET colleges, working closely with industry to ensure that identified knowledge and experience gaps are addressed. According to a speech made by Nzimande, quality and relevance are directly measured by the interest shown by industries in selecting TVET students for employment, and if students are unable to be employed after their studies then their education becomes meaningless (DHET, 2014b:3).

A Level 5 higher certificate may be the answer to what is mentioned in the problem statement, offering NCV tourism graduates the option to extend their education to a Level 5

higher certificate qualification to improve their employability. This would ensure that their qualification is relevant to the requirements of the tourism industry. Certain TVET colleges (Northlink College, False Bay College and College of Cape Town) have already developed partnerships with institutions of HE to offer higher certificates as part of the integrated system alongside the TVET colleges. Offering a Level 5 higher certificate for NCV tourism graduates would give these graduates an opportunity to broaden their skills and knowledge and to be more employable (DHET, 2013a:15).

Umalusi (2013b:177-178) notes on a study done by CATHSSETA, the NDT and Umalusi:

- The team questioned whether NQF 2 and 3 graduates from an FET College could be placed on Band 4 (tourist guides, travel consultants, tourist information officers) or Band 5 (call-centre operators, data capturers, hotel receptionists, and office administrators) of the CATHSSETA Organizing Framework for Occupations (OFO). It is clear that a closer mapping of the relationship between the qualification and the occupations in tourism and hospitality on the OFO would be a useful activity.
- The evaluation team found no clear articulation options from the NC(V) Level 4 Tourism programme to higher education or to further workplace-based study at Level 5 and beyond, or to the tourism industry in general.

Students who want to enrol at a TVET college to study NCV Tourism should first investigate the tourism environment and narrow their selection to those jobs that appeal to them. Finding employment is up to the graduate; they have to apply to as many tourism businesses as possible and must have the right attitude and willingness to succeed. Manana commented that the workforce is lagging behind with the skills required to remain competitive in an increasingly knowledge-based economy and there is a need for the continuous upgrading of skills (Nongogo, 2016:7). According to Nzimande (2015:4-5), the SETAs have to train staff at the workplace and facilitate partnerships between employers and TVET colleges. On the challenge of employability, there would never be enough jobs in the tourism industry in South Africa to employ every person who has a tourism qualification. This is not a South Africa-specific problem but applies globally.

According to WCED (2016), the College Curriculum Committee stated that the discussion between TVET colleges and CPUT, in regard to N4 to N6 articulation, is still ongoing. Articulation for NCV graduates to HE is possible but it will depend on the individual student's academic performance and the HE institution's requirements. According to Balkaran (2016), the Durban University of Technology is developing 14 different higher certificates at NQF Level 5, which should allow NCV graduates to extend their tourism studies by one year and make them more employable in the tourism industry. Improving articulation from NCV to HE or to the world-of-work should thus be achieved if the NCV graduate could study for one extra year to achieve an NQF Level 5 certificate in a tourism direction, and then work or

continue their studies. Introducing an NQF Level 5 tourism qualification would also help students financially as the one-year higher certificate is short (compared to a three-year National Diploma in Tourism), and should make NCV graduates more employable. Recommendations on how employability and articulation could be improved for NCV Tourism graduates in the Western Cape, include:

- Developing an NQF Level 5 higher certificate for tourism; and
- NCV graduates should get automatic entry to such higher certificates and NSFAS bursaries.

This would better accommodate the increasingly large numbers of Matriculants seeking opportunities for technical and vocational education. According to the DHET (2014b:3), if NCV students were not employed after completing their studies their education becomes meaningless. This links to the study problem statement regarding the relevance of the NCV tourism programme, as well as to the sub-objective that relates to employability and articulation.

6.3.3 College-related challenges

6.3.3.1 *Lack of resources and student facilities*

To overcome challenges at TVET colleges of a lack of resources and student facilities, the Learner Management System (LMS), as well as MOODLE (learner management system used at Northlink College) have been implemented to give students access to subject content and notes (loaded by the lecturer) via an IT system. This enables students who were absent to still get the class notes they missed, allowing that some students will misuse this facility and stay away even more. Students need resources (computers, media centres and internet access and recreational facilities) to do practical research for projects and to know how to work with technology. With student numbers increasing annually at TVET colleges, these resources need to be increased to cope with the growing number of enrolments (DHET, 2007b:9; DHET 2013a:13-14). At Northlink College, since the end of 2016, all students have free wifi access. This is of great benefit to students and allows even those from poor socio-economic backgrounds to have access to Internet for college projects. Technology is the driving force behind tourism and students need the necessary skills to get access to information (DHET, 2013a:17). Students need after-hours access to computers to complete college work and assignments. TVET Colleges have media centres and these should be open until 21:00 to allow students Internet access. Advances in technology in the education sector should be implemented at all TVET colleges. NCV cannot keep abreast of new developments in the tourism industry and lecturers should build content based on the updated curriculum. E-books would not only save TVET colleges money but also teach students technological skills. Technological resources for the NCV tourism programme

should be used to improve the skills of students and lecturers, as well as to ensure the relevance of the NCV tourism programme to the tourism industry. A global trend in tourism education is technology-enabled learning, as discussed at a Tourism Educators of South Africa (TESA) conference held in September 2016. All NCV tourism classrooms should be equipped with data projectors which are vital to show students what they are learning in a practical way. These projectors could also be used in future as e-learning tools, and when a lecturer is absent, video lectures could be played to the class. Using these projectors, lecturers would be able to show students what tourism computer systems look like and how they work, including online bookings of accommodation and air tickets. However, Internet access is vital to the use of these technological resources.

TVET colleges should, with the financial help of CATHSSETA, purchase simulated tourism reservation software packages to allow lecturers to teach students how to work on Global Reservations Systems (GRS), and older college resources (overhead projectors) should be maintained in working condition. An important resource in teaching NCV tourism is a simulation room; some of the TVET colleges that were part of this study did not have simulation rooms because they had to make alternate space for the increased number of NCV enrolments. Closing a simulation room goes against the vocational nature of NCV, and TVET colleges that do not have simulation rooms should not teach NCV programmes. A simulation room is possibly the only office environment NCV students are able to experience before they enter the world of work, and giving students the necessary confidence on how an office environment operates would make graduates more comfortable when they walk into their first job (WCED, 2009:28,42).

Other resources that TVET colleges need to offer their NCV tourism students include class outings to the tourism environment. Students need to know how it feels to be a tourist and taking them on a Cape Peninsula or Cape Town City tour should help them to experience this as NCV students would never have an opportunity to experience being a tourist due to their socio-economic background. Another resource that TVET colleges should implement is the use of guest speakers from the tourism industry; this should be done as part of the Level 2 orientation at the start of the academic year to ensure that new students are aware of what job opportunities are available once they have completed Level 4, and in this way also provide career guidance to new NCV tourism students.

6.3.3.2 Lecturer abilities

A sub-objective of this study was to establish the knowledge and skills of lecturers in preparing Level 4 NCV tourism graduates for employment. The question following this objective related to whether lecturers of the NCV tourism programme had the required skills and knowledge to prepare students for employment in the tourism industry. The evaluation of

lecturers, as practising professionals, had already been agreed to in principle within the ELRC and should be implemented to ensure that development needs are identified and relevant programmes developed to improve the qualifications and capabilities of college lecturers (DHET, 2013a:16-17).

There is an ongoing annual WIL for lecturers in various sectors of the economy; lecturers with no or very little practical experience in their field go into various industries to gain valuable work experience. WIL for lecturers ensures that NCV lecturers have practical knowledge of the industries they teach, to pass this knowledge to their students to make them more employable. As stated before, there is currently an imbalance between the theory and practical content in the NCV tourism curriculum and by NCV tourism lecturers undergoing WIL they can observe the tourism working environment and advise their students how to improve their employability once they graduate (DHET, 2013a:17).

The challenge relating to poor lecturer quality and the poor performance of lecturers could be due to the extremely high administration workload that has been added to NCV lecturers' primary role of teaching. To overcome this challenge the DHET needs to urgently look at the amount of administration that NCV lecturers are required to do as per TVET college policy. The majority of NCV lecturers are DHET employees and should not be used by TVET colleges to perform (certain) administrative functions that are not part of their primary objective. Functions currently performed by NCV lecturers include:

- Capturing attendance on ITS;
- Loading marks on ITS;
- Loading marks on Year-marks drive (internal TVET college procedure);
- Following the DHET absenteeism policy:
 - Step 1 – write out for 10 periods absent
 - Step 2 – write out for 18 periods absent
 - Then hand over paperwork to Programme Manager
- Daily lesson plans (five per day) and yearly lesson plan;
- Academic function: Setting up assessments for tasks and tests and internal examinations;
- Academic function: Moderation (pre- and post-) for all tasks, tests and internal examinations;
- Academic function: copying class activities and practical work activities;
- Building Portfolio of Assessments (POA-1 per subject taught, total of 5 subjects) and Portfolio of evidence (POE-5 students per subject taught, total of 25 students);

- Review of evidence to complete in POA for five assessments;
- WBE visiting students and writing reports;
- NCV mark verification every term;
- SSS referrals and interventions;
- Peer moderation - part of Internal Quality Management System (IQMS);
- Exam invigilation; and
- Helping with TVET College Open Day, Employers' Day and Parents' Evening.

The time lecturers spend on administration detracts from the time they have available to prepare for the subject contents they teach, set up formative class tests, source relevant classroom examples from the tourism industry, invite guest speakers, and design new class activities that are vocational in nature. Lecturers also have to supervise classes when another lecturer is absent, if the lecturer has an administration period open. With the annual increase in NCV enrolments, lecturers are not able to keep up with the increased number of student assessments to mark, as well as increased attendance, while teaching a minimum of 23 hours per week. Support staff (administrative and interns) should be instructed to capture attendance as well as assessment marks to allow lecturers to focus on their core role which is teaching. TVET college enrolments have increased by 67% since 2009 (Qonde, 2016:27). To address this problem of increasing workload for NCV lecturers, TVET colleges need to ensure that all staff members have access to computers and the Internet to make the capture of assessment marks and attendance more productive. TVET colleges need to ensure that they have the facilities and resources to cope with the increased number of NCV enrolments and to ensure that all NCV lecturers have the resources they need to perform to the best of their abilities. Question 5.3.4 asked lecturers if they had the necessary resources to teach NCV tourism subjects at TVT colleges and a significant 78% felt they did not have necessary resources.

The increasing annual number of NCV students places an enormous strain on lecturers, not only regarding academic performance and discipline in the classroom, but also the sheer number of students that increases the administration load tremendously. A Lecturer Support System (LSS) will be implemented at Northlink College for lecturers to make their administration easier through access to the college's information management system, but this will only be successful if the TVET colleges have the necessary resources such as computers and Internet access in place.

As seen from responses to question 5.3.9, there are various obstacles to teaching NCV students and if these obstacles are not overcome it may lead to poor quality NCV lecturers. TVET colleges and the DHET need to pay close attention to staff survey results because

grievances raised by lecturers reflect what is really taking place in classrooms. Unfortunately these grievances are not addressed as a matter of urgency and TVET colleges will in future experience high staff turnover if lecturers are not happy in their working environment. It is important to remember that management is not present teaching in the classrooms and thus should not pass judgement on classroom bestpractice.

It is a fact that academic staff are resigning from TVET colleges to take up well-paid positions in the private sector and are being head-hunted by other HE institutions. The increasing academic staff turnover has been identified as a barrier to their success. Another challenge is the lecturer student ratio. There are gaps in the capabilities of lecturers, given the competence level required for effective lecturing, as well as trying to cope with large classes, classes for remedial teaching and teaching mixed-ability classes (Mmako & Schultz, 2016:146)

Recognition programmes reduce staff turnover and positive feedback has an impact on employee performance. However, there is a gap in the research regarding the engagement of academic staff at TVET colleges in South Africa. The key areas to enhance employee engagement include organisational and supervisor support, recognition for work well done and employee communication. Attention and care shown by a supportive leader can trigger feelings of safety for employees, which in turn may encourage them to pay back by showing loyalty and strong engagement with the organisation (Mmako & Schultz, 2016:149)

High staff turnover is directly linked to TVET college campus management and the morale of academic and non-academic staff. Working in education is working with people and TVET college management must realise that if they respect and value their staff they must manage staff absenteeism. High staff absenteeism is a direct reflection on the TVET campus management and their ability to inspire and positively influence their staff. Regular campus team-building activities and outings for staff and management should contribute to a good working environment. Staff incentives and concessions improve staff morale. Allowing staff to leave earlier during the November external examinations is one way to show academic staff that management cares about the morale of their staff and their hard work throughout the year.

6.3.3.3 New NCV enrolments

Placing the right learner in the right NCV programme is a challenge which faces TVET colleges. To overcome this challenge, TVET colleges need to implement (via SSS) mandatory career guidance for all new NCV candidates before registration to ascertain if they are the right fit for a specific programme, and not just to chase numbers. Having interviews with all new NCV Level 2 students before they enrol will help to eliminate students that are not really interested in a specific programme. When interviewing prospective

students their English language ability could also be assessed to ensure that they are the right candidates for the NCV tourism programme (CATHSSETA, 2013:44).

Mandatory career guidance for all new NCV enrolments, as well as a BKSB assessment to test their necessary English and Mathematics knowledge, will ensure a better success rate in the NCV tourism programme and greatly improve the employability of graduates in the tourism industry.

6.4 Conclusion

It was envisaged that VET would help prepare young people for a fast-changing world. The young people of today change jobs very frequently and technology advances rapidly, especially in the tourism industry. It is essential that the youth market is prepared for the labour market and that they know what is expected of them. It is critically important to address the research problem of this study in how it relates to the relevance of the NCV tourism programme and the consequent employability of NCV tourism graduates. The motivation for this study was to determine whether the NCV Tourism programme met the minimum requirements of the tourism industry for employment of NCV Tourism graduates, as well as to look at the curriculum for the subject Tourism Operations, and how it compares to what the tourism industry requires.

The findings of this study indicate clearly that the NCV tourism programme must update the current curriculum to make it more relevant to what the tourism industry requires, and to make NCV graduates employable. VET should prepare graduates for the industries in which they want to work and should give them both a theoretical and practical knowledge base. Currently there is an imbalance between the theoretical and practical components that make up the NCV tourism qualification. The research problem of this study was to critically evaluate the relevance of the current NCV Tourism programme, with the aim of establishing the extent to which it meets the tourism industry's requirements for employing graduates with this specific qualification. The findings from Chapter Five gave further insight into the research problem of this study by assessing opinions from NCV graduates, lecturers, and tourism industry role-players relating to the relevance of the NCV tourism programme, as well as the employability of graduates. The importance of articulation to higher education was addressed, looking at how NCV graduates could articulate to HE, as well as the obstacles faced. NCV Level 2 intake versus Level 4 graduates in terms of the throughput was examined and the findings discussed in Chapter Five. The main study objective, relating to challenges facing the NCV tourism programme was stated, with possible ways to overcome these challenges.

Many countries worldwide are looking for improved ways of educating their population and organising their education and training systems so that they might gain the edge in an increasingly competitive global economic environment. The rapid technological advances of the 20th Century have placed education systems under extreme pressure to adapt and incorporate changes in an effort to produce more creative and effective graduates. Success, or even survival, in such a world demands that South Africa's national education and training systems provide quality learning, responsive to the ever-changing influences of the external environment and thereby promoting the development of a nation that is committed to life-long learning.

6.5 Future research

It is extremely important to focus on the future direction of NCV as TVET colleges and the DHET aim to provide education to the masses, ensuring that education in South Africa is available to all persons and that their future employment opportunities will be considerably better. TVET is viewed as part of the solution to youth unemployment but further research is needed to ascertain whether the NCV tourism programme is indeed ameliorating the problem of youth unemployment.

Currently there is limited research available on TVET, including NCV and the relationship between education and work is contested terrain that is currently the subject of much debate and recent large-scale empirical studies which are still in progress. According to The South African Educational Research Association (2016), there is special focus being placed on TVET, Higher Education and Work research, but nothing is mentioned about NCV and work research. More research is needed on NCV and whether these NCV tourism programmes are helping to solve the problem of high youth unemployment.

Although limited research is available on TVET, there are several research projects underway that will contribute towards a growing local knowledge-base. TVET in South Africa has grown dramatically in the last 10 years. Now further studies are needed to investigate whether current TVET colleges have the infrastructure to cope with the rapid expansion and what impact does this expansion have on their facilities, human resources and quality delivery. This research should be conducted by independent auditors.

Future research is needed regarding the effect of NCV and HE students competing for WBE and in-service placements, with the limited space available in tourism businesses to accommodate all these students.

TVET colleges need to provide ongoing support to their graduates. They also need to conduct their own future studies on their graduates to ensure that they can track and report NCV tourism graduate employment statistics.

Future studies conducted by the DHET must include investigation into reasons why NCV graduates are not employed. The insight offered by the current study into factors why graduates are not employed, should be used for future studies relating to NCV tourism graduates.

Further research into the value of study material for English Language and Mathematical Literacy for the NCV tourism programme's specific needs and outcomes would greatly benefit students. Research on a possible English language textbook relevant only to the tourism industry, with tourism industry examples, letters and specific terminology used for grammar purposes, would be beneficial to students.

Future studies on the benefits of changing the Computer Literacy curriculum (part of the Life Orientation subject) to include online reservations and how to operate a booking system would greatly improve the relevance of the NCV tourism programme.

Research is needed into the value of adding an additional language component to the NCV tourism programme, thereby improving articulation options for NCV graduates to HE, as well as improving the employability of graduates.

Ensuring basic education for all South Africans is extremely important and vital to the economy of the country. However, the problem of student unrest at places of learning will impact negatively on education in South Africa. Violence and destruction of property may permanently damage the South African education systems' image, and also the image of all graduates from South Africa.

The NCV tourism qualification needs to meet tourism industry requirements and should be vocational in nature, correcting the imbalance between theory and practical content of the current curriculum. South African educational institutions should ensure that if they want vocational education to succeed, as in first-world countries, that they have the necessary infrastructure and resources to offer these vocational qualifications. TVET colleges cannot offer vocational qualifications with third-world resources.

Development of the South African tourism industry is reliant on the quality of education and training given to the people who are responsible for the delivery of these services. As tourism is a people-intensive industry, education and training should be the priority.

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APPENDICES

Appendix A – CPUT ethics committee approval

Appendix B – DHET permission to conduct research

Appendix C – Cape Town Tourism consent letter

Appendix D – City of Cape Town, Tourism Department consent letter

Appendix E – Northlink College consent letter from Campus Manager

Appendix F – Tourism Operations Level 4 Assessment Plan

Appendix G – Questionnaire cover letter/informed consent

Appendix H – Questionnaire to NCV tourism graduates

Appendix I – Questionnaire to NCV tourism lecturers

Appendix J – Questions to Tourism industry role-players

Appendix K – Questions to Government and professional Tourism bodies

Appendix L – ASATA (Association of South African Travel Agents) consent letter

Appendix M – Boland College all campuses consent letter

Appendix N – College of Cape Town all campuses consent letter

Appendix O – South Cape College all campuses consent letter

Appendix P – SAQA level 1 – 4 descriptors

Appendix Q – NCV programmes offered

Appendix R – ICASS Guidelines for NC(V) January 2016

Appendix S – Subject Guidelines for Tourism Operations Level 4


Appendix T – Umalusi decline to participate in research

Appendix U – Research schedule

Appendix V – Resources list for NCV programmes

Appendix W – Grammarian letter

APPENDIX A: CPUT ETHICS COMMITTEE APPROVAL



 Cape Peninsula University of Technology

P.O. Box 1906 • Bellville 7535 South Africa • Tel: +27 21 6601660 • Email: sallefa@cput.ac.za
 Symphony Road Bellville 7535


Office of the Chairperson Research Ethics Committee	Faculty: BUSINESS
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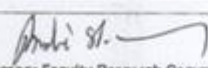
At a meeting of the Research Ethics Committee on 18 September 2012, ethics approval
 Was granted to ENGELBRECHT, Mardine (195009630) for research activities Related to
 the MTech/DTech: MTECH: Tourism & Hospitality Management at the Cape Peninsula
 University of Technology.

Title of dissertation/thesis:	The relevance of National Certificate Vocational (NCV) at Further Education and Training (FET) Colleges for the South African Tourism Industry Supervisor: Prof J Spencer
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Comments:

Decision: **APPROVED**

 Signed: Chairperson: Research Ethics Committee	18 September 2012 Date
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 Signed: Chairperson: Faculty Research Committee	2/5/13 Date
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Clearance Certificate No FBREC0064

APPENDIX B: DHET PERMISSION LETTER TO CONDUCT RESEARCH



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Private Bag X174, PRETORIA, 0001, 123 Schoeman Street, PRETORIA, 0002, South Africa
Tel : (012) 312 5911 Fax : (012) 321 6770
Private Bag X9192, CAPE TOWN, 8000, 103 Plein Street, CAPE TOWN, 8001, South Africa
Tel: (021) 469 5175 Fax: (021) 461 4761

Enquiries: Mmaphake Ramasodi Email: Ramasodi.m@dhet.gov.za Telephone: 012 312 5345

Ms M Engelbrecht
19 Boschendal Road
BELLVILLE
7530

Tel: 021 946 2250

Fax: 021 949 0886

Dear Ms Engelbrecht

Request for Permission to Conduct Research in FET Colleges

I acknowledge receipt of your request dated 18 April 2012, requesting permission to conduct research in FET Colleges as part of your studies towards a M.Technology (Tourism Management) at the Cape Peninsula University of Technology in the Department: Tourism and Events.

The Department has evaluated the request and supports the research project. You are however still requested to follow the necessary protocols and obtain permission from the relevant Principals of the FET colleges concerned before commencing any research activities (**see 7.2 in the application form**). In general an ethical code of conduct is expected in obtaining information from respondents. We trust that you will abide by this expectation.

You are reminded to provide the results of the research to the DHET as soon as they are available.

I wish you all of the best in your studies.

Yours sincerely

Mr GF Qonde

Director-General

Date: 16/05/2012

APPENDIX C: CAPE TOWN TOURISM LETTER OF PERMISSION



16 March 2012
The Ethics committee
Northlink College

To whom it may concern

Relevance of NCV Program for the Tourism Industry

This letter serves to confirm that Ms. Mardine Engelbrecht of the Tourism Department at the Northlink Protea Campus is known to me for a number of years and that I am aware of her intended research.

Cape Town Tourism has been accepting a number of students on the NCV program for their in-service training and will indeed be looking forward to the outcome of this intended research. Especially for the sake of career guidance by CTT as an employer of choice and the tourism industry at large.

I would like to wish her well with her studies

Sincerely yours

Ms. Minnie Dreyer

Training and Development coordinator
Cape Town Tourism

APPENDIX D: CITY OF CAPE TOWN TOURISM DEPARTMENT LETTER OF PERMISSION

From: Theuns Vivian [mailto:Theuns.Vivian@capetown.gov.za]

Sent: 15 March 2012 09:18 AM

To: Mardine Engelbrecht

Subject: RE: MTECH brief vir Ethics Committee

Dear Mardine

I trust that this email will suffice.

I have no objection to your proposed study and welcome your selection of a suitable topic for your research.

The industry will welcome your contribution and I wish you well for the future.

Kind regards

Theuns Vivian

Acting Director Place Marketing

City of Cape Town

Tel 021 4174062

APPENDIX E: NORTHLINK COLLEGE LETTER OF PERMISSION

16 May 2012

Dear Ms Engelbrecht

I wish to state that I am aware that you are currently a Master's Candidate at Cape Peninsula University of Technology, under the able guidance of your promoter Prof John Spencer.

I herewith whole-heartedly consent to you conducting research at Northlink College, Protea Campus, specifically in the NC(V) programmes in Tourism.

I wish you well in your studies.

Kind Regards



Nolan Kearns

CAMPUS MANAGER

80 Voortrekker Rd, Protea Campus, Bellville, Cape Town
, 8000

(T): (021) 946 2250 | **(F)** (021) 949 0886

(E): nkearns@northlink.co.za | **(W):** www.northlink.co.za



TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET)



APPENDIX F: TOURISM OPERATIONS LEVEL 4 ASSESSMENT PLAN

ICASS Assessment and Moderation Plan 2016

Tourism Operations Level 4

Subject Name:		Tourism Operations					NC(V) Level:	4	Year: 2016		
No.	Assessment Task	Assessment Tool	Topics and Subject Outcomes	Time and mark allocation	Responsible College		Completion Date (Paper to be given to moderator)	Proposed Moderation Date (Paper to be forwarded to Curriculum Planner/ASSET)	Proposed Assessment Date	Actual Date	
					Examiner	Moderator					
1	Formal Test (March)	Memo	Topic 1 SO 1&2	1 hr. 50 marks	NLC	NLC	1 February 2016	8 February 2016 loaded on ASSET Release date: 15 February 2016	7 – 11 March		
2	Assignment 1	Marking Guideline	Topic 1 SO 1, 2	Marks (50-100)	CCT	CCT	1 February 2016	8 February 2016 loaded on ASSET Release date: 15 February 2016	14 – 18 March		
3	Assignment 2 [WBE: NLC & CCT]	Marking Guideline	Topic 2 SO 1 - 3	Marks (50-100)	SCC	SCC	1 February 2016	8 February 2016 loaded on ASSET Release date: 15 February 2016	9 – 13 May		
4	Formal Test June exam	Memo	Topic 1, 2, 3 SO 1 - 6	2 hrs. 100 marks	BCP	BCP	1 February 2016	8 February 2016 loaded on ASSET Release date: 15 February 2016	20 – 24 June		
5	Internal Exam September	Memo	ALL	3 hrs. 200 marks	BCS	BCS	4 April 2016	15 April loaded on ASSET Release date: 30 April 2016	12 – 30 September		

28 October 2015

APPENDIX G: INFORMED CONSENT LETTER

Good Day

Hope this email finds you well. My name is Mardine Engelbrecht and I am an NCV Tourism Lecturer at Northlink College, Protea Campus in Bellville and would truly appreciate your assistance.

I am doing my MTECH in Tourism Management and I am investigating how well known NCV is and if our students are finding work within the Tourism Industry or in Government once they have completed their studies. I need your expert opinion in this regard and would truly appreciate your time.

Would you be so kind to please complete the questionnaire attached and send back to me please. Please do not hesitate to contact me on 0825522116 if you need any additional information. I am aware that this will take up a few minutes of your time but please be so kind in assisting me in this regard. This dissertation will be given to DHET once completed. I feel this study is important for the future of NCV Tourism in South Africa.

Kind Regards:

Mardine Engelbrecht

Northlink Protea Campus

NCV Tourism Department

APPENDIX H: QUESTIONNAIRE FOR NCV TOURISM GRADUATES

QUESTIONS FOR NCV TOURISM GRADUATES

1. What year did you complete your NCV Level 4 Tourism course?
2. Did you start working straight after you completed your Level 4 NCV course? (If YES, where?)
3. Are you currently working in the Tourism Industry? (If YES, where?)
4. How many Tourism Businesses did you apply to for work?
5. What was the general response from the Tourism Industry when you applied for work?
6. Did you feel confident that you could do the work that you applied for? (if NO, why not?)
7. Do you think the NCV Tourism course gave you enough knowledge to enter the Tourism Industry?
8. How can the NCV Tourism programme be improved?
9. Did you find your NCV Lecturers knowledgeable in the field you studied? (e.g. NCV Tourism)
10. Are you still interested in a career in the Tourism Industry?
 - 10.1 If YES, where?
 - 10.2 If NO, why not?
11. Did you want to study further in Tourism? (e.g. National Diploma/Degree in Tourism)
 - 11.1 If YES, where are you currently studying?
 - 11.2 If NO, why not?
12. What is the biggest obstacle to getting a job?

APPENDIX I: QUESTIONS FOR NCV LECTURERS

QUESTIONS FOR NCV LECTURERS:

1. Highest Qualification achieved?
2. How many years of practical (industry) experience do you have in the vocational subjects you are teaching?
3. How long have you been teaching NCV?
4. Do you have enough resources to your disposal to teach your students in the best possible way ,relating to the specific industry they will be going in?
5. Does your NCV Department receive regular support from the relevant Industries?
6. Are you invited to workshops hosted by the relevant Industry?
7. Are the students' abilities and knowledge on par with what is expected from the relevant Industries, when they leave Level 4?
8. Is the NCV Curriculum relevant to the various Industries they cover, in the sense that these students can be employed straight out of Level 4?
9. What is the biggest obstacle in teaching NCV students?
10. What is the biggest obstacle for graduates leaving Level 4 to find work?
11. Do you think the concept of NCV is understood by the general public? (If NO – Why not?)
12. How can Lecturers support old NCV Graduates, to ensure they all have a good chance of being employed?

APPENDIX J: QUESTIONS FOR TOURISM INDUSTRY ROLE-PLAYERS

QUESTIONS FOR TOURISM INDUSTRY ROLE-PLAYERS:

- How many NCV Tourism job applications have you received in the past?
- Do employers and role-players know what NCV is?
- Will employers and role-players employ NCV Tourism students? If NO, why not?
- Do employers and role-players only employ persons with experience? And how much experience is needed?
- Are there enough Tourism jobs available for NCV Tourism students?(in your opinion)
- Are NCV graduates better advised to go study further, e.g. Diploma/Degree in Tourism?
- Is the NCV Tourism programme relevant to the Tourism Industry? (in your opinion)
- Can NCV Tourism graduates enter the Tourism Industry without any experience of travel (seeing that most TVET students come from lower income groups who do not have the luxury to travel.)? - (If NO, why not?)
- What qualifications do your top employees have?
- Did you give new employees any additional training to be able to do their jobs successfully? (If YES, what kind of training was given?)

APPENDIX K: QUESTIONS FOR GOVERNMENT AND TOURISM BODIES

QUESTIONS FOR GOVERNMENT AND TOURISM BODIES:

- Is there a future for the current NCV tourism programme in South Africa as it currently focuses on academic performance?
- Can graduates find relevant work in the tourism industry with an NCV Tourism Level 4 qualification? (are there enough job opportunities for all that complete their studies, in your opinion?)
- What is your opinion regarding the NCV Tourism programme?
- Do you think that all NCV tourism lecturers should have the required knowledge of the tourism industry through practical experience and not just a teacher's qualification?
- What resources, in your opinion, should FET colleges have to conduct these NCV Tourism programmes? (resources of lecturers and students, vocational tools, simulation rooms?)
- How can the tourism industry and Government assist graduates to further their studies in the form of skills programmes once they have completed Level 4?
- Have any of these government education and tourism associations employed NCV Tourism graduates?

APPENDIX L: ASATA CONSENT LETTER



Association of South African Travel Agents

P O Box 3062
Parklands
2121
Tel + 27 11 327 7803
Fax + 27 11 327 7827
Email general@asata.co.za
Website www.asata.co.za

Mardine Engelbrecht
80 Voortrekker Rd, Protea Campus, Bellville, Cape Town , 8000
(T): (021) 948 2250 | (F) (021) 949 0886
(E): mengelbrecht@northlink.co.za | (W): www.northlink.co.za

22 June 2016

Research on relevance of the NCV Programme for the Tourism Industry

Letter of Support

On behalf of ASATA, the Association of Southern African Travel Agents, we take this opportunity to table our support for the research on the NCV Programme for the tourism industry

by Mardine Engelbrecht, through Northlink College and for the MTECH in Tourism.

It should be noted that the travel industry has different specifications and workplace requirements when employing consultants, as there are certain tasks they need to fulfil in servicing the client with travel arrangements. The travel professional plays an integral role in the travel and tourism workplace, ultimately providing quality client services in various sectors including travel agencies, tour operators, car rental and airlines. It is imperative that the travel consultant understands the various phases and complexities of the reservation process in order to sell and promote travel.

For several years now the travel and tourism industry including the relevant training providers have been very keen to provide proper qualification as the concern was that learners were not really workplace ready once they had completed the certificate.

We support the research for the travel and tourism industry requirements for the relevance of the NCV programme for the opportunity of graduates being employed.

With sincere regards

Jacqui McKnight

ASATA Programme Manager

CATHSSETA Chamber Committee Member – Travel and Tourism Chamber (over 10 years) note the SETA has changed however served on the Committee as noted

Head Office
Block C, Ground Floor, Rosebank Office Park
181 Jan Smuts Avenue
Parktown North, Johannesburg, 2193

ASATA is a Non-Profit Organisation established in 1956
Member of the World Travel Agents Association Alliance
Member of the Tourism Business Council of South Africa

APPENDIX M: BOLAND COLLEGE ALL CAMPUSES CONSENT LETTER

From: Joubert, Hannetjie Me.

<hannetjiej@bolandcollege.com><hannetjiej@bolandcollege.com>

Sent: Tuesday, June 21, 2016 12:57 PM

To: Mardine Engelbrecht

Subject: Confirmation of Assistance

Good morning Mardine,

I would herewith like to state that the Tourism Department of Boland College, Stellenbosch Campus would assist you in your research project.

As programme manager for tourism, I would gladly give information that would help you in your studies.

For any further queries or questions, please feel free to contact me any time.

Kindest regards,

Hannetjie Joubert

Programme Manager: Tourism

Stellenbosch Campus, Boland College

Van Riebeeck Street | Stellenbosch, 7600

t: [021 887 3027](tel:0218873027) | c: [076 765 9099](tel:0767659099) | f: [021 887 0774](tel:0218870774)

web: www.bolandcollege.com

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APPENDIX N: COLLEGE OF CAPE TOWN ALL CAMPUSES CONSENT LETTER




DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC COLLEGES

FOR OFFICIAL USE

DECISION BY HEAD OF COLLEGE

<i>Please tick relevant decision and provide conditions/reasons where applicable</i>	
Decision	<i>Please tick relevant option below</i>
1 Application approved	<input type="checkbox"/>
2 Application approved subject to certain conditions. <i>Specify conditions below</i>	<input checked="" type="checkbox"/>
<p>1. All participation by College students and/or staff in research projects is entirely voluntary and subject to obtaining their prior written permission.</p> <p>2. In order for the College to benefit from the research we require a copy of your final research findings.</p> <p>3. Approval is granted on the basis that DHET sanction was obtained in 2012, prior to the College of Cape Town having implemented a process of its own for research approvals.</p> <p>4. The contact details of students we provide may only be used in connection with this research and all reasonable effort is to be made to prevent them from falling into the public domain or being shared with third parties.</p>	
3 Application not approved. <i>Provide reasons for non-approval below</i>	<input type="checkbox"/>
NAME OF COLLEGE	College of Cape Town
NAME AND SURNAME OF HEAD OF COLLEGE	Louis van Niekerk
SIGNATURE	
DATE	3 June 2016

APPENDIX O: SOUTH CAPE COLLEGE ALL CAMPUSES CONSENT LETTER

	<p>higher education & training</p> <p>Department: Higher Education and Training REPUBLIC OF SOUTH AFRICA</p>		<p>South Cape TVET College Suid-Kaap Kollege Ikholeji yasemZantsi-Kapa</p>								
APPLICATION FORM FOR STUDENTS/RESEARCHERS/INSTITUTIONS TO CONDUCT RESEARCH IN SOUTH CAPE TVET COLLEGE											
1. APPLICATION INFORMATION (to be completed by each person involved with the research)											
1.1	TITLE (DR/MR/MRS/MS)	Ms									
1.2	NAME AND SURNAME	Mardine Engelbrecht									
1.3	POSTAL ADDRESS	19 Boschendal Road, Van Riebeeckshof, Bellville, 7530									
1.4	CONTACT DETAILS	TEL									
		CELL	0825522116								
		FAX									
		EMAIL	mardinee@gmail.com / mengelbrecht@northlink.co.za								
1.5	NAME OF INSTITUTION WHERE ENROLLED	CPUT									
1.6	FIELD OF STUDY	Tourism									
1.7	QUALIFICATION REGISTERED FOR	PLEASE TICK RELEVANT OPTION:									
		DOCTORAL DEGREE (PhD)									
		MASTER'S DEGREE	<input checked="" type="checkbox"/>								
		OTHER (PLEASE SPECIFY)									
2. DETAILS OF THE RESEARCH											
2.1	TITLE OF THE RESEARCH										
<p>The relevance of the National Certificate Vocational (NCV) at Further Education and Training (FET) colleges for the South African tourism industry.</p>											
2.2	PURPOSE OF THE RESEARCH										
<p>To ascertain how many of the NCV Tourism Level 4 graduates are currently working within the tourism industry and to look at the problems facing TVET colleges when it comes to teaching NCV.</p>											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">ISO DOC Nr.</td> <td style="width: 33%;">South Cape College Document Numbering System</td> <td style="width: 33%;">Page 1 of 5</td> </tr> <tr> <td>QM-TL-027</td> <td>DOC REVISION STATUS</td> <td>NEXT REVIEW DATE</td> </tr> <tr> <td></td> <td>1st Issue</td> <td>20 Jan 2017</td> </tr> </table>		ISO DOC Nr.	South Cape College Document Numbering System	Page 1 of 5	QM-TL-027	DOC REVISION STATUS	NEXT REVIEW DATE		1 st Issue	20 Jan 2017	
ISO DOC Nr.	South Cape College Document Numbering System	Page 1 of 5									
QM-TL-027	DOC REVISION STATUS	NEXT REVIEW DATE									
	1 st Issue	20 Jan 2017									

APPENDIX P: SAQA LEVELS 1 TO 4 DESCRIPTIONS

SOUTH AFRICAN QUALIFICATIONS AUTHORITY ACT 58 OF 1995

No. 1348 26 September 2003

REGULATIONS RELATING TO LEVEL DESCRIPTORS FOR LEVELS 1 TO 4 OF THE NATIONAL QUALIFICATIONS FRAMEWORK

The South African Qualifications Authority has, under section 14 of the South African Qualifications Authority Act, 1995 (Act No. 58 of 1995), with the approval of the Minister of Education and in consultation with the Minister of Labour, made the regulations in the Schedule.

SCHEDULE

Definitions

1. In these regulations any word or expression to which a meaning has been assigned in the Act shall have such meaning and, unless the context indicates otherwise -

“applied competence” means the ability to put into practice in the relevant context the learning outcomes acquired in obtaining a qualification;

“autonomy of learning” means the capacity of a learner for lifelong learning and includes the extent to which a learner can undertake action for learning independently, the extent to which a learner takes responsibility for his or her own learning and the extent to which a learner is self-reflexive about and can evaluate the quality of his or her learning and eventually that of others;

“field” means a particular area of learning used as an organising mechanism for the NQF;

“level descriptor” means that statement describing learning achievement at a particular level of the NQF;

“National Qualifications Framework “NQF” means the National Qualifications Framework as already in the Act;

“operational literacy” means an ability to use basic procedures and operations to complete complex tasks;

“unit standard” means registered statements of desired education and training outcomes and their associated assessment criteria together with administrative and other information as specified in the National Standards Bodies Regulations, 1998.

Purpose

2. Level descriptors for levels 1 to 4 of the NQF shall ensure coherence across fields of learning in the allocation of qualifications and standards to particular levels, and shall facilitate the assessment of the international comparability of standards and qualifications.

Level descriptors, NQF level 1

3. A learning programme leading to the award of a qualification or unit standards at NQF level 1 shall develop learners who demonstrate with regard to:

(a) applied competence -

(i) a general knowledge of one or more areas or fields of study, in addition to the fundamental areas of study;

(ii) an understanding of the context within which the learner operates;

(iii) an ability to use key common tools and instruments;

(iv) sound listening, speaking, reading and writing skills;

(v) basic numeracy skills including an understanding of the symbolic systems;

(vi) an ability to recognise and solve problems within a familiar, well-defined context;

(vii) an ability to recall, collect and organise given information clearly and accurately; and

(viii) an ability to report information clearly and accurately in spoken and written form;

(b) autonomy of learning -

(i) a capacity to apply themselves to a well-defined task under direct supervision;

(ii) an ability to sequence and schedule learning tasks;

(iii) an ability to access and use a range of learning resources; and

(iv) an ability to work as part of a group.

Level descriptors, NQF level 2

4. A learning programme leading to the award of a qualification or unit standards at NQF level 2 shall develop learners who demonstrate with regard to:

(a) applied competence -

- (i) a basic operational knowledge of one or more areas or fields of study, in addition to the fundamental areas of study;
- (ii) an understanding of the environment within which the learner operates in a wider context;
- (iii) an ability to use a variety of common tools and instruments;
- (iv) the ability to apply literacy and numeracy skills to a range of different but familiar contexts;
- (v) an ability to use their knowledge to select and apply known solutions to well-defined routine problems;
- (vi) a basic ability to collect, organise and report information clearly and accurately; and
- (vii) an ability to express an opinion on given information clearly in spoken and written form;

(a) autonomy of learning -

- (i) a capacity to work and learn in a disciplined manner in a well structured and supervised environment;
- (ii) an ability to manage their time effectively; and
- (iii) an ability to develop sound working relationships and an ability to work effectively as part of a group.

Level descriptors, NQF level 3

5. A learning programme leading to the award of a qualification or unit standards at NQF level 3 shall develop learners who demonstrate with regard to:

(a) applied competence -

(i) a basic understanding of one or more fields' or disciplines' key concepts and knowledge, in addition to the fundamental areas of study;

(ii) an understanding of the organisation or operating environment as a system;

(iii) application of skills in measuring the environment using key instruments and equipment;

(iv) operational literacy;

(v) an ability to use their knowledge to select appropriate procedures to solve problems within given parameters;

(vi) a basic ability to summarise and interpret information relevant to the context from a range of sources;

(vii) an ability to take a position on available information, discuss the issues and reach a resolution; and

(viii) produce a coherent presentation and report, providing explanations for positions taken;

(a) autonomy of learning -

(i) a capacity to operate within clearly defined contexts;

(ii) an ability to work and learn within a managed environment; and

(iii) capacity to actively contribute to team effectiveness.

Level descriptors, NQF level 4

6. A learning programme leading to the award of a qualification or unit standards at NQF level 4 shall develop learners who demonstrate with regard to:

(a) applied competence –

- (i) a fundamental knowledge base of the most important areas of one or more fields or disciplines, in addition to the fundamental areas of study;
- (ii) an informed understanding of the key terms, rules, concepts, established principles and theories in one or more fields or disciplines;
- (iii) an understanding of the organisation or operating environment as a system within a wider context;
- (iv) an ability to apply essential methods, procedures and techniques of the field or discipline;
- (v) an ability to apply and carry out actions by interpreting information from text and operational symbols or representations;
- (vi) an ability to use their knowledge to solve common problems within a familiar context;
- (vii) an ability to adjust an application of a common solution within relevant parameters to meet the needs of small changes in the problem or operating context;
- (viii) an ability to motivate the change using relevant evidence;
- (ix) a basic ability in gathering relevant information, analysis and evaluation skills; and
- (x) an ability to communicate and present information reliably and accurately in writing and verbally;

(a) autonomy of learning -

- (i) a capacity to take responsibility for their own learning within a supervised environment;
- (ii) a capacity to take decisions about and responsibility for actions;
- (iii) a capacity to evaluate their own performance against given criteria; and
- (iv) a capacity to take the initiative to address any shortcomings they find.

Short title

7. These Regulations shall be called the Level Descriptors Regulations (NQF levels 1 to 4), 2003.

APPENDIX Q: NCV PROGRAMMES OFFERED



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Vocational, Level2

SAQA QUALID		QUALIFICATION TITLE	
50440		National Certificate: Vocational, Level2	
SGBNAME		ORGANISING FIELDID	PROVIDERNAME
Generic		500	
QUALTYPE		ORGANISING	SUBFIELD
NationalCertificate		Undefined	Undefined
ABETBAND	MINIMUMCREDITS	NQFLEVEL	QUALIFICATIONCLASS
Undefined	130	Level2	Regular-ELOAC

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The National Certificate: Vocational, Level 2 is aimed at learners in FET Colleges, who have completed a GETC or grade 9 in a general academic school, learners who are in possession of an ABET qualification, and learners who are in possession of a GETC obtained through workplace learning. The qualification builds on the competencies acquired in the General Education Band. In particular it develops Language, Communication and Numerical competencies, which the learner will find useful in everyday life and in the world of work. Life Skills are also offered, which should enable the learner to operate confidently and independently in society. Furthermore, the learner is introduced to basic skills, knowledge,

applied competence and values applicable to people entering a particular vocational area at an elementary level.

Successful learners will be able to continue with the vocational learning contained in the National Certificate: Vocational, Level 3 as well as with other applicable occupational and/or vocational learning at a higher level.

The National Certificate: Vocational, Level 2 will provide learning experiences in situations contextually relevant to the particular vocational area in which the programme is situated. The National Certificate: Vocational, Level 2 on the NQF will offer programmes in the form of subjects that will consist of academic knowledge and theory integrated with the practical skills and values specific to each vocational area.

The National Certificate: Vocational, Level 2 has the objectives of:

- > Equipping learners with the knowledge, skills and values necessary for self-fulfilment and meaningful participation in society as citizens of a free country.
- > Providing access to further learning in a specific vocational sector chosen by the learner.
- > Facilitating the transition of learners from formal education to the workplace.
- > Providing employers with a profile of learner's competencies.

This means that the National Certificate: Vocational, Level 2 should:

- > Deepen the foundation laid by General Education and Training.
- > Lay a foundation for specialist learning.
- > Prepare learners for further learning.
- > Prepare learners for employment at an elementary level.
- > Develop citizens with a commitment to the social demands of our country such as democracy, improved productivity, global competitiveness, social and economic transformation, etc.
- > Promote the holistic development of learners.

The qualification complies with the provisions of the National Education Policy Act 1996 (Act 27 of 1996) and the Further education and training Act 1998 (Act 98 of 1998).

Rationale:

There is a great need in South Africa for learners especially those who leave the formal schooling system, before completing their National Senior Certificates, to be adequately prepared for the workplace. This need must also be coupled with the need for a skilled labour force to help the country attain its economic growth targets and to be globally competitive in terms of products and services. Consequently, a vocational learning pathway has been developed for learners who do not wish to continue with general academic learning at FET level. This learning pathway, consisting of three qualifications in the FET band, will provide learners with Communication, Numeracy and Life Skills and broad vocation competencies with specialization in a particular vocational area, which will enable them to be better prepared for the world of work and for further learning in their chosen vocational field at either further education or higher education level.

Ideally learners should complete all three qualifications in the pathway i.e. the National Certificate: Vocational at Levels 2, 3 and 4, as the qualifications have been planned in a successive manner so that learners will be best prepared for the world of work and together they present a coherent set of skills, knowledge and competencies. Never the less the National Certificate: Vocational, Level 2 serves the purpose of preparing learners to enter a chosen occupation or broad class of occupations at an elementary level.

The National Certificate: Vocational, Level 2 is the first qualification in the learning pathway and will be offered in the form of subjects at FET Colleges, and at other accredited providers.

The National Certificate: Vocational, Level 2, as is the case with the other qualifications in the learning pathway, is based on the following underpinning principles:

- > Social transformation.
- > Outcomes based education.
- > High knowledge and high skills.
- > Integration and applied competence.
- > Progression.
- > Articulation and portability.
- > Human rights, inclusivity and environmental and social justice.
- > Credibility, quality and efficiency.

RECOGNIZE PREVIOUS LEARNING

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners who access this qualification are competent in Communication and Mathematical Literacy at NQF Level1.

Recognition of Prior Learning:

Any learner who does not possess a statement of achievement or recognized certificate indicating that he/she meets the entry requirements, may be granted admission to the qualification through a process of Recognition of Prior Learning conducted by Umalusi, a recognized examining body or an ETQA that has a Memorandum of Understanding with Umalusi.

Learners entering the qualification from other sites of learning could receive credits for relevant learning assessed by other assessment bodies, accredited by Umalusi, the Council for General and Further Education and Training Quality Assurance, in terms of section 16(6) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).

Access to the qualification:

Access to this qualification is open to all learners who are in possession of:

A GETC or a Grade 9 Certificate issued by a school.

An Adult Education and Training (ABET) NQF Level 1 Certificate.

A recognised equivalent qualification obtained at NQF Level1.

An approved bridging programme designed for the specific purpose of access to NQF Level 2.

A Recognition of Prior Learning (RPL) assessment programme, which meets the basic requirements for access to NQF Level 2.

Learners who have not been part of the South African education system may also gain access through an appropriate RPL assessment.

QUALIFICATION RULES

This qualification consists of a Fundamental and a Vocational Component.

Fundamental Component:

The following three subjects are compulsory:

Language at NQF Level 2 in one of the eleven official languages provided for by the South African Constitution, 1996 (Act No. 108 of 1996), provided that the official language chosen is offered at least on First Additional Language level, provided further that the language is the language of learning and teaching (LOLT) of the FET college/provider.

Mathematics or Mathematical Literacy at NQF level 2.

Life Orientation at NQF Level 2.

Vocational Component:

The Vocational Component defines the qualification as being of a specific type and involves learning experiences in situations contextually relevant to the particular vocational field and also provides for the attainment of specific learning required for depth and specialisation within a particular programme.

The Vocational Component will therefore indicate the specialisation of the programme.

Learners are to choose four subjects at level 2 provided that at least three of the four subjects are selected from one sub-field. The remaining subject may be chosen either from sub-fields in the same organising field, or from any other organising field.

The Vocational subjects are grouped into Vocational specialisations each of which indicates what subjects must be chosen.

The approved subjects are those listed in the policy document, National Policy on the Programme and Promotion Requirements of National Certificates and Non-formal Programmes Offered in Further Education and Training (FET)Colleges.

Learners accessing the National Certificate: Vocational, Levels 3 and 4 will be expected to offer the same three Fundamental subjects, and four Vocational subjects which were chosen for the National Certificate; Vocational, Level 2 as they form a successive continuation of the learning done at NQF Level 2. The learning in each level, however, is distinctive. There is no carry-over of credits from one level to the next.

The Vocational Specialisations are the following:

Tourism

Three Compulsory Subjects:

> Science of Tourism

> Client Services and Human Relations

> Sustainable Tourism in South Africa

OptionalSubject:

Choose the following recommended subject or any subject from any other vocational specialisation:

> TourismOperations

The above choices are subject to the following provisos:

A learner may not choose both Mathematics and Mathematical Literacy.

A learner who chooses the subject Physical Science must choose Mathematics.

Mathematics is compulsory for a learner who chooses Engineering and Related Design, Building and Civil Construction or Electrical Infrastructure Construction.

A learner may offer an additional language in lieu of the fourth Vocational subject to the value of 20 credits at Level 2 selected as follows:

The language must be at least at First Additional Language level.

It must be one (1) of the eleven official languages or be one of the non-official languages listed in the policy document, National Educational Policy: Formal Further Education and Training College Programmes.

The subjects chosen for an approved programme at an FET College may also consist of subjects assessed by other assessment bodies, accredited by Umalusi, the Council for General and Further Education and Training Quality Assurance, in terms of section 16(6) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).

The following concessions to the above rules are applicable:

A learner who is classified as an immigrant may offer the required official language on at least Second Additional Language Level.

A learner who has an aural impairment and whose language of instruction is not his/her home language, may offer the official language at Second Additional Level.

A learner experiencing dyscalculia may be exempted from offering Mathematical Literacy or Mathematics, provided that another subject is offered in lieu of Mathematical Literacy or Mathematics.

Credits

Each subject is worth 20 credits with Life Orientation worth 10 credits. The total credits for the qualification are 130.

Fundamental Component:

- > Language: 20 credits
- > Mathematics or Mathematical Literacy: 20 credits
- > Life Orientation: 10 credits

Total for Fundamental Component: 50 credits Vocational Component:

- > Vocational Subject 1: 20 credits
- > Vocational Subject 2: 20 credits
- > Vocational Subject 3: 20 credits
- > Vocational Subject 4: 20 credits

Total for Vocational Component: 80 credits Total for Qualification: 130 credits

EXIT LEVEL OUTCOMES

The Exit Level Outcomes and their Associated Assessment Criteria of this National Certificate: Vocational, Level 2 is explicitly stated in the curriculum statements of the individual subjects of the qualification.

Fundamental Component

Language:

Listening and Speaking

Exit Level Outcome: Listen and speak in social contexts for a variety of purposes and audiences. Associated Assessment Criteria:

- > Listening and speaking strategies are used for a range of every day purposes.

Range: Purposes refer to greetings, providing information, requests and questions, instructions and directions, maintaining social conversations, short formal and informal speeches.

- > Different forms of oral communication are recognised and used for social contexts.

- > Oral presentations are researched, planned and delivered for specific social contexts.
- > Oral presentations are responded to using appropriate speaking and listening techniques.
- > Language is used in a range of social oral situations.

Reading and Viewing

Exit Level Outcome: Read and assess verbal and non-verbal forms of communication to determine meaning and make responses to the intended message.

Associated Assessment Criteria:

- > Reading and viewing strategies are used for information, comprehension and enjoyment.
- > Familiar written and visual texts are understood and described to identify meaning, values and attitudes.
- > Structures and key features of texts are investigated to show how they shape meaning.

Range: Texts include literary and non-literary texts, reference material, visual and multi-media texts. Literary texts should constitute 20% of the number of texts read and viewed.

- > Elements of style are identified and described to show how these elements achieve particular effects.
- > Forms of non-verbal communication are identified and described to determine meaning, values and attitudes.

Range: Non-verbal forms of communication include body language, facial expressions, gestures, signs and symbols, colour, pictures and illustrations, communication by touch, lip reading and sign language.

Writing and Presenting

Exit Level Outcome: Write and present for a limited range of purposes and audiences using language conventions and formats appropriate to familiar contexts.

Associated Assessment Criteria:

- > Writing tasks are planned for specific purposes, audiences and contexts.

Range: Tasks refer to personal writing tasks, learning writing tasks, elementary research tasks and functional writing.

- > Writing strategies and techniques are used for first drafts.

- > Language structures and conventions are used to create and write texts that are appropriate, logical, and stylistically and grammatically correct.
- > Feedback received from others is used to check and adapt written texts.
- > Own writing is proof-read and edited to produce final texts for presentation.
- > The final text is presented using the conventions and formats required by the context.

Language in Practice

Exit Level Outcome: Use language structures and conventions to assist learning and to communicate appropriately as required in social contexts.

Associated Assessment Criteria:

- > Learning resources are identified and used to assist learning in different contexts.

Range: Learning resources include dictionaries, textbooks, web page information, referenceworks, manuals and studyguides.

- > Learning strategies are identified and developed to assist and improve learning.

Range: Strategies include techniques for learning, learning style, time management, goals and motivation, learning context and barriers, teamwork, group learning and leadership, and multiple intelligences.

- > Language structures and conventions are identified and used for effective learning and communication. Range: Language structures and conventions refer to syntax and grammar, diction, meaning and idiomatic language.

- > Language awareness and structures are used to produce a range of oral and written texts.

Mathematics:

Numbers

Exit Level Outcome: Recognise and work with numbers and their relationships to estimate, calculate and check solutions.

Associated Assessment Criteria:

- > Computational tools and strategies are used to make estimates and approximates.
- > Numbers and relationships amongst numbers and numbers systems are represented in different ways.

Functions

Exit Level Outcome: Investigate and represent a wide range of algebraic expressions and functions and solve related problems.

Associated Assessment Criteria:

- > Functions and patterns are used to solve problems.
- > Algebraic expressions are manipulated to solve problems.
- > Algebraic equations are solved in given problems.
- > Rate of change of a function between two values of the independent variables is investigated to solve problems.

Space, Shape and Orientation

Exit Level Outcome: Describe, represent, analyse and explain properties of shapes in 2- and 3-dimensional space with justification.

Associated Assessment Criteria:

- > Physical qualities are estimated, measured and calculated to solve problems.
- > The properties of geometric shapes are described and represented graphically.
- > Geometric figures are represented on a Cartesian co-ordinate system.
- > Geometrical and trigonometrical models are interpreted and constructed to solve problems.

Statistical and Probability Models

Exit Level Outcome: Analyse data to establish statistical models to solve related problems.

Associated Assessment Criteria:

- > Univariate numerical data is collected, organized and interpreted to analyse data.
- > Data is represented by making use of graphic illustrations.

Range: Graphic illustrations refer to but are not limited to bar graphs, histograms, polygons, piecharts, line and broken line graphs.

Financial Mathematics

Exit Level Outcome: Plan personal finances.

Range: Includes understanding of income and expenditure, basic budgets, the impact of interest rates.

Associated Assessment Criteria:

> Personal and household budgets are planned and controlled by using mathematics.

Range: Household budgets refer to both income and expenditure.

> Simple and compound interest are explained and defined using examples.

Mathematical Literacy

Numbers

Exit Level Outcome: Demonstrate an understanding of numbers and measurement in personal and familiar contexts.

Associated Assessment Criteria:

> A range of numbers is used to solve problems in personal and familiar contexts.

> One and two-step calculations for which the method is stated are performed to solve problems in personal and familiar contexts.

> Measuring tools and techniques are identified and used to solve concrete problems in personal and familiar contexts.

Patterns and Relationships

Exit Level Outcome: Identify and use mathematical patterns and relationships in personal and familiar contexts.

Associated Assessment Criteria:

> Patterns are identified and extended for problem solving purposes in personal contexts.

> Information from different representations of relationships are identified and used to solve problems in personal contexts.

> Conversions between different representations of relationships are performed to reveal information about the relationship.

Finance

Exit Level Outcome: Manage finances in personal and familiar contexts.

Associated Assessment Criteria:

> Finances are managed in personal contexts.

> Financial information presented in a range of documents is read, interpreted and acted upon in personal contexts.

Space, Shape and Orientation

Exit Level Outcome: Explain and use representations of the physical world appropriate to personal and familiar applications.

Associated Assessment Criteria:

> The vocabulary of space; shape and orientation is described and used in a range of personal and familiar contexts.

> Space; shape and orientation calculations are performed correctly to solve problems in personal contexts.

Information communicated through numbers/graphs and tables.

Exit Level Outcome: Interpret and use representations of the physical world appropriate to personal and familiar applications.

Associated Assessment Criteria:

> Representations are interpreted and used to make sense of and solve problems in personal contexts.

> Physical and diagrammatic representations are made to investigate problems and communicate findings in personal contexts.

Life Orientation

Exit Level Outcome 1: Set goals and plan activities.

Associated Assessment Criteria:

> Goals for tasks and activities are set according to priorities and life situations using specific criteria. Range: The criteria include but are not limited to SMART (specific, measurable, achievable, realistic and time bound) principles.

> Time management principles are explained with examples.

Exit Level Outcome 2: Demonstrate an understanding of factors that contribute to health and wellness.

Associated Assessment Criteria:

- > The relationship between the basic functions of the human body and its organs and personal hygiene is explained with examples.
- > The five main food groups are identified and an indication is given of how each contributes to good health.
- > Clean and healthy lifestyle habits are identified and an indication is given of the consequences of poor hygiene and unhealthy habits.
- > Opportunistic diseases/infections are described in terms of the mode of transmission and their impact on health and wellness.

Range: Opportunistic diseases/infections include but are not limited to Sexually Transmitted Infections (STIs), Influenza and upper respiratory tract infections, all childhood infectious diseases, water-borne diarrhoeal infections.

- > The effects of habit-forming drugs on the individual are explained in terms of their impact on emotions and behaviours.
- > The consequences of substance abuse are explained in terms of their impact on the individual and the community.
- > The value of sport and/or recreational activities is explained with reference to physical, emotional, spiritual and mental well being, and opportunities for sport and/or recreational are identified in the immediate community.

Exit Level Outcome 3: Investigate career opportunities to inform personal choices.

Associated Assessment Criteria:

- > Occupations are identified and investigated to inform personal career choices.
- > Job applications are prepared according to job descriptions.

Range: Job applications must include the drafting of curriculum vitae.

- > Job interview skills and techniques are identified and used for a specific job interview.
- Range: Techniques include questioning skills, presentation skills, etc.

- > The relationship between motivation, commitment and responsibility is explained in a work context.
- > The reasons why life-long learning should be practised are explained in terms of its influence on future career prospects and personal development.

> The role of personal career development plans is explained in terms of guiding personal progress in the work context.

Exit Level Outcome 4: Define personal development with regard to attitudes, values and skills.

Associated AssessmentCriteria:

> The concept of personal development is explained in terms of the relationship between attitudes, values and skills.

> The concepts of morality and work ethics are explained with examples.

> Ways to form and maintain positive relationships are explained in terms of personal boundaries. Range: Personal boundaries include values, needs, interests.

Exit Level Outcome 5: Demonstrate an understanding of basic computingskills.

Associated AssessmentCriteria:

> Graphical User Interface (GUI)-based word processing applications are used to format documents.

> GUI-based spreadsheet applications are used to create and edit spreadsheets.

> GUI-based presentation applications are used to produce presentations.

> GUI-based electronic message applications are used to process messages.

> GUI-based web-browsers are used to search the Internet.

> Concepts of information and communication technology are explained in terms of the use of its components in a healthy and safe manner.

> The uses of personal computers are explained in a graphical user interface environment.

> Personal computer operating system functions are used to enable smooth operations and effective document management.

> Files in a GUI-based environment are located, accessed and managed using relevant functions.

> Computer files in a GUI-based environment are protected to ensure the confidentiality of data.

Vocational Component

Tourism

Exit Level Outcomes for the three compulsory subjects: Science of Tourism:

Exit Level Outcome: Describe the sectors and role-players of the tourism industry.

Associated Assessment Criteria:

- > The different role-players are identified and described in terms of their role in the industry.
- > The relationship between hospitality and tourism is explained in terms of their specific roles and functions.
- > The sectors of the Hospitality and Tourism Industry are described in terms of their relationship and benefit to the economy of South Africa.
- > Market segmentation is explained in terms of the types of tourists and their needs.
- > Potential career paths in the tourism industry are identified with examples.
- > Tourism services and products are identified in terms of their impact on society.

Client Services and Human Relations:

Exit Level Outcome: Demonstrate an understanding of client services and human relations to promote productivity.

Associated Assessment Criteria:

- > The role of personal conduct and presentation is described in terms of the branding and image of the organisation.
- > The role of cultural sensitivity is described to deal with clients.
- > Client needs are identified to ensure customer satisfaction.
- > The constraints of people with special needs are recognised to identify possible challenges.
- > Professional behaviour is explained in a business environment.
- > Occupational health and safety practices are defined for risk control.
- > Divisions of an organisation are described according to their structure, function, role and product(s).

Sustainable Tourism in South Africa:

Exit Level Outcome: Identify and describe the role of sustainable tourism in the South African context.

Associated Assessment Criteria:

- > The provinces and major cities in South Africa are identified and described using map skills.
- > Types of maps are used to locate places of interest in the tourism industry.
- > The South African infrastructure is described in relation to principles of tourism operations.
- > The concept of sustainable development is explained with examples.
- > The role of conservation is identified and described in terms of the impact on society and environment.
- > Knowledge of cultural, natural and political heritage sites in South Africa are identified and described with examples.
- > Tourist types are identified and matched with local, provincial and national destinations, attractions and events.

Tourism Operations (Optional Subject):

Exit Level Outcome: Perform regular practices in a Tourism office environment using modern communication techniques and equipment.

Associated Assessment Criteria:

- > Office equipment is handled and maintained according to manufacturer's specifications.
- > An information system is operated and maintained according to organisational requirements.
- > Telephone calls are managed professionally to ensure compliance with organisational procedures.
- > Records in a tourism business are identified, created and maintained to track evidence and ensure client confidentiality.
- > Documents for financial banking processes are prepared and processed according to organisational requirements.
- > Reservation requests are received and processed to ensure client satisfaction.
- > Information is provided and external services booked to client satisfaction.

ASSOCIATED ASSESSMENT CRITERIA

Refer to Exit-Level Outcomes for details of Associated Assessment Criteria.

Integrated Assessment:

Assessment for the awarding of the National Certificate: Vocational, Level 2 will be done through both internal and external assessment. Each of the internal and external assessment components will carry a specific weighting in the various fundamental and vocational components.

Internal Assessment

Internal Assessment is assessment conducted by accredited institutions who offer the qualification, the Outcomes of which count towards the achievement of a qualification. Internal Assessment thus refers to Site-Based Assessment, Internal Continuous Assessment (ICASS) and Performance Assessment.

Knowledge, skills, attitudes and values (SKAVS) are assessed on an on-going basis using instruments such as projects, tests, assignments, investigations, role-play, case studies, etc. The results of internal assessment consisting of written, oral and task-based assessments (practical work) will be presented in a portfolio of evidence. The practical component could be conducted either in a work-based environment, or in a simulated work-based environment.

Practical assessment is the direct and systematic observation of a student's performance. Students in practical assessment are engaged in activities that require the demonstration of specific skills, which determine how learners put theory into practice. Practical assessment is particularly relevant to the practical components of the four (4) vocational learning component modules.

External Assessment

The external assessment consists of written and practical assessment components that are externally set and marked by the Department of Education and externally moderated by Umalusi and/or an appropriate ETQA. The functions of the external assessment body is delegated by the Umalusi Council for this purpose in terms of section 28(2) of the General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).

The relative weighting of internal and external assessment for the purposes of awarding the national Certificate: Vocational, Level 2.

The portfolio of evidence will be 25%, and the external assessment mark, 75% of the total mark for the Fundamental Component and for the Second language.

The portfolio of evidence mark for each of the four modules in the Vocational component will be 50%, and the external assessment mark, 50% of the total mark.

ARTICULATION OPTIONS

This Qualification offers the learner access to the National Certificate: Vocational, Level 3 as well as to other vocational and occupational qualifications at levels 2 and 3 offered in the workplace.



higher education
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Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

**INTERNAL CONTINUOUS ASSESSMENT
(ICASS) GUIDELINES FOR THE NC(V) QUALIFICATIONS
IN TVET COLLEGES**

IMPLEMENTATION: JANUARY 2016

FOREWORD

Findings gathered during monitoring, moderation and verification visits to individual campuses by both the Department and Umalusi have generated great concern about the quality and the integrity of the internal continuous assessment (ICASS) component of the National Certificate (Vocational) qualification at TVET Colleges. In some instances it is clear that the ICASS component is not taken seriously by lecturers and/or students.

For a NC(V) student to receive the complete subject result for fundamentals subjects the marks of **two** components are compulsory:-

- ICASS
- Examination

To be resultful for vocational subjects, the marks of **three** components are compulsory:-

- ICASS
- ISAT (Integrated Summative Assessment Task)
- Examination

The ICASS component is therefore one of the three compulsory components of assessment in the resulting process. If any one or more of the three compulsory components is not fulfilled, the student will receive an incomplete subject result.

The successful delivery and integrity of the NC(V) qualification therefore requires proper administration, management, conduct, recording and reporting of student performance in the tasks making up the ICASS component.

The quality assurance (i.e. moderation, monitoring and verification) mechanisms inherent in the ICASS assessment process serve to strengthen its credibility and thereby the credibility of the qualification. To provide subject lecturers with support on the implementation of the ICASS component, the Department has revised the ICASS guidelines and published this revised version for implementation in all subjects offered on NC(V) Levels 2, 3 and 4 with effect from 1 January 2014.

The NC(V) policy requires an achievement of a sub-minimum for internal and external assessments and relates to the ICASS and ISAT components. The required achievement percentages are:

- All vocational subjects: 50%
- Life Orientation and the First Additional Languages: 40%
- Mathematics and Mathematical Literacy: 30%.

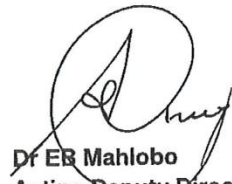
The first implication of this is that a student must comply with the sub-minimum in both the external and internal assessment components. The second implication is that both external and internal components must be completed in the same academic year.

Whilst the ISAT mark is valid for a period of three years to complete a qualification, according to paragraph 10 (8) of *the National Policy on the Conduct, Administration and Management of the Assessment of the National Certificate (Vocational), 2007*, the ICASS mark is valid up to the first supplementary examinations immediately

following the November examinations. A student who failed has to redo all the ICASS tasks for that subject.

No marks given for ICASS tasks from a previous year may be transferred to the next academic year. The Chief Directorate: National Examinations and Assessments in the DHET will communicate details regarding resulting and certification in this regard, through an Examination Instruction.

The Department of Higher Education and Training wishes you success in the planning, teaching and assessment of the ICASS component and encourages you to strive towards best practise in all aspects of ICASS implementation.



Dr ER Mahlobo
Acting Deputy Director-General
Vocational and Continuing Education and Training

Date: 8/10/2015

1. INTRODUCTION

This document provides guidelines for a common approach to the management, administration and implementation of the Internal Continuous Assessment (ICASS) component of all subjects offered across Levels 2, 3 and 4 in the National Certificates (Vocational) (NC(V)) qualification.

ICASS provides the opportunity to assess students on an ongoing basis in the normal teaching and learning environment beyond the constraints of an examination process. It is integral in supporting the teaching and learning process. Both the student and the subject lecturer are able to evaluate student progress and determine whether remedial interventions need to be engaged in.

These ICASS Guidelines should be read in conjunction with the relevant NC(V) Subject Guidelines and Assessment Guidelines and *the National Policy on the Conduct, Administration and Management of the Assessment of the National Certificate (Vocational), 2007*.

TVET Colleges are expected to:

- develop a policy for internal assessment to cover all aspects in the complete assessment process (including amongst others procedures for student appeals and irregularities according to Annexure D (3) of *the National Policy on the Conduct, Administration and Management of the Assessment of the National Certificate (Vocational), 2007*);
- compile an annual ICASS assessment plan and schedule for each NC(V) subject offered by the college;
- design and moderate suitable assessment tasks and tools;
- conduct assessments as per the annual subject assessment plan;
- conduct subject level moderation on marked assessments per subject as per the assessment plan;
- monitor the conduct and moderation of ICASS to ensure that the ICASS component is being implemented;
- conduct verification of evidence and marks produced for the ICASS component;
- report on the implementation of the ICASS component; and
- account for the implementation of the above to both the Academic Board and the DHET.

It is the responsibility of the DHET to monitor and verify the moderation and implementation of ICASS at campuses. The monitoring is done by means of:

- monitoring visits to colleges, and
- verification / analysis of monitoring and moderation reports and consultation with colleges regarding identified areas of concern.

2. PLANNING FOR ICASS

Subject heads are responsible for compiling the subject assessment plans, while subject lecturers are responsible for compiling subject assessment schedules for students. These guidelines supersede SGs and AGs in cases of discrepancy.

2.1 Subject Assessment Plan

Each subject head is required to draw up a plan indicating the lecturers responsible for setting and moderating assessment tasks and tools for the academic year for each subject at all NC(V) levels.

Once the subject year plan/work scheme/pacesetter which provides details in respect of the sequence and pace in which the subject content is to be taught has been developed, each subject committee at a campus/college must compile an assessment plan. This plan must be submitted to the academic head of the college for approval prior to the commencement of teaching and learning in an academic year. The management team at a college will use these assessment plans to monitor and verify the conduct of ICASS.

The subject assessment plan should indicate the assessment tasks that must be administered, conducted and recorded in an academic year. It must also provide the names of the lecturers responsible for the setting thereof and the timeframes. Details should also be provided of the Topics, Subject Outcomes and Assessment Standards covered in each task. See **Annexure A** for an example of a subject assessment plan.

Subject heads are responsible for coordinating the development and moderation of assessment tasks and tools.

2.2 Subject Assessment Schedule for the students

A subject assessment schedule provides assessment tasks that will be administered in the academic year and must be provided to each student at the beginning of the academic year. This schedule should include the type of assessment task, the content to be covered, the time and mark allocation, and the date of assessment. This is drawn directly from the subject assessment plan. See **Annexure B** for an example.

3. THE ICASS COMPONENT

3.1 Assessment tasks constituting the ICASS component

Each student must complete the stipulated number of assessment tasks for each subject in an academic year. Only the marks achieved in these tasks will be used to compile an ICASS mark per subject. **Internal assessment** provides lecturers with a systematic way of evaluating how well students are progressing on a level and in a particular subject. Examples of internal assessments include tests, examinations,



NATIONAL CERTIFICATE (VOCATIONAL)

SUBJECT GUIDELINES

Tourism Operations NQF Level 4

Spetember 2007

TOURISM OPERATIONS – LEVEL 4

CONTENTS

INTRODUCTION

1 DURATION AND TUITION TIME

2 SUBJECT LEVEL FOCUS

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (50 percent)

3.2 External assessment (50 percent)

4 WEIGHTED VALUES OF TOPICS

5 CALCULATION OF FINAL MARK

6 PASS REQUIREMENTS

7 SUBJECT AND LEARNING OUTCOMES

7.1 Basic foreign exchange transactions and conversions

7.2 The itinerary

7.3 Excursions and tours

8 RESOURCE NEEDS FOR THE TEACHING OF TOURISM OPERATIONS LEVEL 4

8.1 Physical resources

8.2 Human resources

8.3 Other resources

8.4 Consumables

INTRODUCTION

A. What is Tourism Operations?

Tourism Operations deals with a variety of aspects vital for the effective functioning of a frontline tourism position (Level 2). In a modern tourism office environment the student must know how to use the office equipment, maintain an information system and, especially when providing customer information and processing reservations, how to hold a professional telephone conversation.

At Level 3, the subject introduces the student to the principles of entrepreneurship and marketing, followed by the development of a business plan for establishing a small tourism business. This should empower the student to seek self-employment in the present economic climate in South Africa.

At Level 4, the student works with itineraries, tour packages, costing and the planning and conducting of a tour, all which will enable him or her to assist inbound tourists with practical advice, local travel plans and relevant bookings. At this level, the student starts dealing with various aspects of international travel, which should include knowledge about foreign currencies, basic forex conversions and the legal process of taking money out of the country.

B. Why is Tourism Operations important in the Tourism programme?

Tourism Operations touches on vital issues such as confidentiality, professional office conduct and the importance of providing correct information. Moreover, it shows the student how to combine entrepreneurial and marketing skills with tour operating knowledge, which can be applied to local tourists and inbound travellers. The focus is on the practicalities of starting a new tourism business venture and the use of marketing resources. There is a growing realisation that a larger slice of the South African population should become involved in and benefit from the Tourism industry. Therefore, this subject is very important to the Tourism programme because it enables students to combine their Tourism knowledge with entrepreneurial and marketing skills in order to plan a career or to create self-employment in the Tourism industry.

C. The link between the Tourism Operations Learning Outcomes and the Critical and Developmental Outcomes

In Tourism Operations, students should be able to:

- Use modern technology effectively and critically towards faster and more accurate tourism administration, always showing responsibility towards the environment and the health of others in the spirit of conservation.
- Develop entrepreneurial opportunities such as starting up tourism SMMEs by examining marketing principles and entrepreneurial skills and by developing business plans.
- Accurately perform foreign exchange transactions and conversions.
- Plan an itinerary to meet the needs of specific tourists.
- Organise and manage themselves and their activities responsibly and effectively to use sound business and marketing skills and to combine these with the basics of Science of Tourism in order to work successfully towards a tourism industry where service excellence is the main object.

D. Factors that contribute to achieving the Tourism Operations Learning Outcomes

The student must show a penchant for orderly, systematic work. He or she must have problem-solving skills and keen powers of observation. Good communication skills are essential. Students who have a business sense and an interest in modern technology will have an advantage.

1 DURATION AND TUITION TIME

This is a one year instructional programme comprising 200 teaching and learning hours. The subject may be offered on a part-time basis provided all of the assessment requirements set out hereunder are adhered to.

Students with special education needs (LSEN) must be catered for in a way that eliminates the barriers to learning.

2 SUBJECT LEVEL FOCUS

- Discuss different ways of taking along money for international travel purposes
- Calculate basic forex conversions
- Compose and present a general and/or personal itinerary
- Calculate the cost of wholesale travel packages and compare various contracts
- Research, design, plan and improve a guiding experience within a specific tourist area
- Plan a tour, taking into consideration need, demand, macro- and micro environment

3 ASSESSMENT REQUIREMENTS

3.1 Internal assessment (50 percent)

All internal assessments must be finalised by an assessor with at least a certificate of competence.

3.1.1 Theoretical Component

The theoretical component will form 60 percent of internal assessment.

Internal assessment of the theoretical component of Tourism Operations NQF Level 4 will take the form of observation, class questions, group work, (informal group competitions with rewards), individual discussions with students, class, topic and semester tests and internal examinations. Daily observation can be made when marking exercises of the previous day and class questions.

Assignments, case studies and tests can be done at the end of a topic. Tests and internal examinations must form part of internal assessment.

Any or all of the written tasks/feedback can be considered as evidence of competency in the theoretical component and be filed as such in a Portfolio of Evidence (PoE).

3.1.2 Practical/Application Component

Practical components include applications and exercises. All practical components must be indicated in a PoE.

The practical component will form 40 percent of internal assessment.

Internal assessment of the practical component of Tourism Operations NQF Level 4 will take the form of assignments, practical exercises, case studies and practical examination in a simulated business environment.

Students may complete practical exercises on a daily basis. Assignments and case studies can be done at the end of a topic. Practical examination can form part of internal practical assessment.

- **Some examples of practical assessments include, but are not limited to:**
 - Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role play, independent activity, synthesis and evaluation)
 - Use of office equipment and travel aids
 - Exhibitions by students
 - Visits undertaken by students based on a structured assignment task
 - Research
 - Developing promotional literature, e.g. brochures
 - Task performance in a simulated/structured environment

• **Definition of the term “Structured Environment”**

“Structured environment” for the purposes of assessment refers to an actual or simulated workplace, or workshop environment. It is advised that a practicum room is available on each campus (where applicable) for practical assessment.

• **Evidence in practical/application assessments**

All evidence pertaining to evaluation of practical work must be reflected in the student’s PoE. The tools and instruments constructed and used for the purpose of conducting such assessments must be clear from the evidence contained in the PoE.

• **Job shadow or industry practicum**

Evidence of job shadowing or of actual practical work in the tourism industry must be provided in the form of a logbook. The following information should be contained in the logbook:

- Cover page – details of student and workplace;
- Key functions to be observed (job shadowing) or
- Competencies to be demonstrated (industry practicum);
- Time period of job shadow/practicum, with relevant dates;
- Daily signature of supervisor and of student;
- Evaluation/comment of supervisor, including
- Recommendations for improvement.

For the logbook to be regarded as valid evidence it must be signed off by the officially assigned supervisor.

3.1.3 Processing of internal assessment mark for the year

A year mark out of 100 is calculated by adding the marks of the theoretical component and the practical component of the internal continuous assessment.

3.1.4 Moderation of internal assessment mark

Internal assessment is subject to both the internal and external moderation procedures as contained in the *National Examinations Policy for FET College Programmes*.

3.2 External assessment (50 percent)

A national examination is conducted annually in October or November by means of a paper set, marked and moderated externally.

Details in respect of external assessment are contained in the *Assessment Guidelines: Tourism Operations* (Level 4).

4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. Basic foreign exchange transactions and conversions	25
2. The itinerary	25
3. Excursions and tours	50
TOTAL	100

5 CALCULATION OF FINAL MARK

Internal assessment: Student’s mark/100 x 50 = a mark out of 50 (a)

Examination mark: Student’s mark/100 x 50 = a mark out of 50 (b)

Final mark: (a) + (b) = a mark out of 100

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, purposes of moderation and verification, as well as purposes of reporting.

6 PASS REQUIREMENTS

The student must obtain at least fifty (50) percent in ICASS and fifty percent (50) in the examination.

7 SUBJECT AND LEARNING OUTCOMES

On completion of Tourism Operations Level 3, the student should have covered the following topics:

Topic 1:	Basic foreign exchange transactions and conversions
Topic 2:	The itinerary
Topic 3:	Excursions and tours

7.1 Topic 1: Basic foreign exchange transactions and conversions

7.1.1 Subject Outcome 1: Demonstrate basic knowledge about foreign exchange.

Learning Outcomes:

- State the current annual SA travel allowance for adults and children.
- Describe what this travel allowance is and how it applies throughout one calendar year.
- Briefly explain omnibus allowance available for companies and for frequent overseas business travel.
- List the various ways of taking forex out of the country
Range: Electronic transfers, telegraphic transfers, bank drafts, traveller's cheques, cash, cash cards.
- Describe the advantages and disadvantages of each method.
- Explain how the system of traveler's cheques works.
- Describe how a customer can access funds in other countries.
- Explain the time limits regarding the purchasing and selling of forex.
- Explain what the terms Rate of Exchange (ROE), Bank Buying Rate (BBR) and Bank Selling Rate (BSR) mean.

7.1.2 Subject Outcome 2: Convert ZAR to foreign currency.

Learning Outcomes:

- Access sources where the appropriate foreign currency used by specific countries can be determined.
- Given specific countries, identify the appropriate foreign currency used.
- Explain the two different ways of presenting exchange rate tables (i.e. as used by a bank and by a foreign exchange bureau).
- Convert ZAR to foreign currency using the applicable Bank Exchange Rate table.
- Convert foreign currency to ZAR using the applicable Bank Exchange Rate table.

7.2 Topic 2: The itinerary

7.2.1 Subject Outcome 1: Describe, research and draw up logical and detailed itineraries for both a personal as well as a general tour.

Learning Outcomes

- Explain how to distinguish between general and personal itineraries with reference to format.
- Describe various tours and distinguish them from each another.
Range: Inclusive Tour (IT), Group Inclusive Tour (GIT), Foreign Independent Tour (FIT), Scheduled and Guaranteed Departure Tours, Fly-Drive, Fly-Cruise, Tailor-made Tours, Special Interest Tours, Adventure Tours, Cruises.
- Explain how to identify places of interest and festivals in specific regions and country gateways.
- Source sightseeing tours and incorporate them into the itinerary, using a practical and logical format
- Explain how to source customer information and take details into account when developing the information.
Range: Customer information and details: number of travelers, special requests.
- Explain how to develop the itinerary taking into account climatic, seasonal and political information of the destination.
- Explain how to source names, addresses and telephone numbers of hotels and local wholesalers and incorporate them in the itinerary.
- Explain how to source land arrangements and transport requirements to be included in the tour.

Range: Land arrangements: accommodation, meals.

- Explain how to compile the itinerary in a logical order, ensuring that the distances and times traveled are realistic (sufficient time for leisure, activities and travelling is allowed).
- Explain how to include attractions and activities with relevant descriptions.
- Explain how to include general information pertaining to transfers, accommodation, meals, portage, tips, re-confirmations, and check-in/check-out times applicable to the specific itinerary.

7.2.2 Subject Outcome 2: Demonstrate ability to make decisions on a customer service or product and adapt it accordingly if necessary.

Learning Outcome:

- Identify needs and preferences of the customer(s) and offer a suitable service or product. The offer must suit the customers; otherwise decide what alternative offer to make.

7.2.3 Subject Outcome 3: Demonstrate ability to adapt to changes in an itinerary and perform changes as smoothly as possible.

Learning Outcomes:

- Given a scheduled change or a change in the customer's itinerary, incorporate this with as few disruptions as possible to the original itinerary.
- Given natural disasters or political instability within a specific region, explain how a ticket or reservation could be adjusted.
- Give reasons for action taken.

7.3 Topic 3: Excursions and Tours

7.3.1 Subject Outcome 1: Research and design a tour framework.

Learning Outcomes:

- Make use of existing publications (articles, books, brochures etc) on the selected area and locations.
- Make use (where relevant) of local oral history and traditions.
- Scope a tour framework according to interests and physical limitations of target client group, topic, durations, price level and benefit to the specific community/ies.
- Plan a ten day tour to visit a number of sites. Include a route map, transport, accommodation, meals, refreshments, etc.

7.3.2 Subject Outcome 2: Identify and select specific sites, attractions, activities and service providers.

Learning Outcomes:

- Select sites appropriate to the scope of the tour.
- Conduct research on each site, using appropriate brochures and publicity material, relevant local oral history and traditions, as well as more in-depth published material, sufficient to be able to plan and deliver a competent and interpretive talk and answer questions.
- Discuss the site in the context of wider South African history and cultural traditions.

7.3.3 Subject Outcome 3: Package an appropriate tour.

Range: A full day excursion.

Learning Outcomes:

- Plan a route, time schedule, means of transport and itinerary for the tour.
- Draft and complete a basic cost framework for the tour.
- Select and, where required, book restaurant(s), activities and service providers.
- Provide commentary on specific sites.
- Produce a written and printed day by day itinerary for a ten day tour, visiting three South African provinces, starting in your own province.

7.3.4 Subject Outcome 4: Carry out evaluation procedures on tours and adapt accordingly.

Learning Outcomes:

- Gather feedback from guides who have conducted the tour.
- Design and evaluate guide and other questionnaires and evaluation checklists.

7.3.5 Subject Outcome 5: Describe, list and calculate different costing elements applicable to excursions and tours.

Learning Outcomes:

- Identify fixed costs and distinguish from variable costs.
- Identify costs excluded from the tour price.
- Compile a checklist of cost elements that should be included in every tour.
- Distinguish commission from overrides and mark-ups.
- Calculate commission, overrides and mark-ups.
- Describe computerized quoting systems currently available and explain how they are used.

7.3.6 Subject Outcome 6: Demonstrate the ability to do final cost calculations on local tours and excursions, decide about changes and act accordingly.

Learning Outcomes:

- Calculate the cost of a local tour taking the following tour elements into account: accommodation; transport; guide and escort fees; entry fees; levies and taxes; meals; portorage; promotional items such as bags, wallets, pillow gifts; service fees; insurance; side-tours and activities; guide accommodation and meals; equipment hire.
- Calculate the tour price per person, using net rates, commissions, mark-ups and/or overrides.
- Evaluate and analyse the final tour price and in the event that the tour price is considered too high, suggest potential cost reductions.
- Analyse the conditions contained in contracts and draw comparisons between them.

7.3.7 Subject Outcome 7: Demonstrate ability to respond to unforeseen actions and circumstances during tour and excursion planning and adapt performance accordingly.

Learning Outcomes:

- Using an elementary inbound tour costing example, and given currency fluctuations, describe ways of reducing the financial loss.
- Given an increase in rates from a principal, decide whether to incorporate the costs into the tour, or to use a new supplier and explain reasons for the decision.
- Given a situation where an error has occurred, recommend a way to solve the problem.

7.3.8 Subject Outcome 8: Research, design and plan a tour, taking into consideration need, demand, macro and micro environment.

Learning Outcomes:

- Given a defined need, select destinations to be included in the itinerary of an inbound tour, taking into consideration the profile of the target market (Note: student can start with fairly basic tour plans for visitors from another part of the country; then move on to a more involved tour for visitors from overseas who want to experience at least two contrasting destinations in South Africa).
- Identify appropriate research aids that can be employed to establish gateways, available transport, accommodation, available sightseeing tours and dates of events, climatic conditions and political situation of the destination.
- Select the tour components to match the target market.
Range: Transport, transfers, accommodation, meals, sightseeing trips, shopping expeditions, special interest activities and leisure time.
- Explain points regarding tour components to be taken into consideration when planning group tours.
- Describe the program of daily activities that match the profile of the target market, taking days of arrival/departure and travelling time into account.
- Describe the legal liabilities of the supplier, tour operator, retail agent and customer and recommend additional travel insurance cover.

- Draft a project plan to determine the lead time required for the following: negotiation with suppliers; booking reservations; ticketing time limits; design and preparation of brochure material; meetings with appropriate sub-sectors and role players.

7.3.9 Subject Outcome 9: Demonstrate ability to make decisions about additional practices and services to tour packages and act accordingly.

Learning Outcomes:

- Identify special tour components that could be included, e.g. pillow-gifts, meet-and-greet, complimentary drinks, farewell meal at the end of the tour guides, portage and tips, aircraft head covers with logos, travel bags.
- Given a request to include breakaway trips from the original itinerary, offer additional services and incorporate these in the tour plan.

7.3.10 Subject Outcome 10: Demonstrate ability to adapt to unforeseen changes in excursions and tours and perform changes.

Learning Outcomes:

- Given natural disasters or political instability within a specific region, suggest changes to the package and explain reasons for the changes.
- Given that there are fewer participants than the minimum group size, describe alternative arrangements that can be made and give reasons for the decision.

8 RESOURCE NEEDS FOR THE TEACHING OF TOURISM OPERATIONS LEVEL 4

(Recommended per group of 15 – 20 students)

8.1 Physical resources

The following teaching aids should be made available, if possible:

- **Practicum room or simulator**
 - A practical room (e.g. a front office, or a tourism information centre, etc.) which is a simulated tourism office environment, equipped with the basic office furniture and equipment, as well as the necessary electronic equipment, e.g. computer(s), printer, telephones, fax machines, photocopier, etc.
 - Two-hole punch and stapler, ideally per workstation
 - Filing cabinet
 - Brochure stand(s)
 - Counter top/workstation/reception counter as applicable
 - Display boards
 - The latest developments in electronic equipment must be available
 - The computer(s) must be equipped with internet connection to enable website browsing for research purposes, as well as software training programmes, e.g. for making reservations
 - At least one computer (with colour printer and connected to the Internet) equipped with a DVD-writer for presentations
 - Storeroom facility for PoEs, ideally directly connected to the simulator venue for easy access.
- **Classroom**
 - Classroom/lecture venues for use of Tourism students, where the tourism industry 'feel' can be created by means of maps, posters, wall decorations, industry magazines, etc.
 - TV monitor and DVD/VCR
 - DSTV satellite dish and decoder with connection (for Travel Channel, National Geographic etc.)
 - Computer and data projector and screen
 - Flash disk for facilitator to store information
 - Presentation programme on computer to be used by facilitator to provide students with visual information on learning outcomes
 - Digital video camera (with necessary connections and memory cards)
 - Wall clocks (minimum 5) on which to explain time zones/world times

- Larger-than-usual desks/tables, since Tourism students work with documents, maps, atlases, reference books etc.
 - Reference books (e.g. Lonely Planet, Rough Guide, World Travel Guide etc.)
 - Dictionaries
 - Wall maps (World; Africa Physical and Political; South Africa Physical and Political)
 - Atlases and globe
 - Overhead projector and pull down screen
 - Flipchart
 - White board and/or black board
 - Storeroom facility for maps and other teaching aids, consumables etc. The storeroom should ideally be situated adjacent to/near the Tourism class room(s) for easy access
 - Notice board(s) outside in the corridor(s)
- **Media/resource center** (recommended per group of 15 – 20 students)
 - A well-equipped media/resource centre
 - Availability of computers and printers for students to complete assignments/case studies and do additional research
 - Research software e.g. Encarta, etc.
 - Subject related magazines (e.g. Getaway, Travel News Weekly, Outdoors, etc.), daily newspapers and subject related reference books for research by facilitators and by students
 - Subject related DVDs/videos
 - Copies of applicable tourism legislation/Acts
 - Stock room to store

8.2 Human resources

- **Lecturers/facilitators**
 - Facilitators with a tertiary qualification (or qualification at NQF Level 7) in Travel and/or Tourism; or Hospitality, preferably with relevant industry experience
 - In cases where tourism industry experience is non-existent, it is strongly recommended that such a facilitator does some part-time work in the tourism industry, e.g. during college holiday periods, in order to gain practical work experience
 - It will be to the advantage of facilitators/lecturers if they have already been declared competent as assessors and/or moderators
 - Training in Outcomes Based Education.
 - Partnerships should be established with the industry to augment facilitation in certain specialized areas where the appointed FET facilitator/lecturer lacks the necessary expertise
 - Outsourcing for modules such as First Aid
 - Specific facilitator(s)/lecturer(s) trained to manage the simulator/practicum room activities
 - Fundamentals facilitator: Regarding the IT component of Life Orientation it is strongly recommended that the particular facilitator should adapt the learning material to address the needs of computer use in the tourism industry.
 - Full time technology and research manager (with knowledge of computers, website browsing, research and reference books)

8.3 Other resources

- Access in the computer classrooms (for each Tourism student) to a computer and printer and the Internet
- Iveco bus – 20 seater for educational excursions and projects

8.4 Consumables

- Learning material/text books
- Answer books, with examples which students must complete for practical assignments
- Basic calculator for each student
- Lever arch file for each student to serve as PoE
- Lever arch file for Practical Assessment Portfolio
- Subscription fees for internet, subject related magazines, newspapers, TV license
- Disks

- CDs
- Ink cartridges (black and colour)
- Transparencies and –pens
- Glossy paper
- Standard office stationary (pens, tippex, etc.)
- Plastic sleeves
- Dividers
- Relevant reservations registers and related tourism documents
- Logbooks

APPENDIX T: UMALUSI LETTER – DECLINE TO PARTICIPATE

Dear Ms Engelbrecht

Apologies for not responding to you earlier, but we had much work out of office and are snowed over with work in office.

Your questions are about retention, through put and uptake in the labour market. I've mentioned to Ms van Rensburg on the day we received this that nobody in this unit or Umalusi is in the position to provide a substantiated opinion because it is beyond the scope and mandate of Umalusi. Unfortunately this is not research that we would be able to assist you with.

I ccd two colleagues in the DHET that might have statistics at hand - they are Ms Rohelna Burger and Ms Monica Koen.

It is unfortunate, but Umalusi is not the correct institution to assist you with this information

Dr Celia Booyse

Manager: Curriculum

Tel: +27 (12) 349 1510 x 289

Fax: +27 (12) 349 1099 / 086 425 3196

email: Celia.Booyse@umalusi.org.za

www.umalusi.org.za

UMALUSI

Council for Quality Assurance in
General and Further Education and Training

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APPENDIX U: INTERVIEW SCHEDULE

TOURISM INDUSTRY EMPLOYERS AND ROLE PLAYERS INTERVIEWS:

Name	Date	Place/Company	Type of interview held	Position
Msa Maseko	11-Jun-14	Two Oceans Aquarium, Cape Town	Personal	Visitor services Supervisor
Wardah Smith	11-Jun-14	Club Travel, Cape Town	Personal	Human Resources Manager
Nisreen Bulbulia	10-Jun-14	Citihopper, Cape Town airport	Personal	Managing Member
Liza St James	10-Jun-14	City Sightseeing, Parden Island	Personal	Human Resources Manager
Claire Mndebele	15-Jan-15	Flight Centre, Gauteng	Telephonic	Team Leader Recruitment
Lynne Phipson	25-Jan-16	Cullinan Group - Thompsons Tours, Durban	Telephonic	Recruitment and Training
Lynne Phipson	25-Jan-16	Cullinan Group-Springbok Atlas Luxury Charter, Durban	Telephonic	Recruitment and Training
Lynne Phipson	25-Jun-16	Cullinan Group-Hylton Ross Tours, Durban	Telephonic	Recruitment and Training
Lynne Phipson	25-Jun-16	Cullinan Group-Pentavel, Durban	Telephonic	Recruitment and Training
Lesley Fowlis	10-Jun-14	Ashanti Lodge, Cape Town	Personal	General Manager
Daksha Naran	11-Jun-14	Iziko Museum, Cape Town	Personal	Senior Educator (questionnaire stolen)

APPENDIX U continued

GOVERNMENT EDUCATION AND TOURISM ROLE PLAYERS INTERVIEWS:

Name	Date	Place	Type of interview held	Position
Theunis Vivian	17-Feb-16	City of Cape Town, Tourism Dept, Cape Town	Telephonic/email	Manager: Destination Development and Marketing
Danita Welgemoed	25-Sep-14	WCED, Cape Town	Email	CES: FET Colleges
Rohelna Burger	04-Nov-14	DHET, Gauteng	Email	CES: Curriculum Development and Support
Drazene Leukes	13-Jun-16	DEDAT, Cape Town	Email	Skills and Innovation
L.Stuurman	01-Jul-16	NDT, Cape Town	Email	Department Deputy Director: Tourist Guiding and Training
Minnie Bentley	15-Feb-16	Cape Town Tourism, Cape Town	Email	Training and Development Coordinator
Jacqui McKnight	05-Jul-16	ASATA, Gauteng	Email	Professional Programme Manager
Collin Thaver	11-Jul-16	SATSA	Email	Chairman
Gonda Coetzee	05-Nov-14	SSACI, Cape Town	Personal	Independent Research Professional
Faith Zwane	10-May-13	CATHSSETA	No Reply	Tourism and Travel Services chamber coordinator
Dr. Celia Booyse	29-Oct-14	UMALUSI	Declined	Manager: Curriculum

APPENDIX V: DHET RESOURCES LIST FOR NCV TOURISM PROGRAMME

RESOURCES LIST FOR NC (V) PROGRAMMES - TOURISM

RESOURCES&EQUIPMENT	SPECIFICATIONS	REMARKS
A well-equipped media/resource centre		
A specific classroom/lecture venue for use of Tourism students only		
Store room	Facilities for PoE's, stationery, maps, teaching aids, consumables etc. Store room should ideally be directly connected to the Tourism class room(s) for easy access.	
FULLY EQUIPPED PRACTICAL ROOM (TOURISM INFORMATION CENTRE)		
Larger than usual desks/tables for work with maps, atlases, reference books		
Wall maps (World, Africa Physical and Political, South Africa Physical and Political)		
Brochure stand(s)		
Computers with Internet connection & DVD writer & colour printer	At least 2	
Resource materials	Atlases & Dictionaries Reference books (e.g. Lonely Planet, Rough Guide, World Travel Guide etc.) Globe of the World Subscription to Travel – and Travel Industry related magazines, e.g. Getaway, GSA magazine, daily newspaper etc.	
Overhead projector		
Notice Board		
Flip chart stand		
Filing cabinet		
Digital video camera	Necessary connections and/or memory cards)	
TV monitor and DVD/VCR		
Data projector and screen		
Wall clocks	Indicate min. 5 on which to explain time zones/world times	
Photocopier		
Counter top (for practical room)		
DStv satellite dish and decoder	Connection (for Travel Channel, National Geographic etc.)	
Fax machine with telephone line		
Display boards		
Transport for learners for educational excursions and projects		

APPENDIX W: LETTER FROM GRAMMARIAN

22 Krag Street

Napier

7270

Overberg, Western Cape

October 2017

EDITING & PROOFREADING

Cheryl M. Thomson

The relevance of the National Certificate Vocational (NCV) at Technical Vocational Education and Training colleges for the South African tourism industry

This is to confirm that the language and technical editing of the above-titled Master's dissertation of MARDINE ENGELBRECHT, student number 195009630, at the CAPE PENINSULA UNIVERSITY OF TECHNOLOGY, was undertaken by me, Cheryl Thomson, in preparation for submission of this dissertation for assessment.

Yours faithfully

CHERYL M. THOMSON

e-mail: cherylthomson2@gmail.com

cell: 0826859545