



tourism

Department:
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*RESEARCH REPORT BY THE HUMAN SCIENCES RESEARCH COUNCIL (HSRC) SUBMITTED TO
THE DEPARTMENT OF TOURISM SOUTH AFRICA*

TOURISM HUMAN RESOURCES DEVELOPMENT (THRD) SKILLS AUDIT REVIEW: HIGHER EDUCATION AND TRAINING INSTITUTIONS SURVEY REPORT

Background paper

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Economic Performance and Development (EPD)

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LIST OF ACRONYMS

BEE	Broad-Based Black Economic Empowerment
CFO	Chief Financial Officer
DHET	Department of Higher Education and Training
HEI	Higher Education and Training Institutions
QCTO	Quality Council for Trades and Occupations
SMME	Small Medium and Micro Enterprises
THRD	Tourism Human Resource Development
THRDS	Tourism Human Resource Development Strategy
TVET	Tertiary and Vocational Educational and Training
WIL	Work Integrated Learning
HOD	Head of Department

1. INTRODUCTION

Tertiary institutions play a critical role in skills development across all the sectors of the economy, in this case the tourism sector. A Tourism Human Resource Development Strategy crafted without the inputs of the suppliers of the skills (higher education and training institutions) will not reflect a complete picture and effective strategy for human resource development in the tourism sector. This report presents the key findings of a survey undertaken with educators at higher education and training institutions (HEIs)

HEI's serve as key suppliers of the skills needed in the tourism sector. In order to understand human resource skills development in the tourism sector it is pertinent to understand the perspective of the tertiary institutions. The views of these institutions were sourced through roundtables, surveys and key informant interviews. The categories of the HEI's sampled for this survey included: traditional state funded universities and universities of technology, private colleges, private training providers and TVET (Technical and vocational education and training) colleges. The survey mainly targeted those institutions which offered tourism sector courses. In-house training providers were not included in this survey as they are already covered in the firm level survey.

The survey focused on the following core questions:

- How training institutions determine skills needs and gaps for the sector?
- Nature of post training support provided to graduates to ensure access to labour market.
- What special initiatives and innovations have been implemented in HRD by the training and skills development institutions?
- What challenges are experienced in relation to the supply and delivery of skills development and training?
- What is the contribution of higher education institutions to knowledge generation and dissemination to inform skills planning (research)?
- Are tourism graduates getting decent jobs in the sector?
- What recommendations in respect of Strategies are to be included in the THRD

2. METHODOLOGY

Given the broad spatial location of the various HE's in South Africa, it was pertinent for the design of the survey to address the challenge of high cost of data collection and time limitations. The design of the survey adopted an online data collection technique. The unit of analysis for this survey is the education and training institution, not the individual lecturers or educators within the institution. The sampling approach aimed to include in the survey all the public and private institutions which offered tourism courses. Institutions were sampled from the Department of Higher Education and Training's register of private training institutions, and tourism industry association training lists. The sample also included public institutions such as universities and TVET colleges.

Despite extensive marketing, awareness raising and communication with relevant institutions the response rate was particularly low with 32 institutions responding. These included the range of training institutions in the higher education sector.

The Table below shows the targeted and realised sample.

Table 1: Types of targeted respondents

<i>Type of institution</i>	<i>University</i>	<i>University of technology</i>	<i>of TVET colleges</i>	<i>Private institutions and colleges</i>	<i>Total</i>
Original sample size	12	5	18	78	113
Actual realised sample	7	2	3	20	32

Source: HSRC-NDT-CATHSSETA Tourism Firm Survey, 2016

3. EDUCATOR SURVEY FINDINGS

3.1. Respondents' Profile

Table 2 below shows the profile of respondents from various institutions. The majority of respondents were whites (71%), followed by Africans (18%). Fifty-four percent of the respondents were female, and 46% male. In terms of age, the majority of respondents (44%) were in the 40-49 age group, 26% of respondents had Doctoral degrees, another 26% held diplomas, and 17% had completed a Master's degree.

Table 2: Respondents' Profile n=34

<i>Variable</i>	<i>%</i>
Race	
Black Africans	18
Coloured	3
Indian	3
Other	6
White	71
Gender	
Female	54
Male	46
Age	
21-29	12
30-39	21
40-49	44
50-59	21
60 +	3
Highest qualification	
Bachelor's degree or equivalent	17
Diploma or equivalent	26
Doctoral degree	26
Grade 12	3
Honours degree or equivalent	11
Master's degree	17

Source: HSRC-NDT-CATHSSETA Tourism Firm Survey, 2016

Table 3 below shows that 63% of the respondents were from private colleges and training providers, followed by 22% from public universities. Table 2 shows that 21% of respondents were directors, followed by senior lecturers and lecturers (in both cases 18% of respondents), programme managers, and Heads of Departments (HODs) – in both cases 12% of respondents.

Table 3: Respondents' Profile n=34

Variable	%
Type of institution	%
Private Training Provider	63
Public University	22
TVET College	9
University of Technology	6
Designation (position held)	
CFO	3
Chairman	3
Dean	3
Director	21
General Manager	3
HOD (Head of Department)	12
Lecturer	18
Principal	9
Programme Manager	12
Senior Lecturer	18
Are you responding as ...	
A lecturer/educator at this institution	49
On behalf of the institution	51

Source: HSRC-NDT-CATHSSETA Tourism Firm Survey, 2016

3.2. Profile of institutions and training providers

Training institutions in this survey were located across all the nine provinces in South Africa. Majority of the head offices of these HEIs could be found in three provinces, KwaZulu-Natal (28%), Gauteng (25%) and Western Cape (22%). There were 48 campuses across South Africa where tourism and related courses was offered with 25 of these being found in cities of Durban, Cape Town and Johannesburg.

In terms of ownership of the training providers, of the 16 institutions which responded five were public institutions. Of the private institutions surveyed, six had no black ownership and only two were 100% black owned. Table 3 shows the BEE (Broad-Based Black Economic Empowerment) status of the institutions.

Table 4: BEE ownership profile of the private training institutions n=16

<i>BEE ownership profile</i>	<i>Frequency</i>	<i>%</i>	<i>Cum.</i>
100% black owned	2	12.5	12.5
52% – 70% black owned	1	6.25	18.75
Don't Know	1	6.25	25
No black ownership	6	37.5	62.5
Public Institution	5	31.25	93.75
Up to 30% black owned	1	6.25	100

Source: HSRC-NDT-CATHSSETA Tourism Firm Survey, 2016

Staff distribution

Only private training institutions indicated that they have more than 10 tourism sector lecturing staff. The highest number of lecturing staff in public institutions was eight.

Table 5: Number of tourism sector staff members per institution

<i>Number of fulltime staff members</i>	<i>Private training provider</i>	<i>Public university</i>	<i>TVET college</i>	<i>Total</i>
2	1	0	0	1
3	2	0	0	2
4	1	1	0	2
5	3	0	0	3
6	1	0	0	1
7	1	1	0	2
8	2	0	1	3
10	1	0	0	1
39	1	0	0	1
42	1	0	0	1
60	1	0	0	1
Total	15	2	1	18

Source: HSRC-NDT-CATHSSETA Tourism Firm Survey, 2016

Of the 18 responses, one private training provider said they had 60 full time employees who were involved in tourism/hospitality/conservation sector lecturing (or training), and one public university and TVET college said they have seven and eight full time employees respectively who are involved in tourism/hospitality/conservation sector lecturing. In terms of part time employees the private training institutions also reported higher numbers of staff who are part time as compared to public institutions. The Table below shows the number part time staff members.

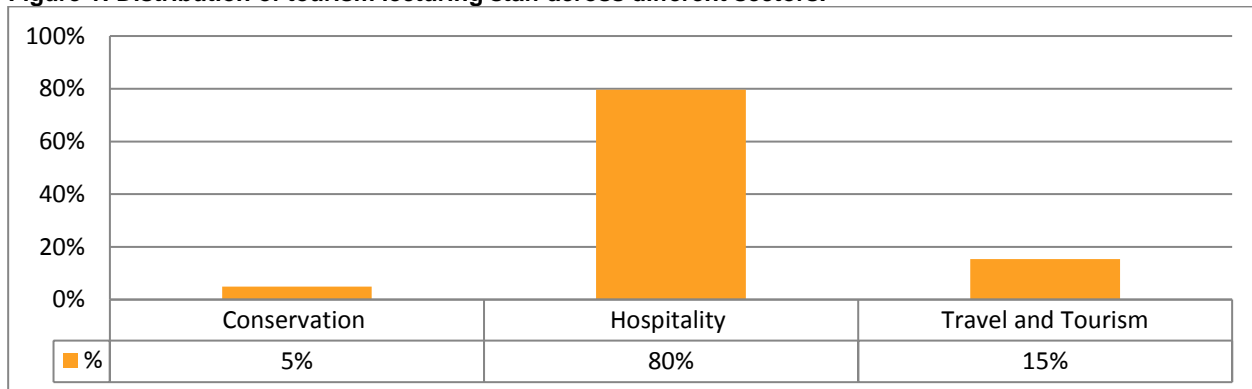
Table 6: Tourism sector part time staff members

<i>Number of part time staff members</i>	<i>Private training provider</i>	<i>Public University</i>	<i>Total</i>
1	2	1	3
2	3	0	3
3	2	0	2
5	3	1	4
6	1	0	1
12	1	0	1
Total	12	2	14

Source: HSRC-NDT-CATHSSETA Tourism Firm Survey, 2016

The majority of the teaching staff is in the hospitality sector (85%), 15% in travel, 5% in tourism and conservation. This corresponds with the proportion of the workers in the sector as the majority of tourism industry workers are in the hospitality sector.

Figure 1: Distribution of tourism lecturing staff across different sectors.

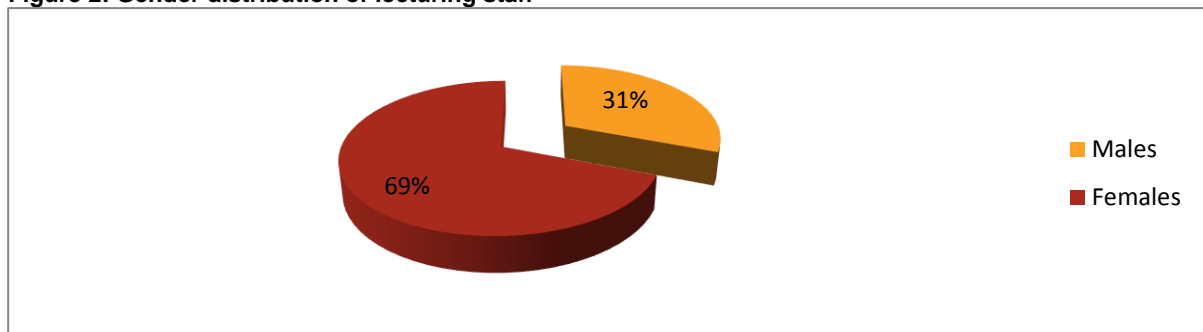


Source: HSRC-NDT-CATHSSETA Tourism Firm Survey, 2016

Staff profiles

The composition of the lecturing staff across the various institutions is mainly female (69%) and male (31%). This shows a higher representation of females in the tourism and hospitality lecturing profession.

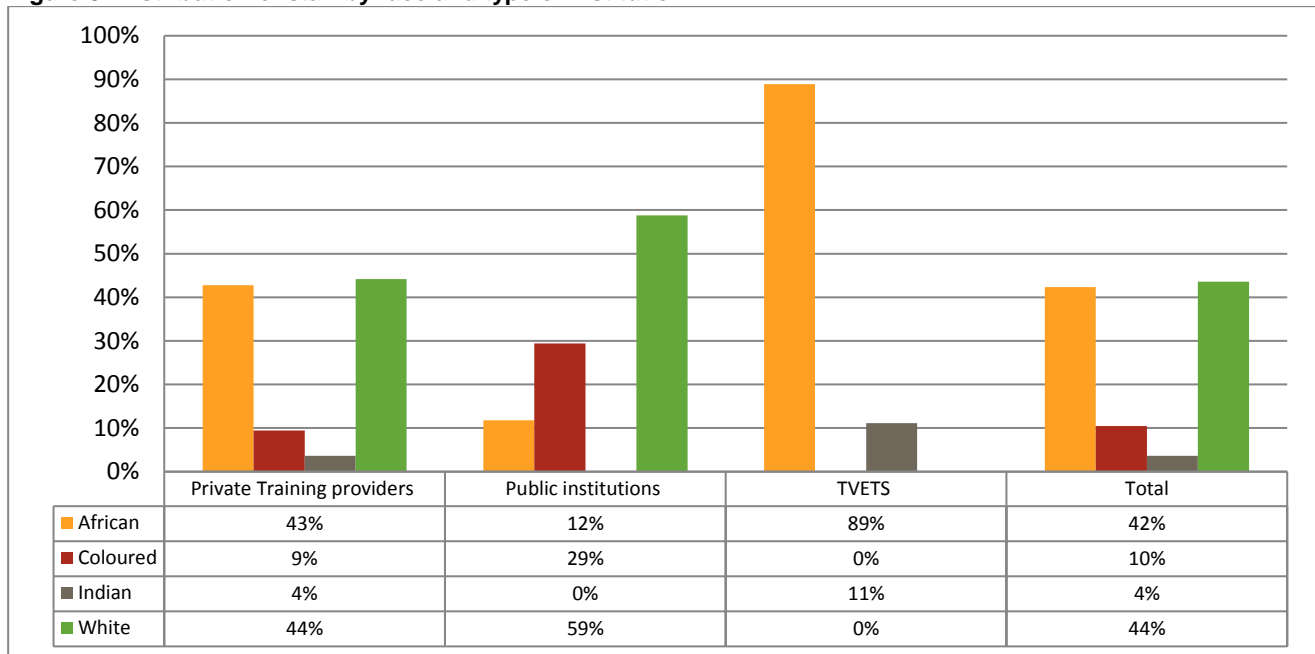
Figure 2: Gender distribution of lecturing staff



Source: HSRC-NDT-CATHSSETA Tourism Firm Survey, 2016

Of the lecturing staff at private institutions, 43% was African and 44% were white. Coloured and Indians made up 9% and 4% of lecturing staff respectively. In public institutions like universities, the majority of the teaching staff is white (59%). Only 12% of the public institutions' teaching staff is African. In TVET colleges, 89% of the tourism sector teaching staff is African and there were white teaching staff.

Figure 3: Distribution of staff by race and type of institution



Source: HSRC-NDT-CATHSSETA Tourism Firm Survey, 2016

Minimum staff qualifications

Almost all private training providers indicated that there was a minimum entry qualification required for staff involved in tourism sector education training at their institutions. Only two from public universities, and one from a TVET college, said there was a minimum entry qualification required for staff involved in tourism sector education training at their institutions. It was also important to note that only one private training provider said there was no entry qualification needed for the staff.

Table 7: Please select the entry level for staff in tourism related education

<i>Minimum staff qualification</i>	<i>Private Training Provider</i>	<i>Public University</i>	<i>TVET College</i>	<i>Total</i>
Diploma	6	0	1	7
Honours	1	1	0	2
Master's	0	1	0	1
National certificate	2	0	0	2
Diploma/Min 3 yrs. experience	1	0	0	1
Total	10	2	1	13

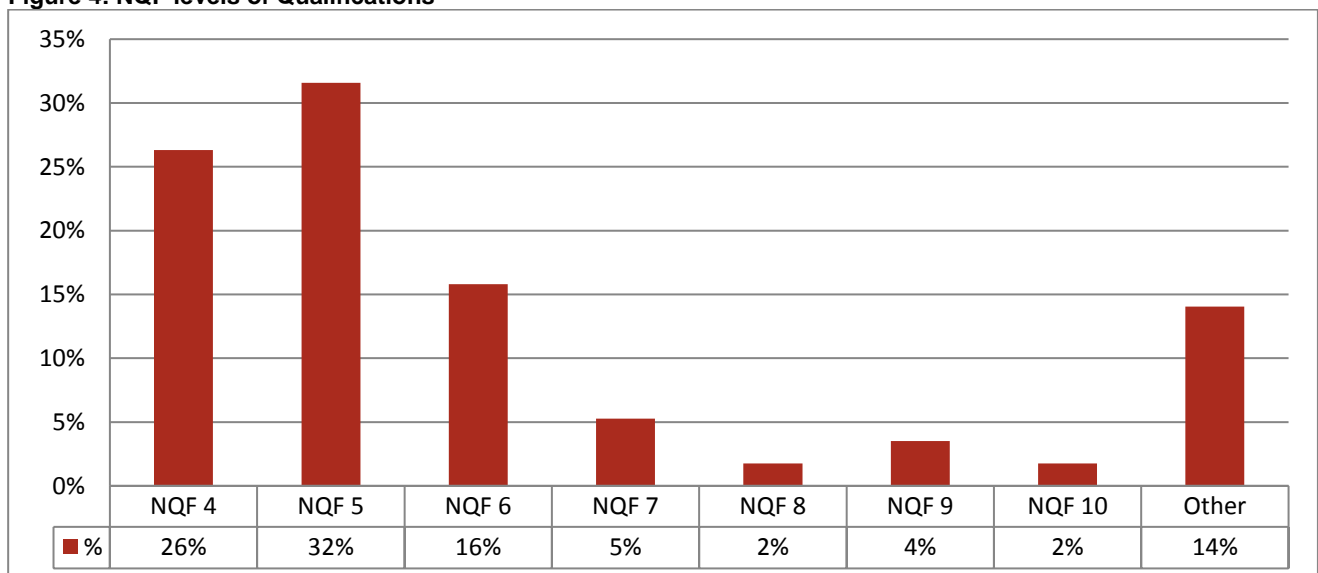
Source: HSRC-NDT-CATHSSETA Tourism Firm Survey, 2016

Six (out of 10) private training providers said that the entry level requirement for staff in tourism related education was a diploma; one public university said that it was an Honours qualification, and one TVET college said it was a diploma. Only one public university noted that a Master’s qualification was the minimum entry requirement and only one private training provider said a diploma/minimum three years’ experience was required.

3.3. Mode of delivery of training offered

The vast majority of these qualifications (86%) are delivered as class based and with 4% offered via distance learning. A total of 57 qualifications were offered by the institutions profiled in this survey. 14% of courses which did not have an NQF level classification were unaccredited short courses offered by the private sector 69% of these qualifications were in the hospitality sector, with the majority being food and beverage and chef courses.

Figure 4: NQF levels of Qualifications



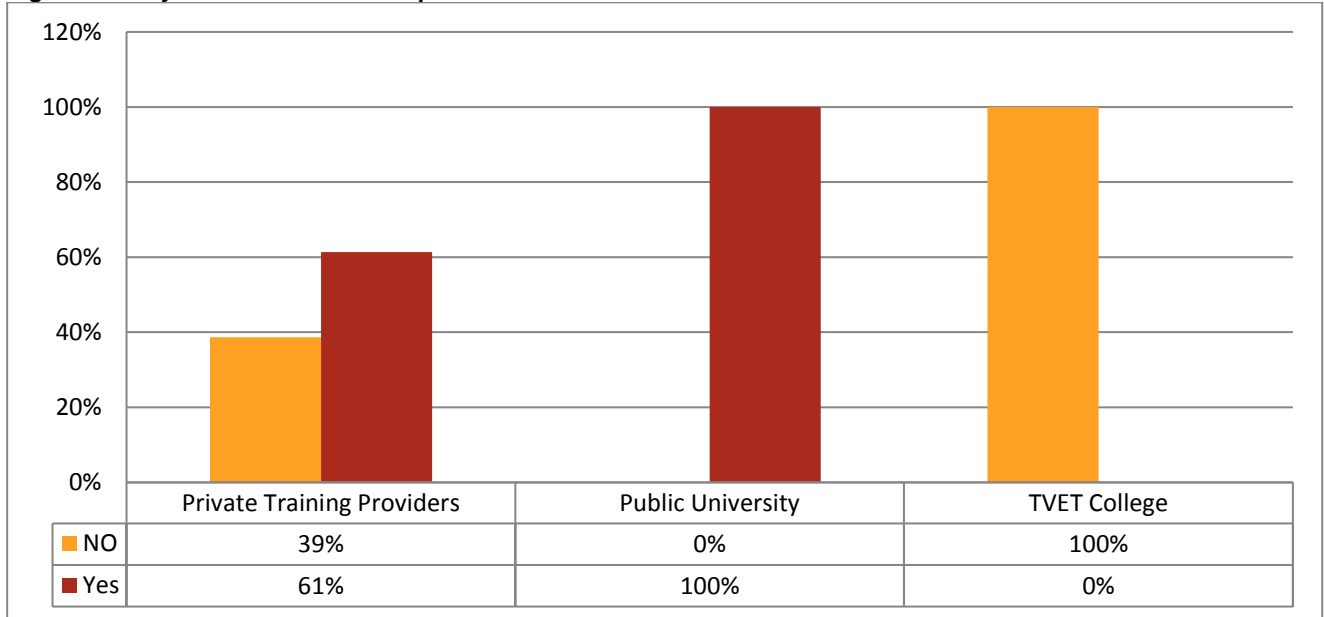
Source: HSRC-NDT-CATHSSETA Tourism Firm Survey, 2016

The Figure above indicates that the majority of the qualifications offered by the institutions are entry level qualifications, with 74% of the qualifications being below undergraduate degree level. Very few institutions offered undergraduate degrees in tourism, hospitality and conservation. Those institutions which were offering these degrees, did not offer any lower level qualifications which provided the graduates with practical experience. The fact that the majority of the qualifications being offered were below NQF level 7 means that the tourism sector was not encouraging graduates with post graduate qualifications. The implications of this were fewer graduates available to fill top strategic management positions and also that it limits the level of research in the tourism sector. This finding resonates with a finding in the firm level survey whereby firms reported their challenges in filling managerial positions across all tourism related sectors.

Curriculum development

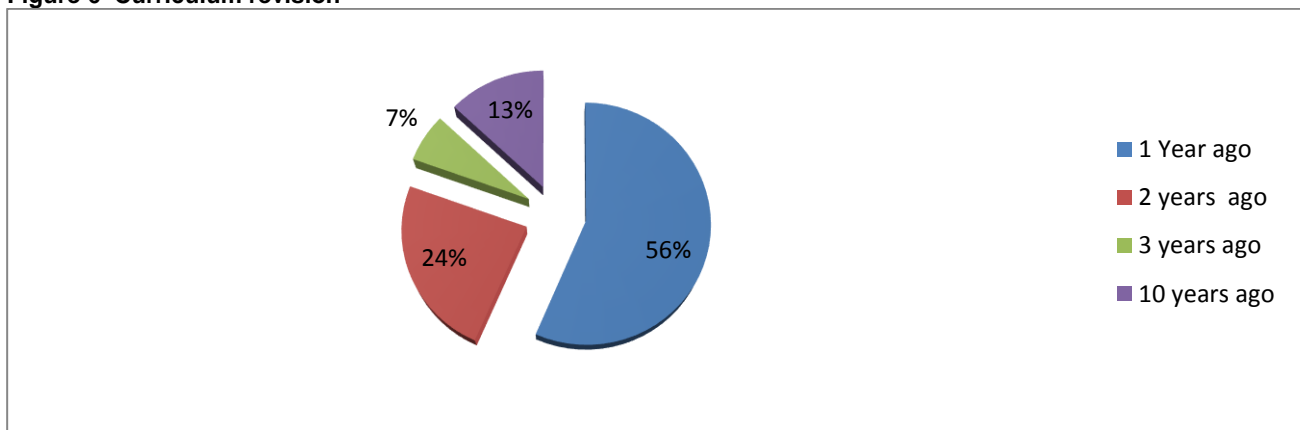
With regard to curriculum development, it is noted that 68% of these qualifications were developed by the institutions where they were being taught. All Public universities, and 61% of private training providers, indicated that they developed the courses that they were currently offering themselves. TVET colleges indicated that they did not develop the qualifications that they offered. Of the qualifications offered, but not developed, by private training colleges, the majority were internationally accredited courses such as the City and Guilds and CATHSSETA qualifications.

Figure 5: Did your institution develop the curriculum for this course?



Source: HSRC-NDT-CATHSSETA Tourism Firm Survey, 2016

Figure 6 Curriculum revision



Source: HSRC-NDT-CATHSSETA Tourism Firm Survey, 2016

Fifty-six percent of the institutions indicated that they had revised their courses a year ago, majority of these being private sector institutions. TVET colleges indicated that their courses had last been revised some 10 years ago.

Distance learning

Institutions were asked whether they offered distance learning courses. The main objective of this question was to ascertain the possibility of part-time learning especially for those who were fully employed in the tourism and hospitality sectors.

Table 8 Does your institution offer distance-learning courses?

	<i>Private Provider</i>	<i>Training Public University</i>	<i>TVET College</i>	<i>Total</i>
No	9	2	1	12
Yes	6	0	0	6
Total	15	2	1	18

Source: HSRC-NDT-CATHSSETA Tourism Firm Survey, 2016

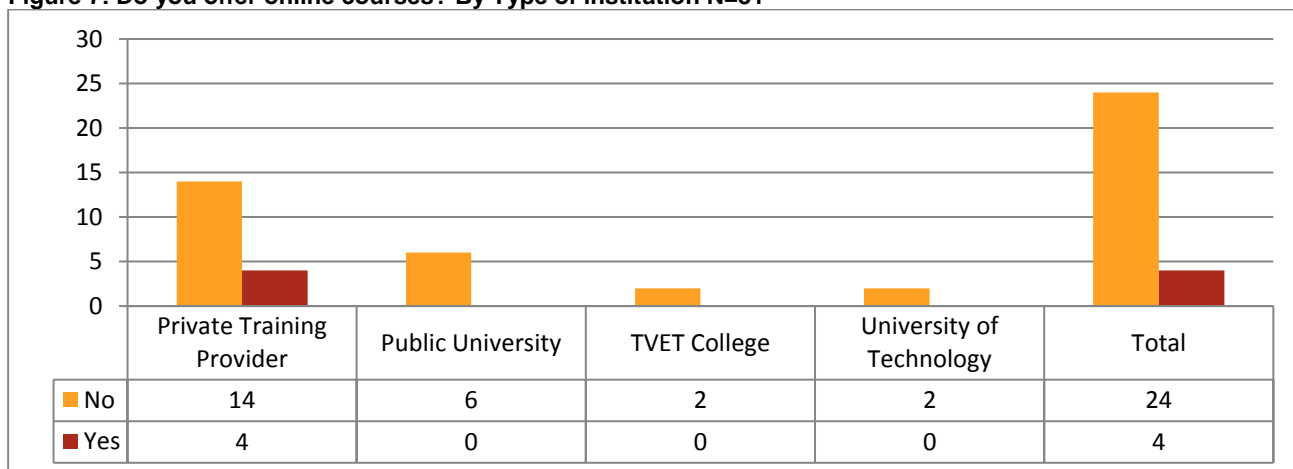
Institutions that are offering distance education used online web based learning, video tutorials, online exam coaching and downloadable web resources as their course delivery methods.

Institutions were also asked if there were specific courses which cannot be offered through distance learning. The main courses were those which required continuous practical assessments like chef certificates and cookery courses.

Online Courses

Most institutions did not offer online tourism, conservation and hospitality courses and of those that did these were found to be private sector training providers.

Figure 7: Do you offer online courses? By Type of institution N=31



Source: HSRC-NDT-CATHSSETA Tourism HEI Survey, 2016

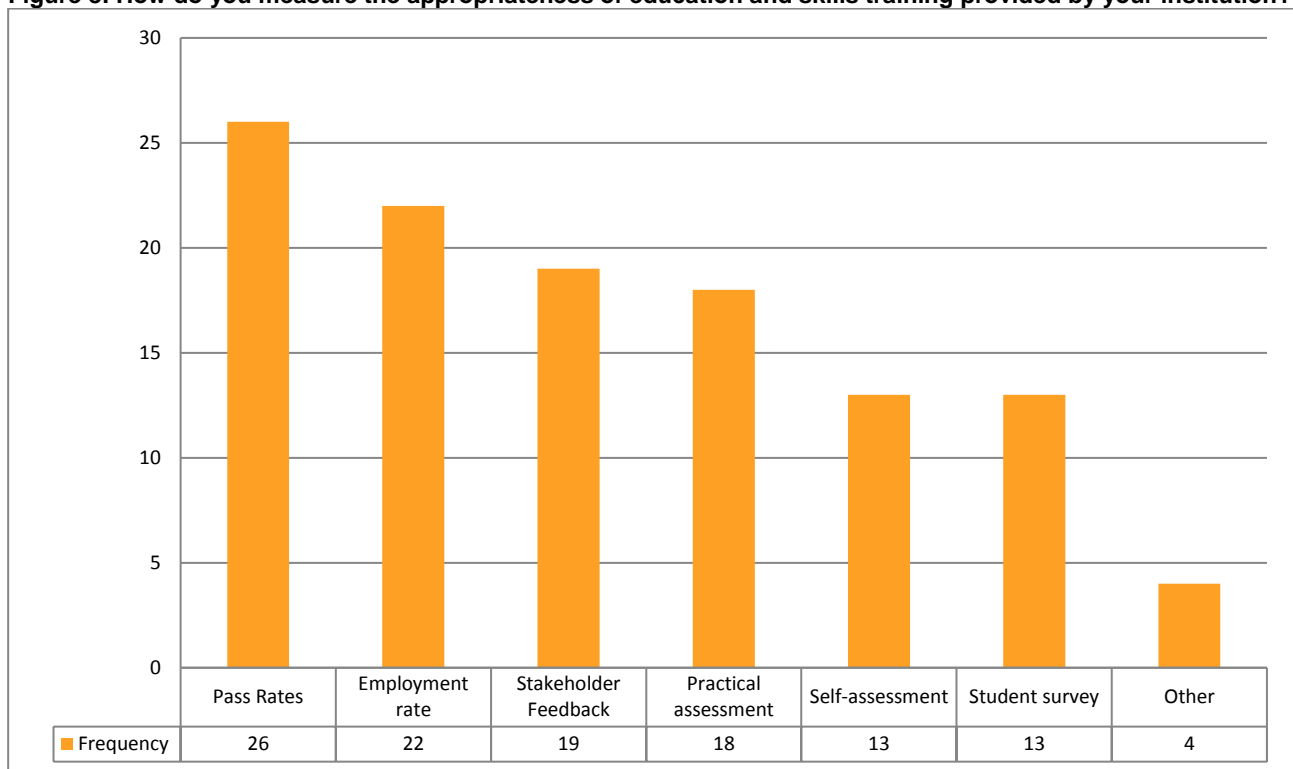
Institutions which offer online courses use a variety of strategies to recruit students. These include advertising on school websites, social media such as Facebook, and print media, and by word of mouth and client referrals.

There were various challenges reported by private colleges when offering online courses including lack of reliable internet access by students, and the low literacy and numeracy skills among students. The lack of discipline from students was also cited as a challenge.

Indicators of appropriateness of education and skills training provision

Institutions were asked to indicate how they measured the appropriateness of education and skills training provided by the said institution. 26 institutions indicated that they considered pass rates, 22 indicated employment rates, and 19 indicated stakeholder feedback, while 18 indicated that practical assessments were adequate measures of appropriate education and skills training.

Figure 8: How do you measure the appropriateness of education and skills training provided by your institution?



Source: HSRC-NDT-CATHSSETA Tourism HEI Survey, 2016

Alignment of skills and training to industry needs

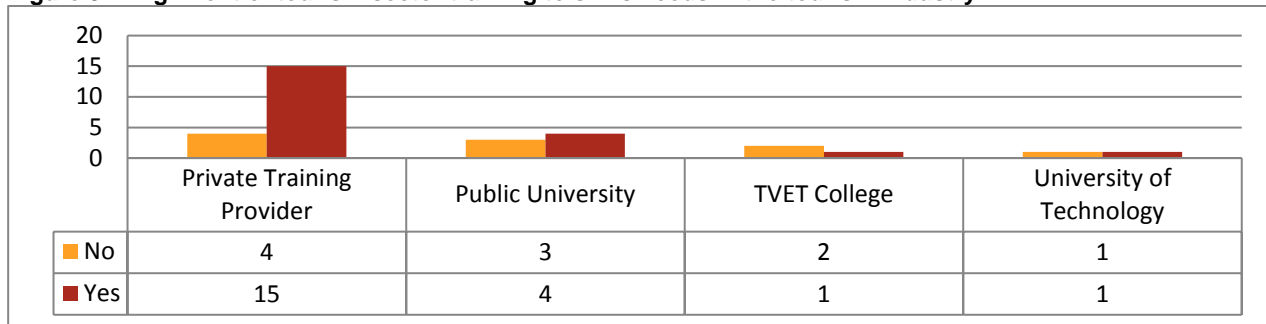
Most respondents believed that there was good alignment between tourism, hospitality and conservation sectors training and the skills needs of the tourism industry in South Africa.

Table 9: Is there an alignment between tourism training and the skills needs of the tourism sector industry in South Africa? (n = 34)

	<i>Frequency</i>	<i>Percentage</i>
No	10	29
Yes	24	71
Total	34	100

Source: HSRC-NDT-CATHSSETA Tourism HEI Survey, 2016

Figure 9: Alignment of tourism sector training to skills needs in the tourism industry



Source: HSRC-NDT-CATHSSETA Tourism HEI Survey, 2016

Majority of the institutions held the view that their training was well aligned to skills needs in the tourism sector.

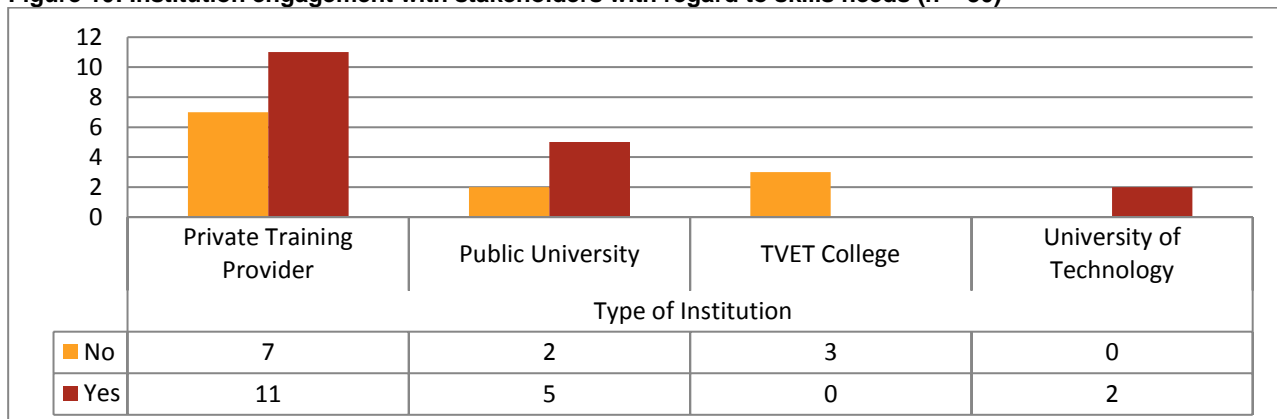
Table 10: Has your institution engaged with stakeholders in the tourism industry concerning skills needs? (n = 33)

	<i>Frequency</i>	<i>Percentage</i>
No	13	39%
Yes	20	61%
Total	33	100

Source: HSRC-NDT-CATHSSETA Tourism HEI Survey, 2016

The Table indicates that 20 (of 33) institutions engage with tourism stakeholders with regard to skills needs.

Figure 10: Institution engagement with stakeholders with regard to skills needs (n = 30)



Source: HSRC-NDT-CATHSSETA Tourism HEI Survey, 2016

As the figure illustrates private training providers, public universities and universities of technology undertook engagements with industry to determine training needs whereas TVETS reportedly did not appear to engage with stakeholders.

Alignment of course content and the skills needs of the industry?

Respondents pointed to factors which impacted on enhanced alignment between the content of the curriculum and the skills needs of the industry.

- **Regular communication** and **closer collaboration** between the tourism industry, institutions and training facilities ensure that the content is on par with industry requirements. This ensured that the training met industry requirements;
- Bureaucratic process make it difficult to align the curriculum to industry needs with the concern about the lengthy delays (in some instances years for curricula to be revised);
- The lack of experience of curriculum developers to industry experience;
- Lack of alignment between faculties (e.g. Arts and Economics) so training is incongruent and incompatible.
- Industry engagement should be the domain of the education and training authorities since it was an expensive exercise which most Further Education and Training institutions could not afford.

Curriculum Review by HEI's

Respondents reported that as a result of industry engagements they had included more practical training components and simulated training. The aim is to give the learner the overall idea on how a hotel runs. One example was of a “discovery learning game” which aimed to help them understand how actions of each department impact on the other and on business as a whole”. With practical training it was noted that the student has a better understanding of how the industry works.

Learning material and skills training were also updated. One respondent indicated that the “the foci of some modules may have shifted to address the shortcomings of the majority of the students coming through the high school system and the broad tourism industry”. The introduction of training in industry specific software training such as Tourplan, Galileo, Pastel and Summit were noted as illustration of the responsiveness of HEIs to training needs of the industry.

Industry engagements had also contributed to a new Quality Council for Trades and Occupations (QCTO) chef and cook qualification being introduced. Another example cited was with respect to the change from a generic first year course for Ecotourism students, where Tourism and Ecotourism students completed the same modules to a newly developed Ecotourism Diploma with a new curriculum focusing on Ecotourism related subjects from year one”.

However it was noted that in some instances engagements had not resulted in any changes. A particular example was the hospitality curriculum which was now considered outdated and with uncertainty about the introduction of new qualifications.

Value of Engagement with various stakeholders

The various institutions rated the value of their engagements with different institutions.

Engagements with CATHSSETA

- About 47% of the institutions indicated that their engagement with CATHSSETA was of high value,
- 37% thought that their engagement was of moderate value,
- 16% indicated that their engagement was of no value.

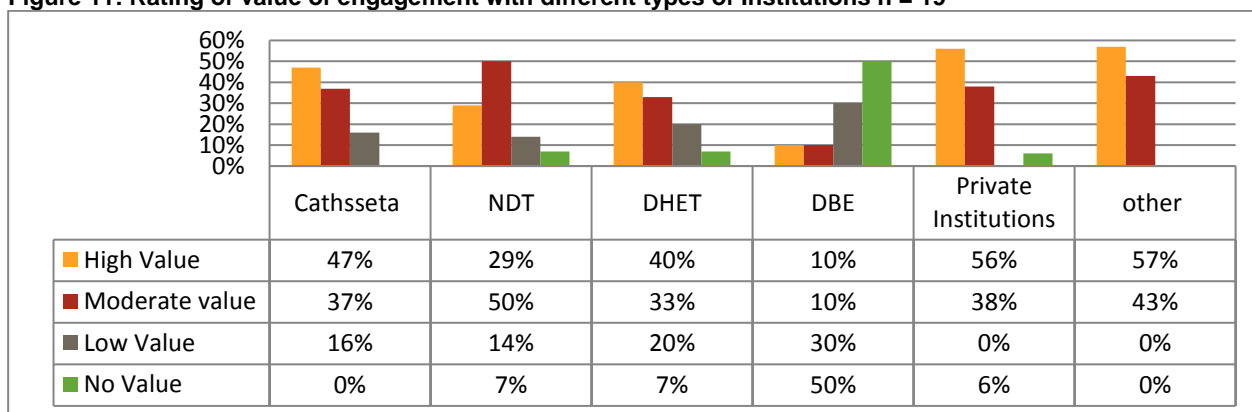
Engagements with NDT

- 29% of the institutions indicated that their engagement with the NDT was of high value;
- 21% reportedly found their engagement of low value and/or no value.

Engagements with DBE and DHET

- Around 80% of the institutions believe that there is a very little value from their engagement with the DBE. This is a cause for concern as the DBE plays a critical role in producing the learners who feed into these institutions.
- 27% of the institutions reported that their engagement with DHET has low and/or no value to them. DHET is the custodian of higher education hence the expectation that its engagement with training institutions will be of high value.

Figure 11: Rating of value of engagement with different types of Institutions n = 19



Source: HSRC-NDT-CATHSSETA Tourism HEI Survey, 2016

3.4. Soft Skills

Soft skills are an important and integral aspect for the tourism and hospitality sectors which are customer service orientated. In the Table priority soft skills are ranked in terms of level of importance.

Table 11: Ranking of importance of soft skills n=34

<i>Skill</i>	%
General communication skills	94%
Customer focus and service excellence	82%
Interpersonal, inter-group and cross-cultural communication skills	82%
Information technology skills	74%
Entrepreneurship and/ business management skills	71%
Literacy	71%
Numeracy	71%
Problem-solving skills	71%
Reflective skills	71%
Team-building and teamwork skills	68%
Time management	62%
Lateral and creative thinking	56%
Systems thinking	32%

Source: HSRC-NDT-CATHSSETA Tourism HEI Survey, 2016

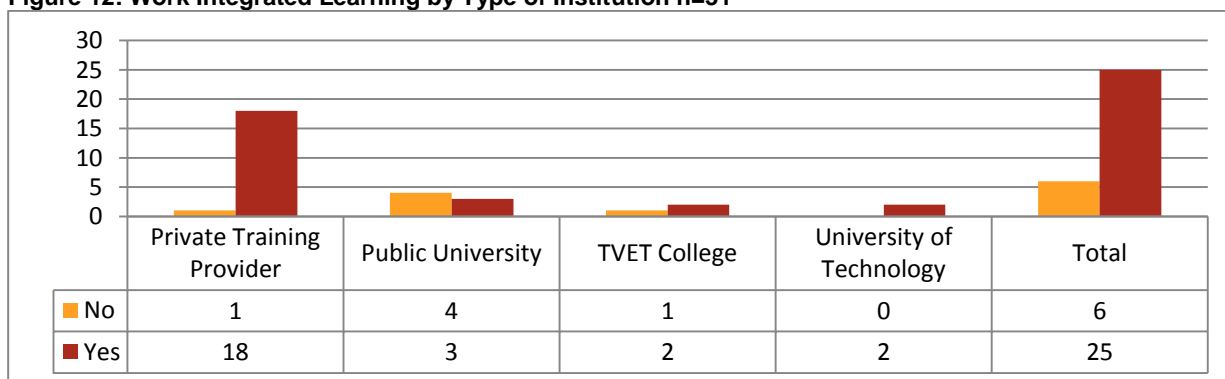
Top skills need

There is a general consensus across the various institutions that communication was a critical skill that all that graduates need. This was followed by the need for graduates to be professional, able to solve problems and have a strong service culture orientation. Computer literacy and proficiency, basic financial management and people skills were also identified as top training needs.

3.5. Work Integrated Learning

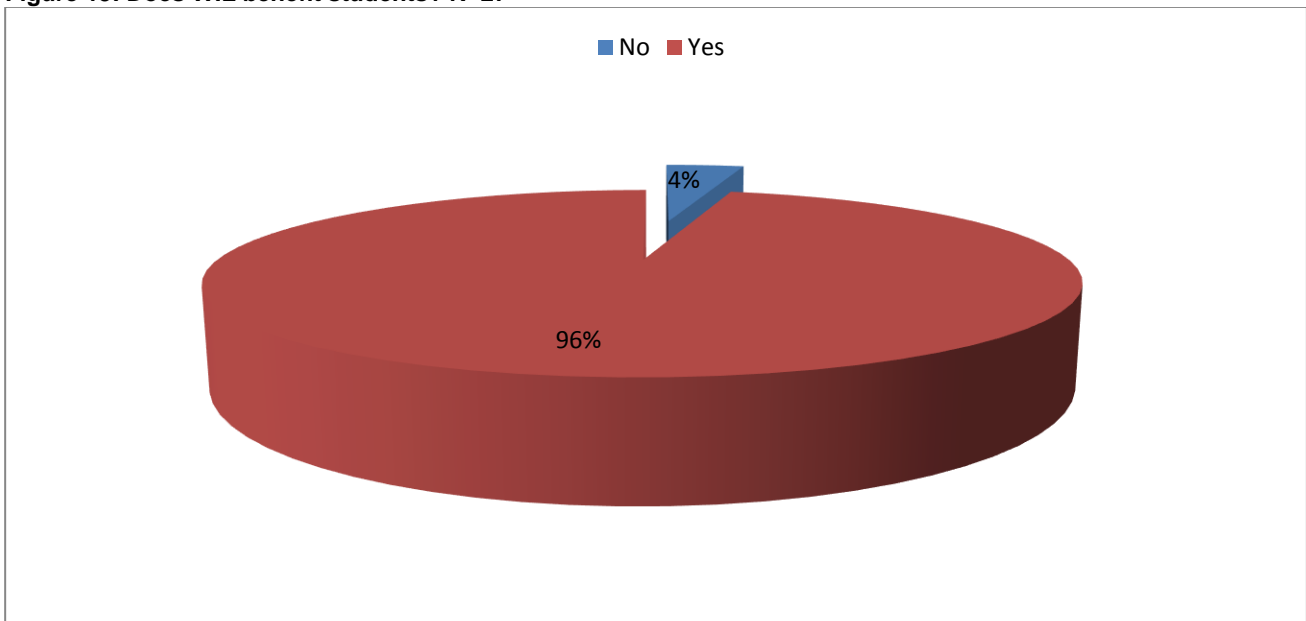
There is a general agreement that practical learning is an important component for supplementing theory-based learning. Figure below 8 indicates that most institutions (25) considered WIL (Work Integrated Learning) to be an important part of learning for students. Furthermore, 96% of the institutions stated that WIL has benefits for students.

Figure 12: Work Integrated Learning by Type of Institution n=31



Source: HSRC-NDT-CATHSSETA Tourism HEI Survey, 2016

Figure 13: Does WIL benefit students? N=27



Source: HSRC-NDT-CATHSSETA Tourism HEI Survey, 2016

As indicated in the Table below, institutions cited the gaining of experience by students as the main benefit of the WIL. From these responses, it could be said that WIL prepared students for the real world and the tourism sector experience and environment. Other benefits included mentoring of students by industry and companies, and the ability to apply theory learnt during the course through practical training.

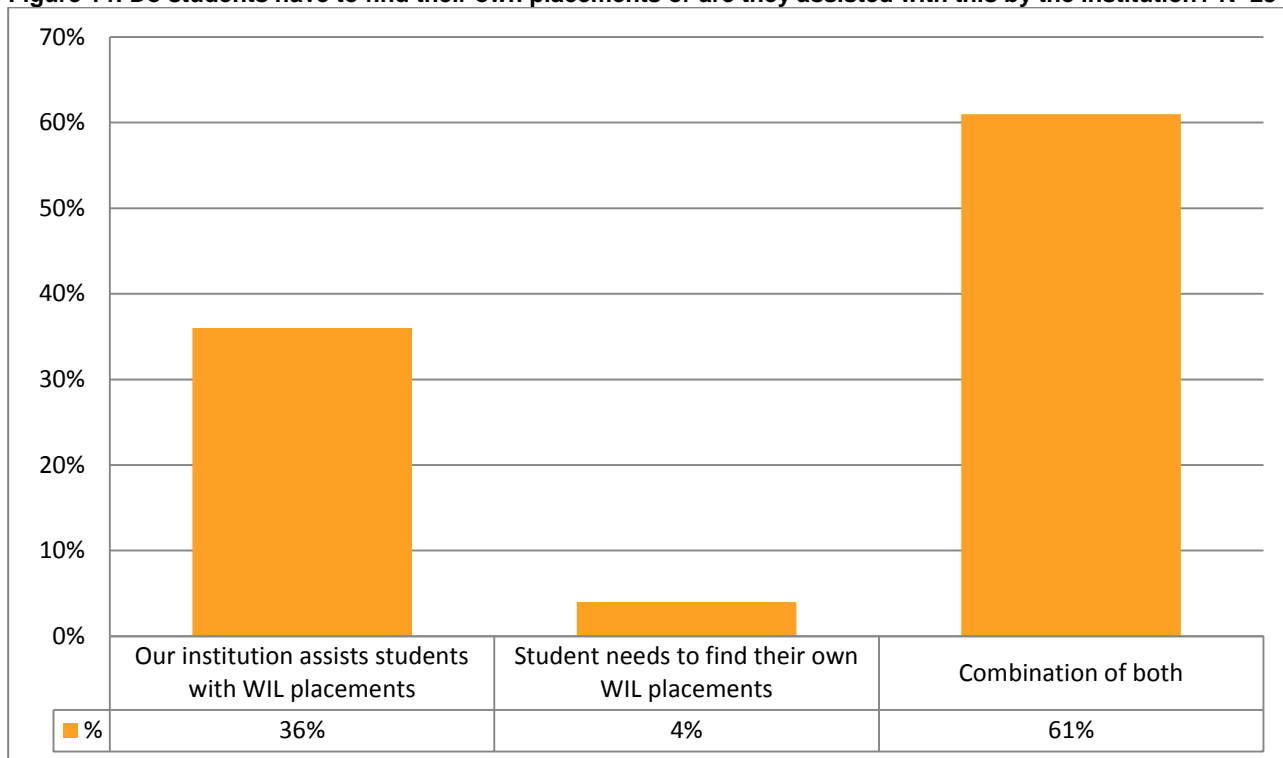
Table 12: Benefits of WIL

<i>Application of Theory and Skills Development</i>
Benefit From Practical Experience
Gaining early Work Experience and exposure in the Working Environment
Industry Exposure
Learners are being Mentored
Practice what they have learnt in theory
Prepare for the Work Environment
Prepare Learners for the Career
Prepare Learners for the Real World and Industry
Prepare Students for Work and Increases Employability
Students able to discover their Strengths and Weakness
Students Understand the Industry better
Substitute for Work Experience
Industry Training Acquired

Source: HSRC-NDT-CATHSSETA Tourism HEI Survey, 2016

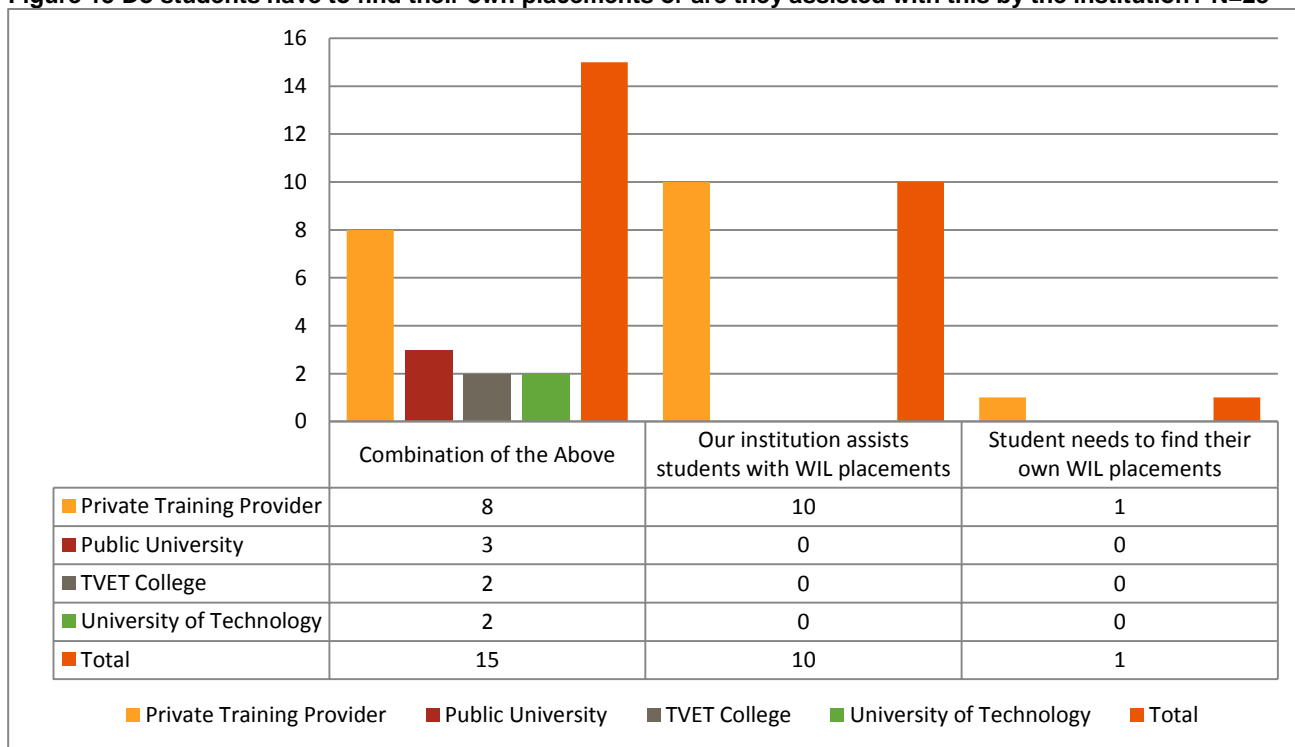
The majority (61%) of institutions relied on the combination of their own institutional programmes and students organising their own placement in various industries. Only 34% institutions had their own WIL placement programmes.

Figure 14: Do students have to find their own placements or are they assisted with this by the institution? N=28



Source: HSRC-NDT-CATHSSETA Tourism HEI Survey, 2016

Figure 15 Do students have to find their own placements or are they assisted with this by the institution? N=28



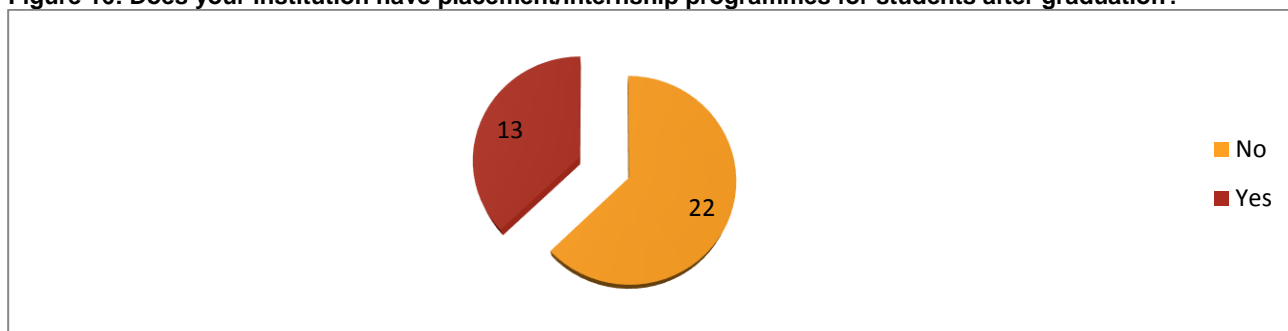
Source: HSRC-NDT-CATHSSETA Tourism HEI Survey, 2016

Typically hospitality students were placed in major hotels, lodges, bed and breakfast establishments, conference centres, and wedding venues. Travel and tourism students were placed with travel operators and agencies, transport operators and airlines, as well as in local government and in NGOs. Conservation students were typically placed in game reserves (public and private) and national parks. Other firms included graphic design companies, events management companies, casinos and catering outlets.

3.6. Job placements after graduation

In order to ascertain the level of support which institutions offered to graduates after completing their qualifications, the survey probed the nature of support institutions provided to graduates with work placements upon graduation. Twenty-two of the institutions indicated that they did not assist graduates with placements and 12 indicated that they did assist graduates with job placement.

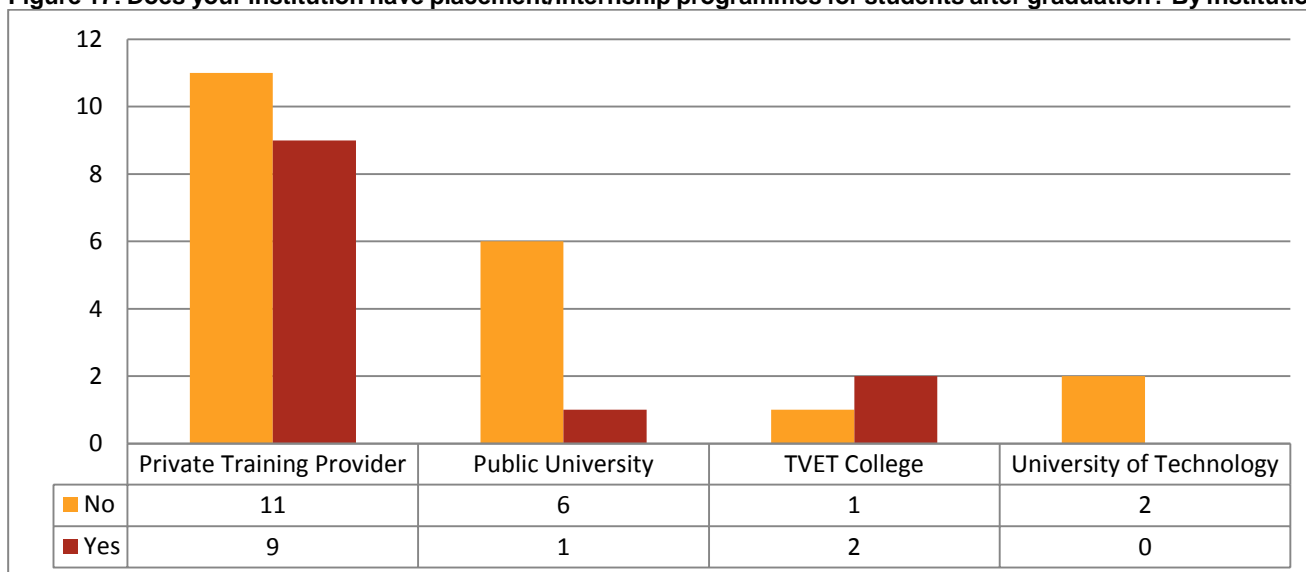
Figure 16: Does your institution have placement/internship programmes for students after graduation?



Source: HSRC-NDT-CATHSSETA Tourism HEI Survey, 2016

Private training providers were more likely to have support programmes for the students upon graduation compared with other HEI's

Figure 17: Does your institution have placement/internship programmes for students after graduation? By institution



Source: HSRC-NDT-CATHSSETA Tourism HEI Survey, 2016

Nature of job placement support

The private training provider institutions indicated that they offered support in terms of assisting students with finding employment through a career centre, affiliate programmes, assistance with submitting student CVs to employers, mentoring and coaching. SACT places graduates and other students are offered employment within their WIL programmes. Public universities assist students with CV writing, job hunting and interview skills. TVET colleges have WIL officers situated at every campus and they have their student support services liaise with the industry.

Number of placed graduates

Private training provider institutions reported placing more graduates compared to public universities and TVET colleges. In 2013, private institutions reported that they had placed 521 graduates as compared to only 56 by public universities. The trend, as shown in the table below, appears to reflect that private training institutions have a stronger link with the tourism industry employers than their public counterparts.

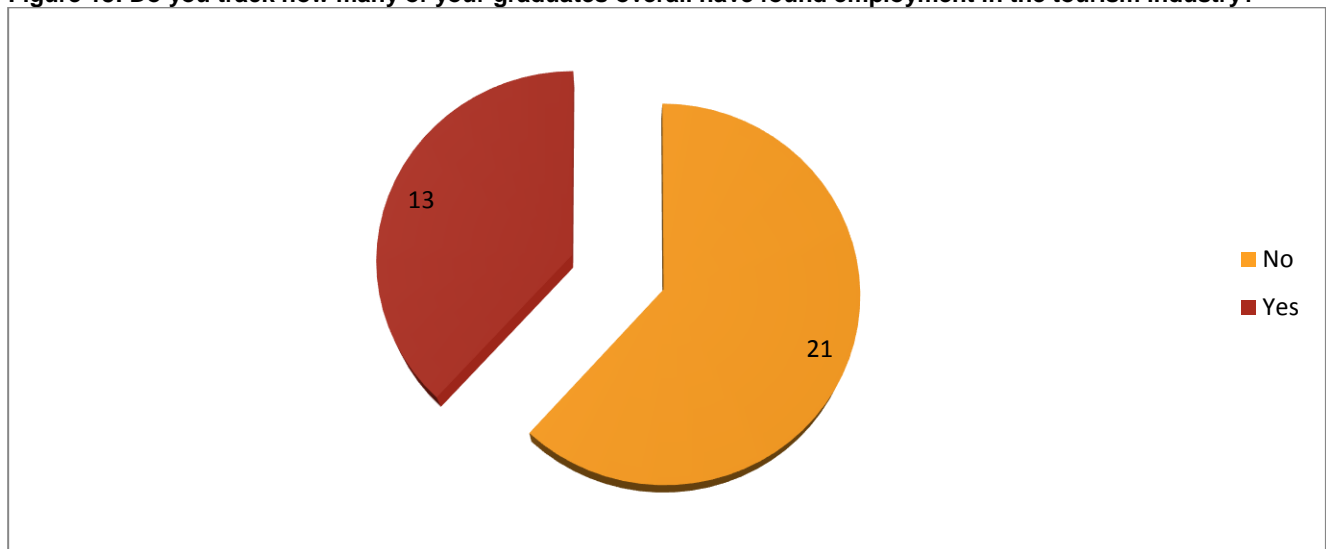
Table 13: Number of placed graduates by year

Type of institution	2013	2014	2015
Private Training Provider	521	168	731
Public University	56	74	62
TVET College	40	40	40
University of Technology	0	0	0
Total	617	282	833

Source: HSRC-NDT-CATHSSETA Tourism HEI Survey, 2016

Institutions were also asked if they tracked the number of graduates who found employment after graduation. The main objective of this question was to ascertain if these institutions used employability as measure of the quality of their course. The results of this question are presented below.

Figure 18: Do you track how many of your graduates overall have found employment in the tourism industry?



Source: HSRC-NDT-CATHSSETA Tourism HEI Survey, 2016

Only 13 of the 34 institutions kept track of the post qualification labour market outcomes of graduates. While institutions provided details of number of graduates who had found employment as presented in the Table below, they didn't provide enrolment data in order to make effective assessment of the labour market outcomes of graduates. The lack of data for TVETS and Universities of Technology could be as a result of their inability to keep track of graduates and not the failure of their programme.

Table 14: Graduates who have found employment

	2013	2014	2015
Private Training Provider	387	207	574
Public University	23	117	110
TVET College	0	0	0
University of Technology	0	0	0
Total	410	324	684

Source: HSRC-NDT-CATHSSETA Tourism HEI Survey, 2016

Challenges regarding post training placements

Private training provider institutions cited a number of reasons, such as employers not placing value on unit standard based qualifications (qualification with unit standards from other disciplines), for the low placement of its graduates. Institutions also highlighted that the attitude and behaviour of the students deterred the employers from taking them for job placements. Students' unwillingness to take the initiative and find placements by themselves was also as an impeding factor when it came to job placements.

Public universities cited reasons for low employability including the unwillingness of the tourism industry to pay higher salaries, the mismatch of skills produced by training institutions, and the skills demanded by the industry.

The perception of poor quality of TVET colleges appeared to be another factor in the employment of graduates as the tourism industry held the notion that TVETS produced underqualified graduates hence the difficulty in job placements.

Private training provider institutions are of the view that lack of work readiness, poor work ethic, low levels of numeracy and literacy, and the lack of experience are factors that hamper the employment of graduates in South Africa.

TVET colleges and University of Technology representatives suggested that the lack of stipends, students' apathy and sense of entitlement, and the industry's failure to trust the graduates produced by specific institutions, were factors impacting on the employability of graduates in South Africa.

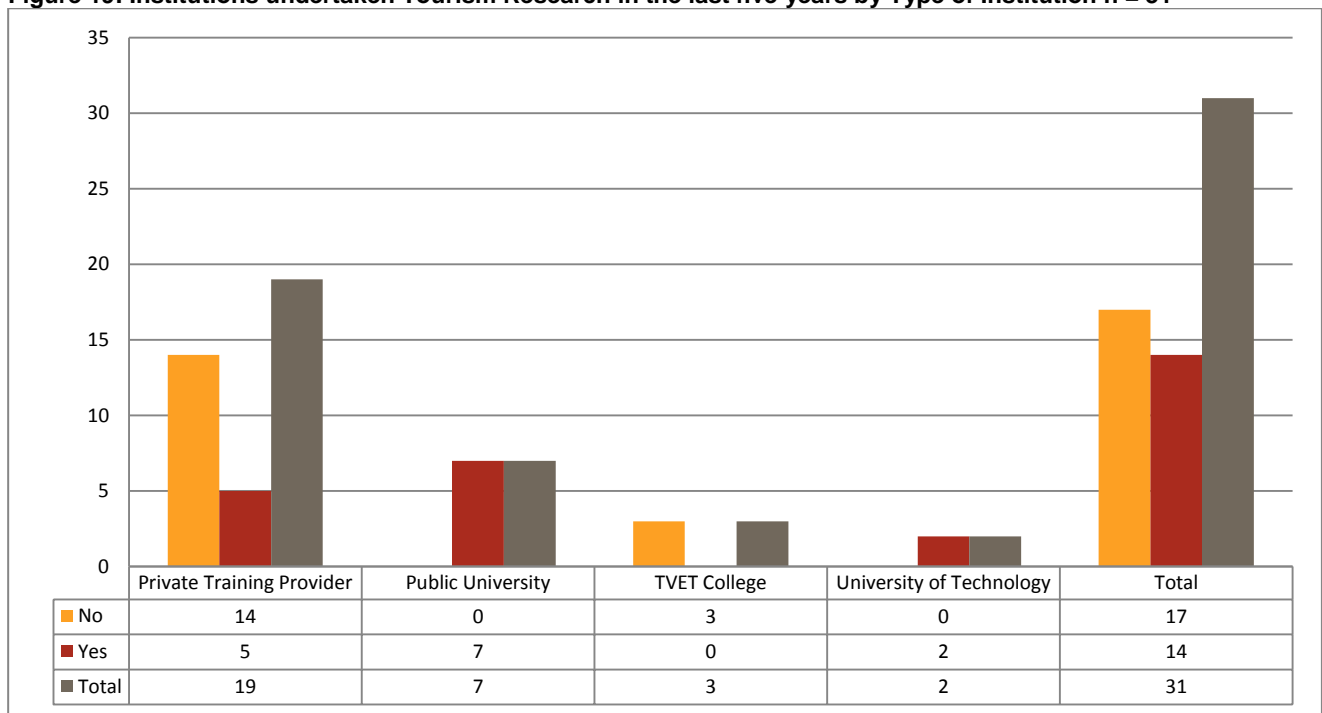
3.7. Tourism Research

There is a call for more research on human resource development in tourism to be conducted. Respondents recommend that the industry needs must be surveyed and the results made available to training providers by education and training authorities. A review could be conducted using the UK City and Guilds methodology and practice and compared to South Africa. Information obtained from tourism work stations where students do their WIL was also valuable and could be used to inform curriculum development.

Human Resource Development Research undertaken in the last five years

Of the 31 institutions profiled, 17 reported not undertaking any research. All the universities and University of Technology institutions undertook tourism research in the last five years, although the focus was not specifically on human resource development. There was general acceptance of the value of research as it created new knowledge and a deeper understanding of the tourism sector and would inform better planning and delivery of tourism skills development interventions

Figure 19: Institutions undertaken Tourism Research in the last five years by Type of Institution n = 31

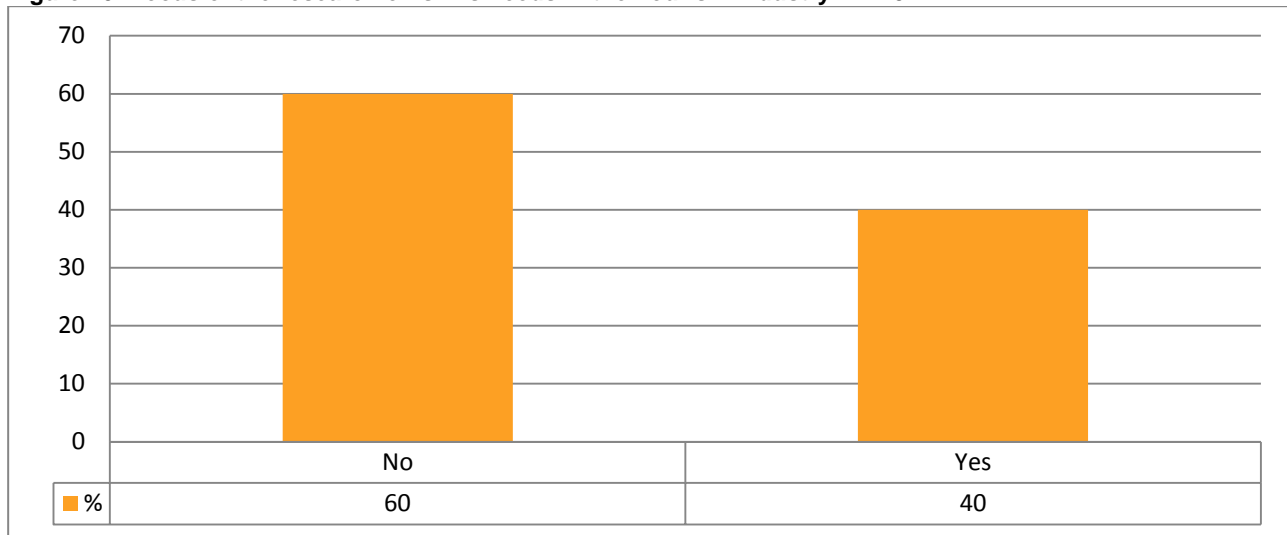


Source: HSRC-NDT-CATHSSETA Tourism HEI Survey, 2016

Determining research agendas in HEIs

There is a convergence of views that research agendas are largely determined by student or lecturer interests and fields of specialisation. Very few noted that research themes/questions were developed based on feedback from the industry.

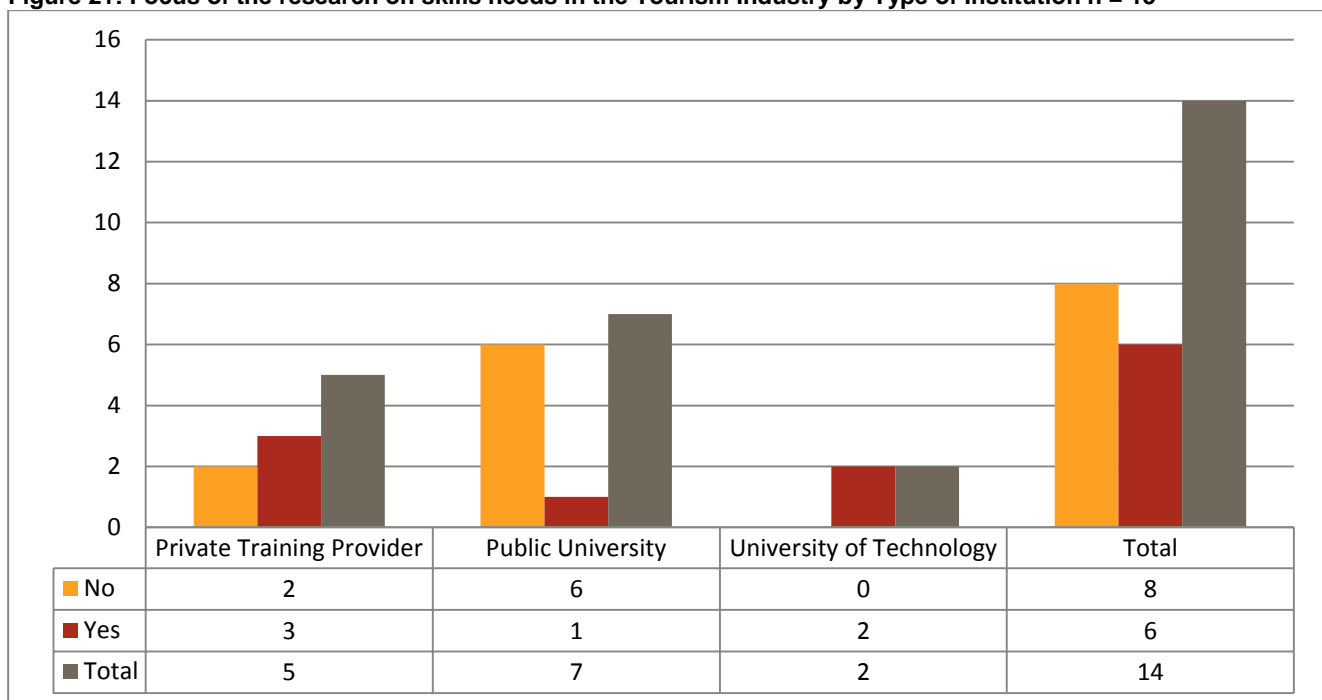
Figure 20: Focus of the research on skills needs in the Tourism Industry n = 15



Source: HSRC-NDT-CATHSSETA Tourism HEI Survey, 2016

Forty percent of the respondents suggested that the focus of their research was on skills needs in the tourism industry. It was evident that little research on skills needs in the tourism industry was being undertaken.

Figure 21: Focus of the research on skills needs in the Tourism Industry by Type of Institution n = 15



Source: HSRC-NDT-CATHSSETA Tourism HEI Survey, 2016

Majority of respondents in the private training provider category advised that they did focus was on the skills needs research in the tourism industry while this did not appear to be the situation with public universities. Although research activity was much more prevalent at universities the focus was on broader tourism issues.

Tourism human resource development did not occupy a central place on the research agenda across all institutions.

There are diverging opinions with regard to why the low priority focus on THRD research. Among the responses were workload pressure particularly teaching schedules and availability of funding A factor that contributed to research being undertaken was that research was compulsory module for third year students at some institutions. The requirement for educators to generate research outputs which would secure state funding was also put forward as an enabling factor. Interestingly, some respondents noted the need to ensure learners were equipped for industry as a factor motivating research on THRD.

3.8. Tourism Human Resource Development Strategy Vision Statements

Educators shared their ideas about what their vision for the THRD strategy would include

- A tourism industry which graduated highly skilled learners who were familiar with the rules and regulations that governed the industry and therefore were able to offer world-class services
- A relevant and dynamic tourism curriculum responsive to and informed by industry needs.
- A well trained base workforce in the industry who understand food safety and workplace safety, command basic skillsets and have articulation options for growth. A standardised exit level, with all graduates capable of a minimum international standard.
- A better paid workforce, and a better regulated industry requiring minimum food safety training and membership of the Professional Body.
- A South Africa where young unemployed and marginalised people, especially young rural women (the segment of the population most severely affected by employment leading to the hopelessness of poverty and its accompanying social ills) have received excellent industry related and life skills development training followed by relevant work place experience as paid interns which would have empowered them to the point where they had joined with success, the burgeoning tourism industry of South Africa.
- “Tourism graduates understand that tourism is an embodied experience, that it involves the perception and marketing of landscapes, heritage and culture. No longer is tourism just embedded within a context of business, but also of arts and humanities. Now, in 2026, tourism graduates have a broad-based understanding of the context of tourism, its impacts and future.”
- “South Africa is recognised as first destination of choice, where tourists will be coming in large numbers. Due to the world class services provided ”

Key strategies which will contribute to the realisation of this vision

Towards the realization of this vision respondents recommended the implementation of the following strategies:

- Revise the curricula to match the needs of the industry with the curriculum;
- Enhancing the quality of tourism education at school level;
- Implementation of industry identified skills programmes;
- Quality of tourism research should be improved to contribute to the realisation of this vision and the provision of relevant quality qualifications, needs assessment of the industry, good quality research, career guidance of learners at basic education level, and improved quality of both basic education educators and lecturers;
- The importance of involving all stakeholders in contributing towards the realisation of the vision;
- Necessity of securing commitment of DHET as well as inputs and engagements between private and public stakeholders at grassroots level and changing the focus to “demand-led” training.
- Making WIL in all programmes compulsory;
- New standardised curricula and introducing external summative assessment for standardised exit levels, articulation and graduate programmes,
- Establishment of a Professional Body to regulate the food service standards;
- Motivating industry partners in both the public and private sector to accept graduates for learnerships and internships.

4. SUMMARY KEY FINDINGS

4.1. Profile of Respondents (and tertiary institutions)

The sampled population consists of a total sample of 32 respondents from various HEI's representing Public Universities (22%), University of Technologies (6%), TVET colleges (9%), and from private institutions and colleges (63%) sampled across all nine provinces in South Africa.

The respondents were 71% white, 18% Black African, 3% Coloured and 3% Indian. Fifty-four percent were females and 46% males. The majority of the respondents were in the age group of 40-49 (44%), 21% between the age groups of 30-39 and 50-59 respectively and 12% between the age group of 21-29 with only 3% 60 years+. Twenty-six percent of the respondents indicated that the highest qualification that they held was a Diploma or equivalent, 26% a Doctoral degree, and 17% a Bachelor's degree or equivalent and Master's.

4.2. Profile of Tourism Educators in HEI's

Private training providers appeared to have higher staffing levels compared with other types of HEI's They were also likely to have more part-time staff members.

The composition of the lecturing staff across the various institutions is mainly female. Racial profile of staff was predominantly white in the private training institutions and black Africans in the TVET colleges and public institutions, with a fairly low representation of Coloureds and Indians.

In the private training institutions the entry level of qualification for staff in tourism related education is a Diploma/minimum three years' experience and a National Certificate, while in the public universities, the entry level is either an Honours or Master's degree and at TVET colleges the minimum requirement was a Diploma .

4.3. Mode of Delivery of Education and Training Programmes.

The majority of the qualifications are delivered in the form of class based, with very few qualifications offered through distance learning and online courses. Interestingly, private training institutions are the only institutions offering distance learning and online courses. Many respondents cited the need for practical teaching as a key factor influencing class based teaching.

4.4. Curriculum development

With respect to curriculum development, the majority of the qualifications are developed by the institutions where they are being taught.

On the other hand, TVET colleges did not develop the curriculum for the courses which they offered.

4.5. Job placements for graduates

In order to ascertain the level of support which institutions offered to graduates after completing their qualifications, institutions were asked whether they assisted graduates with work placements upon graduation. About 22 of the institutions indicated that they did not assist graduates with placements and 12 indicated that they did assist graduates with job placement and these were mainly private institutions and public universities. The nature of job placement support for graduates varies from assisting students with finding employment through a career centre, affiliate programmes, assistance with submitting student CVs to employers, to mentoring and coaching. SACT places graduates and some students are offered employment within their WIL programmes, while the public universities assist students with CV writing, job hunting and interview skills. A large number of tertiary institutions agreed that WIL was an important component of training for supplementing theory-based learning.

4.6. Human Resource Development research for Tourism Industry

The results show that generally, there is a lack of THRD oriented research and this is attributed to the shortage of graduates with post graduate qualifications which has an impact on the pool of graduates pursuing post graduate studies and research as part of their studies.

4.7. THRD Vision

Vision statements for THRD espoused the following expectations:

- Tourism Industry which provided a well-trained and highly skilled workforce who had the necessary skills, knowledge and practical experience;
- Employment progression and career development pathways clearly developed for workers in the industry;
- Decent work and fair employment standards enjoyed by workers in the industry.

Strategies to achieve this vision which were recommended included:

- Revise the curricula to match the needs of the industry with the curriculum;
- Enhancing the quality of tourism education at school level;
- Implementation of industry identified skills programmes;
- Quality of tourism research should be improved to contribute to the realisation of this vision and the provision of relevant quality qualifications, needs assessment of the industry, good quality research, career guidance of learners at basic education level, and improved quality of both basic education educators and lecturers;
- The importance of involving all stakeholders in contributing towards the realisation of the vision;
- Necessity of securing commitment of DHET as well as inputs and engagements between private and public stakeholders at grassroots level and changing the focus to “demand-led” training.

- Making WIL in all programmes compulsory;
- New standardised curricula and introducing external summative assessment for standardised exit levels, articulation and graduate programmes,
- Establishment of a Professional Body to regulate the food service standards;
- Motivating industry partners in both the public and private sector to accept graduates for learnerships and internships

5. IMPLICATIONS FOR THRD:

- 5.1. Establishment of formal platforms for engagement between stakeholders. It was noted that more dialogue and open communication between educational and industrial sectors was required so that each could learn from each-other.
- 5.2. The setting up of advisory committees driven by the state;
- 5.3. Broadening participation on existing structures e.g. QCTO committees do not include many training providers or industry representatives;
- 5.4. Promotion of THRD research as a means of ensuring that THRD interventions are informed by evidence of what works and what doesn't.