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The Responsiveness of the Technical and Vocational Education and Training Tourism Curriculum to the South African Tourism Industry.

by

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A dissertation submitted in partial fulfilment of the requirements for the degree

Master of Education
in
Curriculum Policy Evaluation

Faculty of Education
UNIVERSITY OF JOHANNESBURG

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May 2020

Declaration

I, **Evidance Mbewe**, declare that this dissertation titled: ***The Responsiveness of the Technical and Vocational Education and Training Tourism Curriculum to the South African Tourism Industry*** is my own work and that it has not been submitted for any other course or degree and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references. This dissertation is being submitted in partial fulfilment of the requirements for the Master of Education degree in Curriculum Policy Evaluation at the University of Johannesburg

Name: ....Evidance Mbewe.........   **Date:** ....31 May 2020.......

Signature: …………………………..

Dedication

This work is dedicated with lots of love and heartfelt appreciation to
my three sons, Tanatswa Daryl, Tanashe Denzel and Tumisang Darren,
my daughter Dorica,
grandchildren Shannesse, Anashe and Anesu and
most of all
to Rosina,
the love of my life
and my all-time inspiration

Acknowledgement

I would like to acknowledge the following people whose support and contributions made it possible to successfully complete this study:

Abstract

The National Accredited Technical Education Diploma (NATED) tourism studies qualification in Technical and Vocational Education and Training (TVET) colleges focuses on producing a skilled labour force for the South African tourism industry. The training programme aims at imparting both the theoretical knowledge and practical skills required for employment in the tourism industry or entrance into institutions of higher education. The primary purpose of this qualitative study was to investigate whether the NATED tourism studies curriculum in TVET colleges responds to the needs of the South African tourism industry. Interviews were used to gain insights from tourism employers, tourism lecturers, and NATED tourism graduates. Data from document analysis was used to interpret the findings from the interviews. The study found that tourism graduates exit TVET colleges with some skills, but not the most critical practical skills needed by the tourism industry. However, the findings indicated that some of the skills that employers highlighted as lacking were actually present in the NATED tourism syllabi. Further probing revealed a failure by TVET institutions to effectively translate the syllabi into classroom activities. Some discrepancies were identified as far as following syllabi instructions was concerned: the time allocated for workplace-based experiences, the contact time allocated for the subjects, practicals not being done as recommended, the failure to invite officials from industry as speakers, the failure to use the recommended teaching and learning resources, lecturers not establishing links with industry, and no compilation of the practical portfolio. Less time was allocated for certain subjects and lecturers did not go for work-integrated learning as recommended in the tourism syllabi. The study further revealed that teaching and learning emphasised theory at the expense of practical skills, but that employers from the different sectors of the tourism industry valued these practical skills more than theoretical knowledge. Moreover, the findings established that there was an absence of certain up-to-date knowledge areas from the tourism syllabi. The study therefore recommends a number of strategies for TVET colleges to improve their interpretation and implementation of the tourism curriculum.

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Abbreviations and Acronyms

CAP	Competency and Placement
CAPS	Curriculum Assessment and Policy Statement
CATHSSETA	Culture Arts Tourism Hospitality and Sport Sector Education and
CHE	Council on Higher Education
CNAA	Council for National Academic Awards
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
ETDP	Education and Training Development Practices
FET	Further Education and Training
GDS	Global Distribution Systems
HEQSF	Higher Education Qualifications Sub-Framework
HOD	Head of Department
ICASS	Internal Continuous Assessment
ICDL	International Computer Driving License
ISC	Industry Skills Council
MICE	Meetings, Incentives, Conferences and Exhibitions
NATED	National Accredited Technical Education Diploma
NCS	National Curriculum Statement
NC(V)	National Certificate Vocational
NDP	National Development Plan 2030
NDT	National Department of Tourism
NQC	National Quality Council
NQF	National Qualifications Framework
NSDS	National Skills Development Strategy
NSFAS	National Student Financial Aid Scheme
NTIS	National Training Information Services
OBE	Outcomes-Based Education
OQSF	Occupational Qualifications Sub-Framework
PGCE	Post Graduate Certificate in Education
PSET	Post School Education and Training
QCTO	Quality Council for Trades and Occupations
R191	Report 191

SAACI	South African Association for the Conference Industry
SACE	South African Council of Educators
SAQA	South African Qualifications Authority
SATSA	South African Tourism Services Association
SSACI	Swiss-South African Cooperation Initiative
SETA	Sector Education and Training Authority
TBCSA	Tourism Business Council of South Africa
THETA	Tourism and Hospitality Education and Training Authority
TOP	Travel Office Procedure
TVET	Technical and Vocational Education and Training
UK	United Kingdom
UNISA	University of South Africa
WBE	Workplace-Based Experience
WIL	Work Integrated Learning
4IR	Fourth Industrial Revolution

CHAPTER ONE

THE SCOPE OF THE STUDY

1.1 Introduction

Every year, both public and private Technical and Vocational Education and Training (TVET) institutions produce a number of tourism graduates for the tourism job market. However, not all of them obtain formal employment. Some of them join the large group of unemployed youth, which is a major concern for both government and the ruling party. In matters related to fee-free education and universities' failure to absorb all matriculants, TVET colleges have emerged as a critical component of the solution. As highlighted by Vally and Motala (2014, p. 81), vocational education is "a key vehicle in the socio-economic development of South African society and is gaining almost unprecedented prominence in government policy, plans and public debate". The majority of students enrolled in TVET colleges come from disadvantaged families. According to the Department of Higher Education and Training (DHET) (2018), 93.1% of the enrolled students in TVET colleges are black, while 5.4% and 1% respectively are coloured and white. The expectation from students is that the education acquired at TVET institutions will alleviate poverty and offer them a decent livelihood. While addressing the needs of industry, TVET colleges appear to bring solutions to "the so-called triple crisis of poverty, inequality and unemployment" (Vally & Motala, 2014).

A lot has been said about the responsiveness of the TVET curriculum to industry needs. In a number of instances there are generalisations, in which all TVET programmes are evaluated as a single unit. However, TVET colleges offer a wide variety of programmes for the National Certificate Vocational (NC(V)), for the National Accredited Technical Education Diploma (NATED), and for other skills areas, and a critical discussion of the TVET curriculum requires a review of its individual programmes. The tourism studies programme, which is the focus of this study, is one of the numerous NC(V) and NATED programmes offered in TVET colleges. Put simply, NC(V) is for post-Grade Nine students while NATED is for students with a matric certificate. The DHET (2018) confirmed that more TVET students are enrolled in NATED programmes than in NC(V) programmes. Based on statistics for the institution under study, an average of forty tourism students complete NC(V) Level 4 and an average of two hundred tourism students complete N6 every year. In recent years some TVET colleges have phased out NC(V) programmes in favour of NATED programmes.

The purpose of this research was to determine the extent to which the TVET tourism curriculum responds to the needs of the tourism industry. The NATED tourism programme was selected for the study because of its significant enrolment numbers when compared with other NATED programmes at the TVET institution at which this study took place. In addition, as a lecturer in tourism I am well informed about the NATED programme. This study examined whether the NATED tourism curriculum responds to the needs of the tourism industry by producing students who possess the relevant skills needed by the industry. The findings from the study showed that the tourism curriculum is partially responsive, as there are certain relevant skills that tourism graduates from TVET colleges do not possess. The study was motivated by the researcher's concern to shift the debate away from a focus on what appears to be the widely held perception that TVET is a failed system to one that identifies and improves its non-functional elements.

1.2 Background of the study

Technical colleges have been in existence in South Africa since the 1920s. Technical colleges changed their names to Further Education and Training (FET) colleges during the mergers of 2001-2003 and in 2014 all FET colleges became TVET colleges. TVET colleges were established with a mandate to provide a general vocational post-school qualification that could be delivered to a large mass of young people in order to curb the problem of unemployment in South Africa (DHET, 2012). For that to be achieved, the TVET colleges must answer to the calls of industry. Wedekind and Mutereko (2016) observe that a curriculum that is not able to adjust to changes — in the knowledge field, in technology, to the conditions of the labour market, to variations in regional or local or firm-specific conditions, or to the needs of students — very quickly becomes outdated and potentially irrelevant, and consequently the students enrolled in the programme are not deemed to be employable. The purpose of technical and vocational education is not only to produce employable graduates, but to equip them with relevant skills that can enable them to earn a living. TVET college enrolments increased from 358 393 in 2010 to 705 397 in 2016. 69.8% were enrolled for NATED programmes and 16.3% were enrolled for N6 (exit level). 60% of the enrolled students were youths aged 20–24, of whom 92.1% were Africans (DHET 2018). However, Hamilton (2012) argued that the increase in enrolment numbers may not be a reflection of the effectiveness of the programmes. They contend that TVET colleges may be a form of 'warehousing' to keep young people in some kind of institution or programme as a way of prolonging their stay in the system without any

guarantee of work. We see this with the increasing push for students to go to TVET colleges — many with little prospect for employment thereafter. Among the problems confronting TVET colleges is that some of the lecturers do not have a (strong) background or understanding of technical and vocational education (DHET 2018). However, these lecturers are the ones who are given the responsibility of taking enrolled students through a programme that is meant to prepare them for the world of work.

A study conducted by Ayikoru et al. (2009) in the United Kingdom (UK) using post-structural discourse theory to examine ideological influences on the tourism curriculum, revealed that neo-liberalism was at work. Neoliberalism is built on a worldview in which markets are morally superior to politics (Springer et al., 2016), and is based on an economic and political system that promotes a minimal regulatory role for the state. In other words, everything must be privatised, including public goods and services such as health, education, water, sanitation, and energy services that in the past were provided by the state. Needless to say, such a system makes very little provision for social welfare programmes. Tourism in higher education began to be politicised as part of macro-economic policy and international relations (Botteril & Gale, 2005), and came to be viewed as a driver for a postmodern economy by influencing the business facets. Malpas (2005) described postmodernity as characterised by trends such as globalisation, the development of new media and communication networks, and the collapse of religious and political traditions and beliefs across the world, which all appear to point towards a culture that has rapidly become fundamentally different from that experienced by earlier generations. As a result of neoliberalism, governments started mobilising funding and encouraged educational institutions to work in partnership with industry and commerce (Powell & McGrath, 2014).

Education has to be compatible with modernity, and Tribe (2005) proposed the "curriculum space" as a tool to help in framing tourism knowledge. The curriculum space is populated with an array of possible knowledge, skills, and attitudes. Figure 1.1 shows the curriculum space proposed by Tribe. The X and Y circles represent the particular framing of the curriculum. The actual content of the framed curriculum would depend on the power exerted by the different stakeholders. For example, X illustrates the outcome of subjects when the government exerts strong control. Y illustrates a curriculum influenced by lecturers in critical subjects (Tribe, 2005).
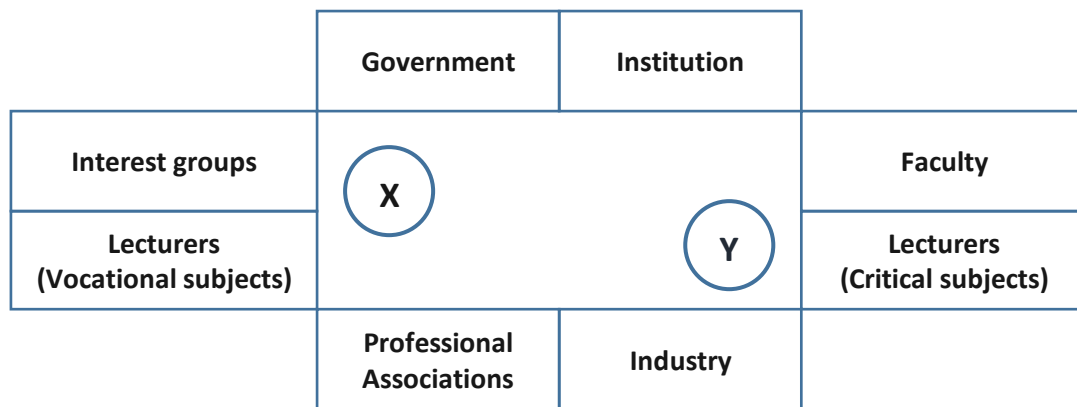
Figure 1.1 The curriculum space according to Tribe (2005)

1.3 Rationale

With so much in the way of financial resources being channeled towards TVET colleges, it is imperative to measure their responsiveness to industry needs. The TVET college sector is, among other policies, aimed at addressing the challenges faced by South Africa as a developing state, and is critical in the growth and development of South Africa as a developing state. Akoojee (2010, p. 261) stated that "success in skills development is intricately linked to the success of the [South African] developmental state". The TVET system has played a key role in the skills development component of a number of South African policies: the Reconstruction and Development Plan (1994), the Growth, Employment and Redistribution (1996) strategy, the National Development Plan 2030 (NDP) (2012), the Human Resource Development Strategy for South Africa 2010–2030 (2009), the Skills Accord (2010), and the National Skills Development Strategy III (NDSD III) (2010).

The NDP envisages an education system that will "play a greater role in building an inclusive society, providing equal opportunities and helping all South Africans to realise their full potential, in particular those previously disadvantaged by apartheid policies, namely black people" (National Planning Commission [NPC], 2012, p. 296). Enrolments in TVET colleges consist mainly of people from previously disadvantaged groups. With the relevant skills, these mostly black (93%) TVET graduates will be able to enter the tourism industry, where they will realise their full potential as expected by the NDP (DHET 2018). Most TVET college graduates come from the NATED programmes. The DHET (2018) confirmed that 69.8% of the enrolled students in TVET colleges in 2016 were enrolled in NATED programmes. Conducting a study of the NATED tourism curriculum is therefore important because the programme has the highest enrolment numbers at the institution under study.

1.4 Motivation

The TVET system has been debated in a wide range of contexts. Nkomo et al. (2016) noted, in their reflections on the university versus TVET college conundrum, that for some students and parents TVET is not a good option for further education. Some have the impression that all failures go there. Some have painted a picture of a failed system, yet the government continues to spend a lot on TVET. Though a TVET college education is not at the same level as a university education, matriculants who are not accepted at university are encouraged to enrol at TVET colleges.

Why is there a negative perception about TVET? Is it because the quality of education is poor, or is there a need for a paradigm shift among South Africans? Going to university may not be the best post-school education and training option, and neither is it the only option available for the majority of young South Africans. Ngcwangu (2015) observed that many South African youths perceive university education to be a direct route to middle-class occupations and careers. As someone who has been in the TVET system for more than fifteen years, I am keen to assess the responsiveness of an individual TVET programme, in order to move away from the generalisations that characterise TVET. There is a possibility that some of programmes may be responding appropriately to the needs of industry. Vally and Motala (2014, p. 91), citing Baatjes, Baduza and Sibiya, observed that South Africa is reorienting its TVET system in order to harness it to the national economic objectives set out in NSDS III, the NDP, and various skills projects intended primarily to serve business and industry interests, and to meet the singular interests of a largely unreconstructed labour market. As a result, the prevailing human capital policy in South Africa promotes an education and training culture marked by perpetual training.

In a transformation space, it is worth finding out how tourism in South Africa, as one specific example of the numerous TVET programmes, is responding to industry needs.

1.5 Significance of the study

This study may help to provide a deeper understanding of the tourism curriculum in the technical and vocational education system, and its contribution to the South African economy. The study could contribute to a more accurate assessment and deeper understanding of the expectations of TVET curriculum planners and other stakeholders. Findings from the study may also help the DHET's curriculum development unit to identify and respond more appropriately to the challenges faced by the different stakeholders in skills development. The

research may contribute towards the development of a reviewed curriculum in Tourism Studies that could, for example, incorporate an entrepreneurship component, introduce mechanisms to assist tourism graduates to find ways to empower themselves economically, or have a different approach to skills development. South Africa is a country with high levels of poverty, inequality, and unemployment. Education should contribute toward the reduction of these challenges.

1.6 Statement of the Problem

The mandate given to TVET colleges in South Africa is to produce graduates who are well equipped with the relevant knowledge and skills needed by industry, so that they can make a meaningful contribution to the country's economy as a whole. Innocent (2013) described technical and vocational education as a type of education whose aim is to prepare students for employment by providing them with the skills, knowledge, and attitudes necessary for effective employment. In that same vein, Afeti (2010) asserted that TVET is one of the most effective human resource development strategies that African countries could embrace to modernise their workforce.

The NDP (National Planning Commission, 2012) stated that the Further Education and Training (FET) system is not effective. It is too small and the output quality is poor. Continuous quality improvement is needed as the system expands, and the quality and relevance of the courses need urgent attention. When quality starts to improve and the employability of graduates begins to increase, the demand for FET services will rise automatically. Simply growing the sector without focusing on quality is likely to be expensive and demoralising for young people, and is likely to further stigmatise the system. By 2030, the FET sector should cover about 25% of the age-relevant cohort, implying an increase from about 300 000 today to 1.25 million by 2030.

TVET is a critical component of the NDP, hence the need to ensure that it is producing the expected graduates. Gewer (2013) confirmed employers' concerns about the lack of practical skills of the TVET graduates who join them. The present high unemployment rate among the youth is a concern, considering that TVET colleges were introduced to provide a general vocational post-school qualification that could be delivered to a large mass of young people in order to curb the problem of unemployment in South Africa (DHET, 2012). This study tried to establish whether it was the tourism curriculum at TVET colleges that was responsible for failing to deliver on this mandate, or whether there were other contributory factors. As a

lecturer teaching at a TVET college, I did not feel that most of the negative views and opinions about the system were a true reflection of the skills development and training that we offered. This study therefore explored these perceptions by gathering empirical evidence to support or reject such claims.

1.7 Aim of the study

The aim of this study was to determine whether TVET colleges in South Africa are responsive to the needs of industry by producing NATED tourism graduates who possess the relevant skills and knowledge to enter a job market characterised by high levels of unemployment. The findings and recommendations of the study may contribute to improving the effectiveness of South Africa's TVET system.

1.8 Objectives of the study

The primary objectives that formed the focal points of the study were as follows:
- To highlight the expectations of the job market with regard to NATED tourism studies graduates;
- To investigate the relevance and adequacy of the training received at TVET colleges by the tourism graduates for the tourism industry;
- To establish an in-depth understanding of the relationship between TVET colleges and tourism stakeholders; and
- To establish the interpretation and implementation of the NATED tourism curriculum in TVET colleges by teaching staff.

1.9 Research Questions

The TVET system is made up of different stakeholders who are expected to make a meaningful contribution towards the success of the system. Failure to perform by some of the stakeholders may result in the failure of the TVET system to fulfil its purpose of equipping students with the relevant skills. Some of the stakeholders include the DHET, lecturers, students, and industry. The course content for the TVET programmes is central to the translation of skills to students. There is no question that teaching and learning takes place in TVET colleges. However, at the end of a programme, students are expected to have acquired the expected skills. The lecturers' role in translating the curriculum into classroom activities must be considered,

as effective translation and implementation of the TVET curriculum will ensure the acquisition of the relevant skills by students. With lecturers who can deliver the curriculum, the TVET system can be effective.

The primary research question was as follows:

- To what extent does the NATED tourism studies curriculum in TVET colleges respond to the needs of the tourism industry in South Africa?

Three secondary research questions, or sub-questions, guided the study. These were as follows:

1. Do tourism students from TVET colleges possess the relevant skills for the South African tourism industry?

2. To what extent does the NATED tourism studies curriculum in TVET colleges satisfy the needs of the tourism industry?

3. Does the interpretation and implementation of the NATED tourism curriculum in TVET colleges ensure students' acquisition of the relevant skills needed by the tourism industry?

1.10 Delimitations of the Study

As highlighted by Welman and Kruger (2003, p. 245), the omission of certain critical aspects does not imply that there is no need to research them. As this is a minor dissertation, a clear demarcation was required to make it manageable. The study was limited to graduates and lecturers from one TVET institution that was purposively selected. Only two employers from the multi-sectoral tourism industry participated in the study. The study was specifically concerned with how the NATED tourism programme, one of the two tourism programmes offered in TVET colleges, responded to the needs of the tourism industry. This decision was taken to make the study more manageable for the researcher, who works at the TVET institution at which the study took place.

1.11 Structure of the study

This dissertation is presented in six chapters, which are structured as follows;

Chapter One: The Scope of the Study

This chapter has introduced the study. It has described the background and rationale for this study on the TVET tourism curriculum, what motivated the study, and the significance of carrying out a study on the responsiveness of the NATED tourism programme. It has also stated

the research problem, which highlights and questions the negative discourse on TVET skills development. The study's main aim was presented, which was to establish whether or not tourism graduates possess the relevant skills needed by the tourism industry. The objectives of the study and the associated research questions were stated, after which the delimitations of the study were noted.

Chapter Two: Literature Review

This chapter presents a review of literature relevant to the tourism curriculum at TVET institutions in South Africa. The review presents a conceptual framework and a theoretical framework for the study. The conceptual framework defines curriculum responsiveness and the key factors associated with curriculum responsiveness. The responsiveness of the TVET tourism curriculum to the needs of the tourism industry in South Africa is briefly introduced. Curriculum development theories associated with education and training in TVET colleges are presented, with specific reference to tourism and how it has been defined and has evolved over the years. Approaches and models for constructing a tourism curriculum, and the structure of the South African TVET tourism curriculum are reviewed. The theoretical framework employed for the study is then presented, and focuses on Sen's (2005) capabilities approach and its role in advancing the capabilities and of students, and on Bernstein's (2000) pedagogic device as a tool that can be used to determine the structure of a responsive curriculum.

Chapter Three: Research Design and Methodology

The purpose of this chapter is to provide a description of the methodology that was used to answer the main research question and to achieve the aim of the study. The chapter starts with a description of qualitative research and the reasons why a qualitative approach was chosen for the study. This is followed by a discussion of the research population, sampling, data collection methods and techniques, and the data collection instruments. A description of the data analysis procedures is followed by a discussion on validity and reliability. Finally, ethical considerations are discussed.

Chapter Four: Presentation of collected data

This chapter presents the data on the responsiveness of the tourism NATED curriculum to the needs of the South African tourism industry. The data was collected through document analysis and semi-structured interviews with NATED tourism lecturers, tourism industry employers

who have employed NATED tourism graduates, and NATED tourism graduates. This chapter briefly discusses the data in relation to the research questions to provide a foundation for the in-depth analysis of the data in the following chapter.

Chapter Five: Data analysis and interpretation of data

This chapter is a continuation of the previous chapter, and aims to analyse and interpret the data from Chapter Four. As indicated in Chapter Three, the inductive approach was used to analyse the collected data. Themes derived from the research questions and objectives were used in the analysis and interpretation of the data. The data gathered from the interviews was first organised into these themes. The analysis of the data was located within the conceptual and theoretical framework of the capabilities approach. Bernstein's (2000) pedagogic device and responsiveness formed the boundaries for the analysis.

Chapter Six: Analysis of findings, Conclusions, Recommendations and Limitations

The chapter discusses the three main findings that emerged from the data analysis in relation to the research questions and within the theoretical and conceptual framework of the study. These findings are used to inform the interpretation and implementation of the NATED tourism curriculum. The chapter concludes the study by presenting recommendations to various stakeholders, and by acknowledging the limitations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature relevant to the tourism curriculum at TVET institutions in South Africa. The review presents a conceptual framework and a theoretical framework for the study. The conceptual framework defines curriculum responsiveness and the key factors associated with curriculum responsiveness. The responsiveness of the TVET tourism curriculum to the needs of the tourism industry in South Africa is briefly introduced. Curriculum development theories associated with education and training in TVET colleges are presented, with specific reference to tourism and how it has been defined and has evolved over the years. Approaches and models for constructing a tourism curriculum, and the structure of the South African TVET tourism curriculum are reviewed. The theoretical framework employed for the study is then presented, and focuses on Sen's (2005) capabilities approach and its role in advancing the capabilities and of students, and on Bernstein's (2000) pedagogic device as a tool that can be used to determine the structure of a responsive curriculum.

2.2 Conceptual framework

2.2.1 Curriculum responsiveness

Moll (2004, p. 4) described curriculum responsiveness as "the ability of teaching and learning in higher education institutions to meet the changing needs of employers, and hence to provide them with personnel who will be able to increase their economic competitiveness". The concept of responsiveness provides benchmarks against which a country might be able to judge whether education programmes are meeting the needs of a transforming society. Moll (2004) stated that responsiveness can be categorised into four main dimensions: economic responsiveness, cultural responsiveness, the responsiveness of the curriculum to its knowledge discipline, and pedagogical or learning responsiveness.

Economic responsiveness deals with the ability to train skilled professionals in the different sectors of the economy. It refers to how skilled and ready these professionals are for the job market. The question is whether, once employed, these graduates can develop solutions. If they can, then the curriculum can be said to be economically responsive. Cultural responsiveness refers to the curriculum's ability to access and respond to the cultural dissonance in the

classroom. The teacher must recognise the diversity within the classroom and know how this affects the teaching and learning process. Disciplinary responsiveness refers to a curriculum's ability to be up to date with research in the field as well as to promote new discoveries within the discipline. Moja (2004) added that disciplinary responsiveness ensures that what is happening locally and globally is covered, and that students are encouraged to think globally and act locally. The fourth dimension, pedagogic or learning responsiveness, focuses on the curriculum's ability to respond to the needs of the students, and should be reflected in "approaches to the design of curricula, instructional strategies, methods of assessment, and approaches to student support that take the characteristics and context of target student groups seriously" (Fomunyam & Teferra, 2017).

Fomunyam and Teferra (2017) agreed that curriculum responsiveness is the ability of curricula taught in schools or universities to address students' needs as well as societal circumstances. They commented that the four dimensions provided by Moll (2004) speak to the context of decolonisation in South African higher education. Wedekind and Mutereko (2016) noted that a curriculum that is not able to adjust to changes — in the knowledge field, in technology, and in the conditions of the labour market; to variations in regional or local or firm-specific conditions; or to the needs of students — very quickly becomes outdated and potentially irrelevant, and consequently, the students enrolled in the programme are not deemed to be employable. In vocational and occupational programmes this lack of adjustment can signal the death knell for a programme and for the institution offering it. The DHET (2018) confirmed that the majority of the students enrolled for tourism at TVET colleges come from previously disadvantaged group. In 2016, more than 90% of enrolled students in TVET colleges were African.

Wedekind (2016) highlighted that a responsive TVET curriculum requires a thoughtful consideration of the needs of students, employers, and society. He observed that there is a substantial body of literature confirming that decentralising the TVET curriculum is logical and defensible. This was supported by Dang (2016), who revealed that through legislation and cooperation with industry, the TVET curriculum can be decentralised to geographic regions such as provinces or districts, or to sector or industry level, or to the level of a firm who works in partnership with TVET institutions.

Dang (2016) identified Australia's TVET system as an example of one that has been driven by the objective of meeting the skills needs of the labour market. Meeting employers' needs has been the key driver for the TVET policy in Australia. According to Karmel (2014), the training

packages in Australia are developed by Industry Skills Councils (ISCs) and endorsed by the National Quality Council (NQC) before they are listed on the National Training Information Service (NTIS), which is an official register. The competency-based training uses training packages to define competencies that are needed in the industry. The training packages also define qualifications, units of competency, and assessment guidelines but do not specify content selection.

The South African structure shares some similarities with the Australian TVET system through bodies such as the South African Qualifications Authority (SAQA), the Quality Council for Trades and Occupations (QCTO), the Umalusi Council for Quality Assurance in General and Further Education and Training (known simply as Umalusi), and the Council on Higher Education (CHE). SAQA is responsible for the development and implementation of the National Qualifications Framework (NQF), and advances these objectives by focusing on the full development of each lifelong learner, and on the social and economic development of the nation at large (SAQA, n.d.). The QCTO was established in 2010 in terms of the Skills Development Act No. 97 of 1998. Its role is to oversee the design, implementation, assessment, and certification of occupational qualifications, including trades, on the Occupational Qualifications Sub-Framework (OQSF) (QCTO, n.d.-a). The CHE is an independent statutory body established in May 1998 in terms of the Higher Education Act No. 101 of 1997, as amended, and it functions as the quality council for higher education in terms of the National Qualifications Framework Act No. 67 of 2008. The functions of the CHE include providing advice to the Minister of Higher Education and Training; developing and implementing a system of quality assurance for higher education, including programme accreditation, institutional audits, quality promotion, and capacity development; standards development; and the implementation of the Higher Education Qualifications Sub-Framework (HEQSF) (CHE, n.d.). The existence of the aforementioned statutory bodies ensures that essential capabilities are produced in students through the promotion of capacity development among the different stakeholders.

2.2.2 Theory on Curriculum

The lack of a clear definition of a curriculum is one of the many problems in curriculum discourse. Different definitions tend to emphasise different aspects of what takes place in a teaching and learning environment. Pinar (1995, p. 28) asserted that "we need the definitions, of course, to carry on productive discourse, but attempts to arrive at a single one [definition]

have inhabited discourse". This has resulted in the numerous perspectives in the field of curriculum. Stenhouse (1975), for example, views a curriculum in two ways: as the intended or prescribed curriculum; and as what actually happens. In terms of its understanding of a curriculum, this study will consider both what is intended as well as the reality of what happens in practice. Any discrepancies between the two may have a bearing on the responsiveness of the tourism curriculum in TVET colleges in South Africa.

In this study, the tourism curriculum focuses mainly on the prescripts of the syllabi for the subjects taught in Tourism N4 to N6, namely, Tourist Destinations, Travel Services, Travel Office Procedures, Tourism Communication, and Hotel Reception. The curriculum determines the types of capabilities produced in students enrolled for the NATED tourism programme. Teachers in TVET colleges base in-classroom and out-of-classroom activities on subject syllabi and assessment guidelines. One of the key guidelines is the Internal Continuous Assessment (ICASS) for Report 191 programmes. This guideline stipulates how learners in NATED Tourism will be assessed. The ICASS forms 40% of the learner's final mark. The guidelines for the tourism programme under study come from the DHET.

Two curriculum perspectives that will guide this study are the Didaktik tradition and curriculum theory, discussed below. Later, I will also draw upon Bernstein's (2000) pedagogic device to deepen these perspectives.

2.2.3 Curriculum development: Didaktik Tradition vs Curriculum Theory

Delivery of the learning content of the tourism programme can be viewed from the perspective of the Didaktik tradition or from the perspective of curriculum theory. The Didaktik tradition, as described by Westbury et al. (2000, p. 17), is centred on giving teachers the freedom to teach without being controlled by the curriculum. The content to be taught is neither restricted nor dictated to teachers and schools. This provides a platform for teachers to be creative and to use appropriate approaches based on the students being taught and the cultures within which they find themselves operating. This approach is effective, considering that there is no uniformity amongst students who come from different backgrounds. For example, a student from a rural area in the Eastern Cape province and one from the affluent suburb of Sandton in Johannesburg may not need to be exposed to the same curriculum package. What might be appropriate for the student from the rural Eastern Cape may not necessarily be appropriate for his or her counterpart in urban Gauteng.

Curriculum theory, on the other hand, was described by Westbury et al. (2000, p. 19) as an orderly setting out of what learning and teaching are to be conducted, how they are to be conducted, and how assessments are to be administered, where there are clearly defined objectives for the teaching and learning activities that are expected to take place. In comparing the Didaktic tradition and curriculum theory, Westbury et al. (2000, p. 16) observed that they are not far apart, because they are both concerned with the same focus — teaching and learning goals, the content, methodology, teaching and learning media, control and evaluation of the learning, and the centre of every curriculum: teaching and learning. The production of capabilities in learners comes as a result of the different activities that take place during learning and teaching. In measuring the responsiveness of the tourism curriculum, the learning and teaching that take place become key.

Most of South African curricula policies are guided by curriculum theory. For example, the outcomes-based education (OBE) policy, and its successors in the National Curriculum Statement (NCS) and the newly introduced CAPS (Curriculum Assessment and Policy Statement), also reflect the curriculum theory perspective. Another example of a structure that ensures delivery of a clearly defined curriculum is SAQA. Registered unit standards on the SAQA qualification framework have specific outcomes and clearly defined assessment criteria. There is a defined way for how the unit standards of each programme must be delivered. Boundaries are clearly stipulated for the transfer of knowledge and for the level of compliance to standards set by the quality assurer.

The NATED programme for tourism that is being investigated in this study is implemented according to curriculum theory. This is because the lecturers in TVET colleges are expected to teach according to particular syllabi that have clearly defined aims, objectives, and outcomes. All assessment tasks conducted to determine the students' competencies are guided by the syllabi and assessment guidelines. However, the content and relevance of the syllabi for some subjects have been questioned. Syllabi that were introduced in 1996 are viewed as inappropriate for the demands of the current socioeconomic context, in which economies are increasingly preoccupied by issues concerning the Fourth Industrial Revolution (4IR).

These are some of the concerns that will be examined in this study. In the next section, the tourism curriculum will be explored to provide an understanding of the developments that have taken place over the years.

2.2.4 Tourism curriculum

Due to the dynamic nature of the tourism industry, the tourism curriculum has been undergoing a developmental process. Wattanacharoensil (2014) described how tourism education had its beginnings in technical or vocational schools. The rise in tourism education has come about as a result of the rapid growth in demand in the tourism industry. The developments in tourism education continue to be based on the original emphasis on technical/vocational and knowledge and skills development. Inui et al. (2006, p. 6) pointed out that "debates over tourism programmes at universities appear to center on the balance between vocational and academic focus". Tourism courses in higher education are often referred to as vocational (Busby, 2001), with educators mainly focusing on producing skilled and knowledgeable personnel for the industry. Since 1990, the tourism curriculum has evolved, and it is discussed in terms of three phases: pre-1990, 1990–2000, and post-2000 (Wattanacharoensil, 2014, p. 10). In this study, the tourism curriculum that is relevant is the post-2000 curriculum. The following section will highlight the developments that have taken place in tourism curriculum development over the years.

2.2.5 The international context of the tourism education curriculum before 1990

According to Wattanacharoensil (2014) courses in tourism were first introduced in technical and vocational schools. The introduction was within numerous tourism education frameworks that existed around the world. Wattanacharoensil (2014) goes on to mention that significant developments took place in the mid-1960s in the UK, in North America and in Europe. Bodewes (as cited in Wattanacharoensil, 2014:10) highlighted that in North America, academics had a more pragmatic approach towards tourism education. In both North America and the UK, the vocational sector was allowed to lead the direction that tourism education would take. In the 1970s, most schools viewed tourism as an area closely linked with recreation. As a result, it was integrated with recreational studies. Business travel was not regarded a major component of tourism. Around this period, as highlighted by Jafari and Ritchie (as cited in Wattanacharoensil, 2014:10), the contextual boundaries and concerns of tourism needed to be established in order to determine what tourism education should involve. These developments led to the definition of tourism as "a study of man away from his usual habitat, of the industry which responds to his needs, and of the impacts that both he (man) and the industry have on the host socio-cultural, economic, and physical environments" (Jafari as cited in Wattanacharoensil, 2014:10)

In light of this definition, several questions were raised about the type of knowledge that tourism programmes should offer. Jafari and Ritchie (as cited in Wattanacharoensil, 2014:10) listed some of the questions as:

> *What makes travelers different from consumers of other goods and services? What motivates people to be away from home? What can guarantee satisfactory consumption of the tourism product? Further issues concerning how tourism fits into the business travel industry could be raised and understood because vagueness persists in the travel industry and other disciplines*

The nature of tourism tends to be complex. Bodewes (as cited in Wattanacharoensil, 2014:10) therefore believed that tourism is an application of established disciplines, as it does not have sufficient doctrinal processes to be classified as a full academic discipline. This absence of disciplinary knowledge, which can be related to Bernstein's horizontal and vertical knowledge, forms part of the curriculum challenges of this sector.

Wattanacharoensil, 2014:10 highlights three approaches to tourism studies as:

> *Multi-disciplinary studies involve several disciplines that focus on one problem. Inter-disciplinary studies involve the integration of concepts and ideas that are essential to the teaching approach. Trans-disciplinary studies involve bringing the knowledge of different disciplines to contribute resolutions to a given problem or issue. Trans-disciplinary study is the highest level of integrated study. Specifically, this approach implies studying beyond the disciplines. However, both inter- and trans-disciplinary approaches are very difficult to achieve in tourism education. These approaches require highly qualified academics and highly talented students to achieve and accomplish these purposes.*

Airey (as cited in Wattanacharoensil, 2014) observed that while the British tourism education system gave attention to tourism, "it is the discipline and not tourism itself which is the main focus of attention". For this reason, before 1990 there were subjects such as tourism marketing or tourism economics that focused on marketing or economic aspects rather than on tourism. Teaching tourism using the multi-disciplinary approach, according to Bodewes (as cited in Wattanacharoensil, 2014), broadened the study as it allowed a bit of everything, but unfortunately gave no depth. Pre-1990 tourism education was regarded as a lower level form of knowledge when compared with other areas of study such as science and economics.

However, due to the dynamic nature of tourism education, after 1990 new developments emerged in the curriculum.

2.2.6 Tourism Education curriculum from 1990 - 2000

In the United States and the UK, educators during the 1990–2000 period focused more on clarifying the scope of tourism education. Studies carried out during this period revealed that curricula did not include what Koh (1995) referred to as the full scope of tourism, but focused on the hospitality industry, where the emphasis was on business. Koh's (1995) study, covering 150 tourism educators and 18 national organisations in the United States, revealed the common elements desired in an undergraduate tourism management degree. Students were required to develop, among other skills, human management, marketing, entrepreneurship, written communication, interpersonal relations, microcomputer literacy, and hotel-restaurant operation and services (cited in Gunn, 1998). Similar results were found in the UK (Airey & Johnson, 1999). In line with tourism curriculum goals in the tourism business context, technical skills evidently complied with expected knowledge outcomes.

In the early 1990s, the Council for National Academic Awards (CNAA) highlighted an uneasiness about the tourism programme because of what Powell and McGrath (2014, p. 11) referred to as the lack of a "basic definition of tourism as a subject for study or the parameters within which it should develop". This prompted educators to use the tourism industry as a parameter for the development of the tourism curriculum. As a result, curriculum development focused on skills and outputs needed by the industry rather than on integrating philosophical aspects (which are discussed in section 2.2.7 below) into the curriculum. Koh (1995) mentioned that the involvement of the tourism industry in curriculum development would complement the role of educators in this endeavour. The involvement of industry was supported by Middleton and Ladkin (1996), who warned that if tourism were allowed to mean what academics wanted it to mean, two gaps might be created: confusion on the part of applicants and their conception of the tourism courses and potential employers; and maintaining limited opportunities for tourism programmes and for tourism to develop into a robust and coherent area of study.

According to Airey and Johnstone (1999), at the end of this period the tourism curriculum remained based on subject content rather than on a consideration of the curriculum as a whole body that embraced processes and outcomes. Gunn (1998) stated that the multi-disciplinary approach to tourism came into effect when institutions (universities) subsumed the tourism curriculum under their organisational structure into particular faculties and schools, for

example, through the incorporation of tourism into the faculties of business or social sciences. In the UK, a demand for the standardisation of tourism education emerged, and a new definition for tourism was proposed. According to Tribe (1999), tourism was defined as "the sum of the phenomena and relationships arising from the interaction in host regions, of tourists, business suppliers, economies, governments, communities, and environments." The definition allowed the scope of tourism to be seen and split into different areas, namely, business and non-business. As a result of the standardised definition, ideas were triggered regarding non-business approaches to tourism, such as the involvement of communities and considerations for the environment, which would be designed as core knowledge in the tourism curriculum for the twenty-first century.

2.2.7 Tourism Education curriculum from 2000 up to present

Since the turn of the millennium, the direction of the tourism curriculum has been determined by the employment of methodological paradigms. Tribe (2001) identified the three methodological paradigms of curriculum design as the scientific positivist, the interpretive, and the critical approaches.

Tribe (2001, p. 443) stressed that "the proper attention to methodology of curriculum design instead of a rush to a preferred method will mean that the problem of the meaning of tourism education is addressed". The scientific positivist paradigm promotes the idea that the content of the curriculum should be derived from verifiable positive data and tested using hypothesis formulation. Although the outcomes of the tourism curriculum would fill in the essential subject components, the critical view of society would be missed if the scientific-positivist paradigm were used (Tribe, 2002). Therefore this weakness could be addressed by interpretive and critical approaches that allow opinions to be voiced that are excluded from the scientific positivist perspective. Inui et al. (2006) supported this view by stating that the sociology and philosophy of tourism should be included in the curriculum because these areas would provide students with a basis for addressing epistemological issues. Additionally, the supplementation of sociology and philosophy would allow students to think critically about tourism (Inui et al., 2006).

2.2.8 Approaches and Models to constructing a tourism curriculum

According to Smith and Cooper (2000), a curriculum must be context related rather than context bound. For this reason, curriculum designers must provide room for knowledge

flexibility. Lawton (1989) suggested that the tourism curriculum planning model should start with philosophical and sociological analyses. On the one hand, philosophical questions focus on the aims of tourism education and the meaning of worthwhile education. For example, what skills should be encompassed in the tourism knowledge? In the South African context, we may ask what is it that students enrolled for tourism should be exposed to. On the other hand, sociological questions focus on the present society. The present society, as noted by Tribe (2001), is not just for businesses, but is for all stakeholders.

Defining a curriculum has not been an easy thing to do. Taylor and Richard (1985) called it "that which is taught". Tribe (2002) preferred to call it "a whole educational experience package", while Gunn (1998, p. 74) called it "a series of courses of instruction that lead to graduation or certification or a degree, diploma, or similar terminal award". As defined earlier, a curriculum aims at producing certain capabilities among students enrolled for a programme, which they acquire through different subjects or units. The UK National Liaison Group for Higher Education in Tourism identified seven core subject areas for tourism, namely: meaning and nature of tourism; structure of the industry; dimensions of tourism and issue of measurement; significance and impacts of tourism; marketing of tourism; tourism planning and development; and policy and management in tourism (Halloway, 1995). The aim was to come up with a consensus on the body of knowledge that would be acceptable by both academics and the tourism industry.

2.2.9 Tourism Industry definition and composition

In this study, the tourism industry refers to the set of all business activities that serve the needs of tourists while they visit different places when touring or travelling. The tourism industry is very broad and comprises a number of industry sectors and sub-sectors that produce similar or different products and services. These industries provide the infrastructure, products, and services that make travelling for different purposes possible. The industry operates through a vast network of interconnected and related industries. The ten main sectors of the tourism sector as listed by Market Width (n.d.) are:

i.   Natural tourist attractions
ii. Man-made tourist attractions
iii. Cultural and other festivals and events
iv. Sports and recreational sector and activities
v.   Tourism and travel trade services

vi.   Transportation sector

vii.   Accommodation or hospitality industry

viii.   Food and beverage industry

ix.   The meetings, incentives, conferences and exhibitions (MICE) sector, and

x.   The business tourism sector.

In TVET colleges, tourism and hospitality studies are separate programmes. In certain university programmes, the two are combined to make up one qualification, as there is a very strong and overlapping relationship between the two. This study focuses on the tourism programme.

South Africa is a country whose present is greatly influenced by its history. There was a system of institutionalised racial segregation that existed through the formal policy of apartheid from 1948 until early 1994. This system resulted in the creation of a huge inequality gap between the different population groups. Current educational policies reflect, amongst other things, the maintenance of political and social control, through ideology and hegemony. The following section consists of a discussion on how political and social ideology and hegemony have a bearing on the tourism curriculum in TVET colleges in South Africa.

2.2.10 Influence of ideology on tourism curriculum

The government is a major stakeholder that determines what has to be taught and how it should be taught in public learning institutions. Apple (2012) highlighted that there is a need to place the knowledge that is taught into the context of a complex, stratified and unequal society, in terms of the social relations that dominate learning environments and educational institutions, and the mechanisms of cultural and economic preservation and distribution.

Apple (2012) identifies four major social, political, and ideological movements, which he refers to as the "hegemonic alliance of the New Right". These four movements are neoliberalism, neoconservativism, authoritarian populism, and the new middle class, and they exercise hegemony primarily through the medium of ideological leadership. According to Apple (2012), to ensure hegemony they use key concepts such as markets, standards, God, and inequality. For instance, neoliberals are proponents of the market; neoconservatives are determined to enforce traditional curricula and national standards across the country; authoritarian populists are motivated by a desire to integrate religion and God within the school curriculum; and finally, the new middle class and the professional managerial class are associated with

maintaining social and economic inequality by supporting educational policies that are favorable to their class standing within society.

South African citizens embrace the curriculum because they view it as the only way to achieve their emancipation. Meeting the requirements of the set curriculum will result in one getting a job. Apart from hegemony, the South African government aims to provide education rooted in addressing the imbalances of the past. One of the ideologies of South African education is that of social reconstruction. The social reconstruction ideology argues that the function of education is to avoid reproducing the existing society that is characterised by economic imbalances from the past as well as a high rate of unemployment. In support of the social reconstruction paradigm, Cotti and Schiro (2004) have noted that humans have the ability to influence their world by using intelligence, knowledge, and skills to solve social problems.

As part of its democratic transition, South Africa's national curriculum has the overriding aim of inculcating liberal democratic values and producing democratic citizens who are fully deracialised and de-tribalised. For example, the history curriculum is intended to promote the acquisition of knowledge and the understanding of human activity in the past, and to link it to the present in order to help learners to understand causes and consequences, continuity and change, and the general evolution of society over time. According to the South African Manifesto on Values, Education and Democracy (DHET, 2001), the curriculum is underpinned by sixteen steps to democratic transformation, namely: a culture of communication; role modelling; reading, writing, counting and thinking; a culture of human rights; promoting arts and culture; putting history into the curriculum; religion and education; multilingualism; sports and nation-building; equal access; anti-racism; gender equality; HIV/AIDS and sexual responsibility; the rule of law; ethics and the environment; and patriotism and common citizenship.

These sixteen steps to democratic transformation can be related to Hirst's (1974) seven forms of knowledge, which he defines as mathematics, the physical sciences, history and the human sciences, religious study, literature and the fine arts, and philosophy. Hirst (1974) defines knowledge as the distinct way in which our experience becomes structured around the use of accepted public symbols. The South African government's view of suitable knowledge is knowledge that structures the curriculum to produce democratic transformation. In South Africa there are therefore some subjects that are regarded as more important than others. The minimum pass mark for tourism subjects is 50%, while for marketing and financial management subjects it is 40%. The pass mark for some subjects in the tourism programme

under investigation is 70%. These differences can be interpreted in a number of ways. One of the reasons may be that the subject matter is so simple for certain tourism subjects that the pass mark cannot be less than 70%.

According to Hoffman (2014), power is constituted by a series of particular mechanisms that have the potential to induce particular behaviours and discourse. The ruling party, through government, has the power to influence the country's education through funding, which determines the dynamics in educational institutions. The largest share of South Africa's budget goes towards education, and the allocation for education is more than the allocation for health (Presence, 2019). An understanding of the forces involved in curriculum issues, their motives, and the impact on the various stakeholders, is important in determining the type of curriculum suitable for a particular country, region, or group of people. Apart from concerns about power and control, the transmission of knowledge is critical in achieving the goals of the tourism curriculum in South Africa's TVET colleges.

The following section presents the theoretical framework of the study, which is the capabilities approach and Bernstein's (2000) pedagogic device.

2.3 Theoretical Framework

The theoretical framework for the study was based on a combination of the capabilities approach and Bernstein's (2000) pedagogic device. The two provide a mechanism to explore the development of a more responsive tourism curriculum. It is worth noting that the main purpose of post-school education is to equip learners with relevant skills.

2.3.1 The capabilities approach

The capabilities approach was selected as part of the theoretical framework for this study because it is considered to build on human capital theory, which considers education to be an investment that is aimed at bringing about economic growth. The more we invest in education, the higher the economic growth, and vice versa. The limitation of human capital theory, as highlighted by Barret (2009), is that it assumes a linear relationship between inputs, processes, and outputs of education. This can be problematic, because it implies that the process and activities can be presented as a model. The theory ignores the different backgrounds that the learners come from and the different contexts in which teaching and learning take place.

Robeyns (2005, p. 95) described the capabilities approach as "a broad normative framework for the evaluation and assessment of individual well-being and social arrangements, the design

of policies and proposals about social change in society". The capabilities approach was deemed appropriate for this study due to the fact that it is used in a wide range of fields to evaluate aspects of people's well-being, such as inequality, poverty, and the well-being of an individual. Robeyns and Brighouse (2010, p. 2) emphasised the following:

> *Instead of looking at people's holdings of, or their prospects for holding external goods, we look at what kinds of functioning they are able to achieve [...] account would have to be taken not only of the primary goods the persons respectively hold, but also of the relevant personal characteristics that govern the conversion of primary goods into the person's ability to promote her (or his) ends.*

Nussbaum (2011) asserted that knowledge is important in both the human capital and human capabilities approaches, though in different ways. On the one hand, there is the development of skills for employability and financial gain, and on the other hand, there is the development of knowledge for cultivating critical and creative intellectual capacities for meaningful lives. The capabilities approach can be related to one of the main themes of the study, which is responsiveness. Wedekind (2016, p. 4) emphasised the need for a thoughtful consideration of the needs of students, employers, and society.

According to Sen (2005), capabilities comprise of what a person can do or be, and represent the opportunity to achieve human functionality. This is supported by Deneulin and Shahani (2009), who observed that capabilities are about providing individuals with opportunities that will enable them to live lives that they value, thereby becoming agents in their own lives. The needs of the individuals are put first, and not the needs of the economy. One cannot discuss the capabilities approach in the South African educational system without speaking about social justice, human rights, and poverty alleviation. The capabilities approach is informed by a concern for social justice that Sen (2009) referred to as comparative justice. The capabilities approach emphasises the difference between means and ends. Powell and McGrath (2014) stated that the purpose (or ends) is an expansion of capabilities (means/opportunities) and the freedoms to elect from these capabilities. Alkire (2008, p. 33) suggested that institutions and structures should be evaluated in terms of the "causal importance that they have for individuals' well-being". Walker and Unterhalter (2010, p. 4) concurred that the students' capabilities must guide the evaluation of a curriculum, rather than how much money, educational resources, or qualifications they are able to command. On that note, the TVET tourism curriculum's effectiveness should be evaluated based on the above.

Bonvin and Farvaque (2006, p. 3) ask very interesting questions on the evaluation of vocational education and training. They ask whether TVET institutions really improve students' prospects in terms of capabilities, and whether these institutions serve to expand or to constrain the capabilities, functioning, and freedom of TVET students. The capabilities approach raises a number of questions pertinent to the well-being of TVET students that differ from those considered by conventional approaches and that cannot easily be answered by the information generated by past TVET evaluations. Some of the areas that this study tried to address may respond to some of the questions raised by Powell and McGrath (2014, p. 10), such as:

- Which dimensions of institutional functioning enable individuals to expand the capabilities they value, and which serve to limit and constrain the expansion of capabilities and functionings?

- Which capabilities and functionings matter to students, and to what extent are these being addressed by existing institutional arrangements, cultures, and the pedagogic approach of TVET?

- How does expanding the capabilities and functionings of an individual TVET student contribute to the development of their families and communities?

- Given the existing institutional arrangements and pedagogic design of TVET, do all students in the sector have the same opportunities to participate in and to succeed in TVET?

Bernstein's pedagogic device will be used to answer some of these questions, especially those concerning the capabilities and functioning of students, as well as opportunities to participate by students. Powell and McGrath (2014) asserted that the capability approach prioritises human flourishing, with economic growth seen as a necessary but not sufficient means of achieving development. In terms of the capability approach, employability is not viewed as merely the ability to access work. It is in fact regarded as what Bonvin and Galster (2010, p. 72) referred to as "the real freedom to choose the job one has reason to value". Against this background, employability requires not only valuable opportunities to access the skills and abilities necessary for work, but also the existence of valuable opportunities that contribute to human flourishing within the labour market.

Robeyns (2005) identified major areas of dispute among capability theorists: that it is too individualistic, does not pay sufficient attention to groups, and does not pay sufficient attention to social structures. Tikly (2013, p. 22) also warned that "the capability approach should not be seen as providing readymade answers to the policy issues and challenges facing TVET today

[…] it should be seen as a way of framing issues and as a starting point for evaluating policy choices".

In the next section, the use of Bernstein's pedagogic device will be explored to facilitate the evaluation of teaching and learning in the delivery of the tourism curriculum. The review will try to establish a relation between the pedagogic device and capabilities development.

2.3.2 Transmission of Tourism knowledge - The pedagogic device

A good training programme on paper may not be as effective as expected in practice because of the manner in which the teaching and learning are conducted. Bernstein's (2000) pedagogic device provides a framework that establishes the criteria, rules, and components for the transmission of knowledge. The pedagogic device provides a way of analysing the structuring of knowledge in the tourism programme and its associated pedagogic practice. Bernstein's (2000) key insight was that the structure of knowledge and pedagogic practice is just as important as the content of knowledge.

The focal points of any curriculum are rooted in knowledge, and the framework within which knowledge-related issues should be dealt at different levels from national government right down to the classroom level. Bernstein (2000) described the pedagogic device as a relay or ensemble of rules or procedures via which knowledge is converted into pedagogic communication. Ashwin et al. (2012) stated that the pedagogic device is a way of conceptualising the process by which access to knowledge is stratified within society. The device consists of three sets of rules that determine what kind of knowledge is produced, who has access to this knowledge, and the different ways in which different groups in society are given access to particular kinds of knowledge. The device and its rules provided the lens through which I looked at the tourism curriculum at TVET colleges holistically.

2.3.3 Tourism curriculum and rules of the pedagogic device

Bernstein (2000, p. 28) identifies the three rules of the pedagogic device as distributive, recontextualising, and evaluative. These are explained in the sections below.

2.3.3.1 Distributive Rules

Ashwin et al. (2012) stated that the distributive rules of the pedagogic device control who may transmit what to whom, and under what conditions. The distribution rules represent a site of struggle over what can legitimately be taught in educational institutions, who may legitimately

take on the role of a teacher or learner, and the conditions under which teaching and learning processes take place. An area of concern may be the competence of the lecturers teaching tourism students in TVET colleges. Based on the Qualification Profile of Lecturers Employed in Public Technical and Vocational Education and Training Colleges in South Africa compiled by the DHET (2016), of the 5 712 lecturers, 683 (12%) were deemed to be academically and professionally unqualified; 2 202 (38.6%) were deemed to be academically qualified but professionally unqualified; 1 973 (34.5%) were deemed to be academically and professionally qualified, but for the basic education sector; and 854 (15%) were deemed to be academically and professionally qualified for the TVET sector. This study tried to establish what influence facilitators' qualifications have on the competencies of the tourism graduates from TVET colleges.

Bernstein (2000, p. 28) explained the function of the distributive rules as

> *[regulating] the relationships between power, social groups, forms of consciousness and practice. The distributive rules, distribute specialised forms of knowledge, forms of consciousness and forms of practice to social groups. Distributive rules also distribute forms of consciousness through distributing different forms of knowledge.*

Bernstein (2000, p. 6) highlighted that the way in which knowledge is classified "carries the message of power". The different fields of knowledge are maintained by boundaries that exist between them. Not everyone will have the opportunity to access a particular type/quality of knowledge. One's background or social status will determine one's access.

Teese and Polesel (2003), citing Bourdieu (1986), observe that students who come from families rich in cultural capital are much more likely to have access to disciplinary knowledge at school and beyond school. Bourdieu's social capital theory demonstrates how an individual's economic wealth class is defined by his or her embodied, objectified, and institutionalised assets. The accumulation of knowledge, behaviours, and skills by TVET students tap into the demonstration of one's competencies and one's social status or standing in society. Polesel's (2008) study on Australian Vocational Education and Training (VET) questioned whether we are democratising the curriculum or training the children of the poor. Bernstein (2000, p. 31) asserted that agents who have been legitimately pedagogised will control access to the knowledge. In a pedagogised society, Bernstein (2001) went on to say, there is now the formation of a social system where agents make themselves available for re-education or re-trainability for the duration of their lives, which becomes a new set of technologies or ensemble of rules for managing whole populations under economic conditions of 'short termism'. In

South Africa, educators go through a clearly defined training programme and get an endorsement after satisfying the minimum requirements of a teaching qualification. The educators are registered (licensed) with the South African Council of Educators (SACE).

Distributive rules give access to different knowledges through regulating the governance of tourism business associations, e.g. the South African Tourism Services Association (SATSA). The SATSA represents the different sectors in the tourism industry. These include airlines, coaches, tour operators, car rental, accommodation, and many other services. There are a number of associations in the tourism industry that include the Tourism Business Council of South Africa (TBCSA) and the South African Association for the Conference Industry (SAACI). There are also sector education authorities responsible for skills development. The Culture, Art Tourism, Hospitality, and Sport Sector Education and Training Authority (CATHSSETA) is one of twenty-one Sector Education Training Authorities (SETAs) established in 2001 under the Skills Development Act No. 97 of 1998. CATHSSETA was known as the Tourism and Hospitality Education and Training Authority (THETA) until 1 April 2012. CATHSSETA's mandate is to facilitate skills development within tourism's sub-sectors through the disbursement of grants for learning programmes and to monitor education and training as outlined in the National Skills Development Strategy (NSDS) (CATHSSETA, n.d.). The QCTO identified earlier on influences the distribution of the tourism knowledge by accrediting the skills development providers. Institutions must be accredited to run tourism programmes. The programme under investigation is certified by the QCTO.

Distributive rules give access to different kinds of knowledge to different groups of people. They also determine the different ways in which the knowledge can be used, and the forms of consciousness it creates. The following section discusses the implications of the distributive rules for the tourism curriculum design process.

2.3.3.2 Implications of Distributive Rules on the TVET Tourism curriculum

What are the implications of the distributive rules for the tourism curriculum design process? Reference can be made to the TVET programmes mentioned earlier. The majority of the fifty TVET colleges in South Africa offer the NC(V) and the NATED programme. The NC(V) curriculum was first introduced in 2007. This followed the establishment of FET colleges through the FET Act of 2006. The NC(V) targets post-Grade Nine students who choose not to continue with high school but to enrol for training courses such as Tourism, Marketing, and Hospitality, to name a few. There are also programmes to equip community members with

vocational skills such as welding and building. Some syllabi for NATED programmes have been reviewed. Current changes to the curriculum by the DHET have been influenced by the distributive rules, which determine the context of a curriculum. Below I discuss how the tourism curriculum could be recontextualised.

2.3.3.3 The Recontextualizing Rules and the Tourism curriculum

Having determined the type of knowledge through the distributive rules, the next focal point is to qualify the knowledge into determined contexts. Recontextualising rules are derived from the distributive rules, and the two have a strong power relationship between them.

The recontextualising rules act as a regulator for "the formation of specific pedagogic discourse" (Bernstein, 2000, p. 28). Before we look at the rules in detail, it is important to define pedagogic discourse. Bernstein (2000, p. 31) defines pedagogic discourse as

> *a rule which imbeds two discourses; a discourse of skills of various kinds and their relationship to each other and a discourse of social order. Pedagogic discourse embeds rules which creates skills of one kind or another and rules regulating their relationship to each other, and rules which create social order.*

Tourism knowledge and skills taught in TVET colleges are selected from a broad range of disciplines. For example, Travel Services constitutes many topics, concepts, and principles, selected according to what is thought to be important and relevant. What students need to know, and the level of competence expected, will determine the content to be selected. The selected knowledge and skills are recontexualised in the curriculum that the students will follow. The same topic can be covered in N4 as well as in N5 and N6, but will differ in the range and levels of complexity.

2.3.3.4 Recontextualizing Rules and the curriculum design process

Recontextualising rules are key in the curriculum design process as they determine what (content) and how (methodology) the knowledge should be taught. Recontextualising rules will always act as a guideline in determining the aims and objectives of any course outline or syllabus. The rules help in setting the boundaries on the subject outcomes, learning outcomes, and assessment standards that can be used. Curriculum designers will ensure that the knowledge to be transmitted is compatible with a country's needs and expectations. The Tourism curriculum under study has syllabi that clearly define the 'what' and 'how'.

Bernstein (1990, p. 199) asserted that "the family/community/peer relations can exert their own influence upon the contextualizing field of the school and in this way affect the latter's practice". Governments and those in power will be concerned with the level or degree of consciousness that should be brought by the knowledge that is transmitted in the country's educational institutions. In some cases, too much enlightenment for the masses might not be good for them — or rather, for those in power, who might end up losing control.

2.3.3.5 The Evaluative Rules

Bernstein (2000, p. 28) explained that "evaluative rules constitute any pedagogic practice" whose purpose is "to transmit criteria". This pedagogic practice represents a "level which produces a rule for consciousness". Evaluative rules are derived from the recontextualising rules and the two principles that have a power relationship between them. Muller et al. (2004, p. 52) highlighted that the "activity of the student is dominated by a concern with recognition and realization rules". Singh (2001, p. 6) asserted that

> *students can respond to the evaluative rules to the extent that they can recognise the kind of knowledge required and realise the required outcomes. That is, recognition and realisation rules are at the level of the acquirer, while the way in which knowledge is classified and framed, and the distributive and recontextualising rules, are mediated through struggles between the official recontextualising field and the pedagogic recontextualising field.*

The student will be asking questions such as "What must I do? How can I achieve what has been demanded of me?" The student is in continuous confrontation with the teacher and the field of knowledge. He or she will go further and ask questions such as "Why am I what you (teacher) say I am? Why are things the way they are?"

The pedagogic device can be viewed as a regulator that determines the consciousness levels of knowledge seekers. It can be qualified as a condition for the "production, reproduction and transformation of cultures" (Bernstein, 2000, p. 38). Bernstein argues that the state as well as those in power will control the apparatus used to distribute and recontextualise knowledge. Control or determinants of the different qualifications, pre-requisites and assessment criteria will always be of concern to the government. Based on Bernstein's theory, the social inequalities that characterise our society can be traced and linked to the class of knowledge to which different social classes have access. Social stability, which must be maintained, is achieved through control and access to knowledge. The pedagogic device indicates the influence and the relationships between power, knowledge, and the level of consciousness. The

pedagogic device helped in evaluating the programme presentation to the tourism students. This was achieved by providing a framework for analysing the structure of the tourism knowledge and the pedagogic practice in TVET colleges.

2.4 Summary

This chapter has reviewed literature related to responsiveness and the tourism curriculum in TVET colleges. The researcher explored some of the critical components of the NATED tourism curriculum. The review demonstrated the researcher's understanding of the discourses in skills development. The conceptual framework explored responsiveness and the various aspects of the tourism curriculum. A combination of the capabilities approach and Bernstein's (2000) pedagogic device formed the theoretical framework of the study. The research design therefore aimed at gathering information that would indicate the kinds of functioning the students achieved during their training at TVET colleges. The research design focused on getting in-depth information on the development of skills for employability, financial gain, and the creation of intellectual capacities for meaningful living. The conceptual framework indicated that the industry is dynamic. The review of the industry over the past fifty years attested to that. The research design and methodology presented in the following chapter will focus on the gathering of the information that helped in establishing whether the skills were aligned with the dynamism of the tourism industry.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This study aimed to find out how the NATED tourism studies curriculum at TVET colleges responded to the tourism industry in South Africa. The study was partly motivated by the need to establish the extent to which the NATED tourism programme responded to the dynamic tourism industry. It was also a response to the concern by some sectors in the industry about the lack of relevant skills and work readiness of some graduates from TVET colleges. The study aimed to determine how TVET colleges in South Africa were producing NATED tourism studies graduates who possessed the relevant skills needed by the tourism industry. The research had one primary research question:

- To what extent does the NATED tourism studies curriculum in TVET colleges respond to the needs of the tourism industry in South Africa?

There were three secondary research questions or sub-questions:

1. Do tourism students from TVET colleges possess the relevant skills for the South African tourism industry?

2. To what extent does the NATED tourism studies curriculum in TVET colleges satisfy the needs of the tourism industry?

3. Does the interpretation and implementation of the NATED tourism curriculum in TVET colleges ensure students' acquisition of the relevant skills needed by the tourism industry?

The study's objectives were to;

- To highlight the expectations of the job market with regard to NATED tourism studies graduates;

- To investigate the relevance and adequacy of the training received at TVET colleges by the tourism graduates for the tourism industry;

- To establish an in-depth understanding of the relationship between TVET colleges and tourism stakeholders; and

- To establish the interpretation and implementation of the NATED tourism curriculum in TVET colleges by teaching staff.

The purpose of this chapter is to provide a description of the methodology that was used to answer the main research question and to achieve the aim of the study. The chapter starts with a description of qualitative research and the reasons why a qualitative approach was chosen for the study. This is followed by a discussion of the research population, sampling, data collection methods and techniques, and the data collection instruments. A description of the data analysis procedures is followed by a discussion on validity and reliability. Finally, ethical considerations are discussed.

3.2 Research Methodology

Qualitative research was deemed to be the most suitable approach for this study, which aimed to find out how responsive the TVET tourism curriculum is to the South African tourism industry. A qualitative approach enabled the researcher to get a deeper understanding of the dynamism of TVET institutions and their curriculum issues. Denzin and Lincoln (2011, p. 3) described qualitative research as an activity that "consists of a set of interpretive, material practices that make the world visible [and that] involves an interpretive, naturalistic approach to the world". They elaborated that in qualitative research things are studied in their natural settings and attempts are made to make sense of or interpret phenomena based on the meaning people attach to them. Qualitative research helps to evaluate the individual experiences of the participants in detail and to obtain information from various viewpoints. The researcher opted for this approach for it allowed an interactive relationship between the researcher and the participants, which facilitated the sharing of the participants' experiences of the NATED tourism curriculum under investigation.

As indicated earlier in the review of literature, tourism programmes should be centred on a balance between a vocational and an academic focus. The interview schedules focused on establishing the kind of balance that exists between the two. The focus of the research design aimed to bring out what was reviewed as models and approaches to the construction of the tourism curriculum. In the South African context, the tourism planning model should develop a tourism society that is not just for business, but rather for all stakeholders.

3.3 Research population

The research population is defined as a group of elements that conform to the given criteria and to which the researcher intends to generalise the results of the research (McMillan & Schumacher, 2012). A research population is made up of a collection of individuals or objects that have similar characteristics. The population helps in establishing boundaries on who to include and/or exclude from the study. The population allows the researcher to gain access to relevant sources that will help to address the research question. The population for this study comprised of:

- Tourism organisation managers (employers) from the East Rand in Gauteng. The two organisations chosen were part of the numerous sectors that make up the tourism industry. The two organisations were chosen on the basis that they currently employ NATED tourism graduates from the chosen TVET college. The managers deal directly with graduates when they join the tourism establishment.
- Graduate NATED tourism students from the TVET college.
- NATED tourism lecturers from the TVET college.

All participants come from the East Rand in Ekurhuleni, Gauteng. The East Rand was used because it was convenient for the researcher, who himself is a resident in the same area. Transport costs were therefore reduced, as well as the time spent on travelling for data collection.

3.4 Sample selection

It may not be possible to gather data from the entire population of a study, hence the need to have a manageable number of participants. Researchers usually have neither the time nor the resources to carry out a study of a whole population. For this reason, every research study involves a sample selection. Babbie (1990) defined sampling as the activities involved in selecting a subset of persons or things from the population. McMillan and Schumacher (2012) defined a sample as a group of participants from whom data is collected. The data obtained from the sample will be used to make judgements about the population. For this reason, it is very important to have a sample that is a true reflection of the population. Maxwell (2005) noted that the selection of a representative sample is a key element of research design, and requires preplanning in terms of knowledge of the population to be sampled, and rigorous selection procedures. One major advantage of using a sample is that it is not costly and takes less time than studying the entire population. For this study, purposive sampling was used.

Babbie (1990) recommended a purposive sampling approach as it gives a sample that is useful and meaningful, and allows the researcher to generate data that will help to answer the research questions.

3.5 Purposive sampling

Purposive sampling involves the selection of a sample based on the researcher's knowledge of the population and its members, and the nature of the research aims (Scott & Morrison, 2005). Purposive sampling is effective when researchers are studying specific characteristics and functions. The researcher purposively selected employers who employed NATED tourism graduates, NATED tourism graduates who were employed, and NATED tourism lecturers as participants for the study. The researcher was of the opinion that these participants would provide data that was relevant to the study. A homogenous sampling method was used to identify the six tourism graduates, the four tourism lecturers, and the two employers. Etikan et al. (2016) described homogenous sampling as focusing on candidates who share similar traits or specific characteristics. The participants had similarities in terms of their knowledge, skills, exposure, and life experiences. The sample was made up of twelve participants as follows:

- two employers in the tourism industry in the East Rand area,
- six employed NATED graduates from the TVET college, and
- four NATED tourism lecturers from the TVET college.

The sample size made it possible for the researcher to obtain an in-depth insight that answered the research questions. However, the size of the sample is not intended to be representative of the larger population, and participants were selected to allow for the generation of data.

The researcher sought permission from each organisation who formed part of the sample (see appendices A, B, and C). Interviews were only conducted after permission had been granted, and this made the participants open and candid in their responses. In seeking permission, the researcher presented himself as a Master of Education degree candidate, a researcher, and a tourism educator. Full details of the study and the research questions were given to the participants in advance. Participants were then asked to provide their informed consent by signing the consent forms (see appendices G and H).

3.6 Data collection methods and procedures

There are several methods that can be used to collect data, and a triangulation of these methods provides credible data. As highlighted by Maxwell (2013, p. 122), "all qualitative fieldwork

done by a single field worker invites the question, why should we believe it?" The researcher triangulated two data collection methods: in-depth interviews with the tourism industry employers, the employed tourism graduates, and NATED tourism lecturers, and a document analysis. The researcher chose semi-structured interviews to obtain adequate and relevant information from the participants. Interviews facilitate direct interaction, which gives the researcher the opportunity to listen, probe, and seek clarity. Welman and Kruger (2003) support the use of interviews in qualitative research because they provide an in-depth understanding of the experiences of individuals and groups. Interviews were used to give the researcher the opportunity to collect data that represented the perspectives of the participants. Babbie (1990) asserted that research-relevant information that focuses on content specified by research objectives is obtained through interviews. The use of tailored, open-ended questions enabled the researcher to explore critical matters that were of concern to the participants. The data collected reflected what was mentioned earlier in the theoretical framework — that students' capabilities must guide the evaluation of a curriculum rather than how much money, educational resources, or qualifications they are able to command.

The areas that the study tried to address, as reflected in the theoretical framework, were questions raised by Powell and McGrath (2014, p. 10):

- Which dimensions of institutional functioning enable individuals to expand the capabilities they value, and which serve to limit and constrict the expansion of capabilities and functionings?

- Which capabilities and functionings matter to students, and to what extent are these being addressed by existing institutional arrangements, cultures, and the pedagogic approach of TVET?

- How does expanding the capabilities and functionings of an individual TVET student contribute to the development of their families and communities?

- Given the existing institutional arrangements and pedagogic design of TVET, do all students in the sector have the same opportunities to participate in and to succeed in TVET? If the answer was yes, then chances were higher that students would acquire essential capabilities that would make the tourism programmes responsive.

3.7 Pre-Testing

After the completion of the interview schedule, pre-testing was conducted using a representative of each group of participants. Pre-testing has many functions, as McMillan and

Schumacher (2012) point out, with one of them being the identification and elimination of variation in the participants' understanding and interpretation of the interview questions. Pre-testing helps in the elimination of ambiguity in the questions asked. Any factors that may hinder objectivity can be noted during the pre-testing phase. Pre-testing also helped the researcher to determine the correct sequencing of the questions and the appropriate questioning techniques. Pre-testing further assisted the researcher to establish a time allocation for each interview. Feedback from the pre-testing was considered in drawing up the final interview schedule.

3.8 Semi-structured interviews with NATED tourism lecturers

Four NATED tourism lecturers were interviewed at their workplace. The interviews took place during the lecturers' lunch times, since the researcher did not want to interfere with their normal working hours. The interview schedule was used as a guideline; hence, the researcher did not follow it rigidly. The researcher guided the interview to ensure that the research questions were adequately answered. Probing was used in an effort to get in-depth responses. Most of the questions in the interview schedule were open-ended. The discussions during the interview focused on the NATED tourism curriculum and its responsiveness to the needs of the tourism industry in South Africa. The interview took at most 45 minutes to complete.

Bernstein's (2000) pedagogic device, as in section 2.3 in the theoretical framework, was used to come up with questions that addressed the capabilities and functioning of students. The three rules of the pedagogic device determined the type of data to be gathered from the graduates, the lecturers, and the managers of the tourism companies. The data collected is presented and discussed in Chapters Four and Five respectively.

3.9 Semi-structured interview with employers and NATED graduates

The employers of the NATED tourism graduates were visited at their workplace. Interview dates and times were communicated well in advance. There was no rigidity in following the interview schedule, and the researcher probed in order to get in-depth responses. There were cases where impromptu and situational questions were asked. The interviews were conducted in English, and the respondents were given great latitude to express their views. Most of the questions were open-ended, and some of the questions were refined as the interviews progressed.

The researcher took notes using a pen and note book, and audio-recorded the interviews in order to avoid missing out on information by saving the collected data to make use of at any

stage of the study and/or in the future. Data storage and preservation were part of the effective measures taken to manage the research data. The respondents were briefed before the day of the audio-recording. This helped to encourage the participants to express themselves freely during the interviews. This is reflected in the participants' responses presented in Chapter Four.

3.10 Document analysis

Document analysis was used as a complementary research method. The documents were analysed objectively in order to verify the findings or corroborate the data obtained from the interviews. Using more than one method of data collection added to the comprehensiveness of the data collected for the study. Qualitative research uses document analysis as a comparison tool for contrasting and comparing findings. Data from document analysis augmented and triangulated the observations and claims made by the participants during the semi-structured interviews. The documents that were used were:

- the NATED tourism N4 to N6 syllabi, and
- the NATED tourism assessment guidelines.

The researcher used the information from the above documents to supplement the collected information from the interviews with the tourism lecturers and tourism graduates. Data from the document analysis provided a parallel data set that gave another perspective on the concerns of the study, and corroborated and confirmed the findings of the study. Eisner (1991, p. 184) observed that document analysis frequently reveals what people will not and cannot say. Based on the conceptual framework of this study, as highlighted by Smith and Cooper (2000), a curriculum must be context related rather than context bound. The researcher gathered information through document analysis that helped to establish the orientation of the curriculum in that regard. The information gathered from the document analysis is presented in section 4.5.

3.11 Analysis of the NATED tourism N4-N6 syllabi

The NATED tourism curriculum comprises of four subjects at each level (N4, N5, and N6). Subjects for N4 and N5 are: Travel Services, Tourist Destinations, Travel Office Procedures, and Tourism Communication. At N6 the subjects are Travel Services, Tourist Destinations, Travel Office Procedures, and Hotel Reception. Out of the four subjects at N4 and N5, Tourism Communication can be referred to as a fundamental subject, while the other three are vocational. All the subjects focus on equipping tourism students with the skills and

competencies that directly address the world of work in the tourism context. Travel Services, for instance, covers a range of topics, ranging from the different sectors of the tourism industry to matters related to travelling using different forms of transport, accommodation, car rental, travel insurance, foreign currency/exchange, ticketing, and fares.

The tourism syllabi were analysed in order to ascertain their disposition to the needs of the South African tourism industry. The researcher tried to establish the theoretical and practical components of the syllabi. This helped to find out the type of skills prescribed by the tourism curriculum. The objectives for each topic in the syllabi were used as the units for the analysis. The analysis focused on the following themes: theoretical knowledge, practical knowledge, and soft skills. These themes were established from the data collected during the interviews and the review of the related literature. During the analysis of the subject objectives for tourism, the following questions were taken into account:

- Do the syllabi show a balance between theoretical and practical aspects?
- Does the content of the syllabi talk to the needs of industry?
- Which topics should be added or removed from the current syllabi?
- Were the lecturers able to interpret and implement the syllabi effectively?
- Was adequate time allocated for the graduates to practise during their training?

The researcher guarded against the pitfalls of document analysis, such as the use of secondary data and outdated information. The data collected from the analysis of the tourism syllabi is presented in section 4.5.2 in Chapter Four.

3.12 Analysis of the lecturers' time table

In an effort to ascertain whether the time allocated for teaching and learning matches the recommendations of the syllabi, the researcher had to review the lecturers' timetables. This is presented in Table 4.3.

3.13 Data analysis procedures

The inductive approach was used to analyse the collected data. The researcher focused on the themes and styles that emerge from the collected data (Creswell, 1998). The themes were derived from the research questions and the objectives of the study. The conceptual and theoretical framework of the research study informed the analysis of the collected data. A review of the capabilities approach and Bernstein's (2000) pedagogic device formed the boundaries for the analysis. The patterns recorded helped in describing the phenomenon. To

obtain quality findings, the researcher applied coding to the analysis. Coding breaks down the data and helps in contextualising and putting it together in new ways (Strauss & Corbin, 1998). With the inductive approach, the statements derived from the interviews and documents were analysed. The researcher read through the texts and identified information relevant to the research questions and objectives. The collected data, however, was first organised into codes that informed the themes that were used in the analysis. The themes were largely informed by the common emergent matters from the literature review, the data from the interviews, findings from other researchers, the researcher's knowledge of the tourism industry, and the research questions and objectives. The themes used to analyse the data were:

- Translation of the syllabi into classroom activities
- TVET training not equipping students with all the skills needed by the tourism industry
- Focus of the teaching and learning in TVET colleges
- The role of WBE in TVET colleges
- Relationship between TVET colleges and industry
- Time allocation for teaching and learning
- Omission of relevant content/knowledge in the syllabi
- Availability of resources
- Follow-up system on graduates.

These themes are discussed and analysed in sections 5.2–5.10 in Chapter Five.

3.14 Validity and reliability

The accuracy and comprehensiveness of data is a concern to qualitative researchers. Welman and Kruger (2003) indicated that reliability is not sought for its own sake, but as a precondition for the validity of data. It is important to minimise any form of bias when carrying out a study, in order for it to be credible. Badenhorst (2007) observed that researchers bring their own experiences, ideas, and preconceptions into the study, and advised that these ideas and preconceptions be eliminated in order to reduce research bias.

The researcher had been employed as a NATED tourism studies lecturer at the TVET college for the past five years. This put him in a position to understand some of the current debates pertaining to the relationships TVET colleges have with their various stakeholders. One of the relationships is that between the NATED tourism curriculum and the needs of the tourism industry in South Africa. The researcher's position made it possible to pick up any falsification

within the participants' answers to the interview questions. However, the researcher had taught some of the participants, and the lecturers were his colleagues, and this may have affected the validity of the data gathered. There was a possibility that the participants may behave abnormally, as discussed by Brink (1993). When responding to the interviewer, the participants may have been scared to freely divulge information. They may have thought that the information could be used negatively against them or their tourism organisation. Bearing in mind the above challenges, the researcher tried to build good relationships with the participants prior to the interviews. The relationships were meant to ensure trust between the researcher and the participants.

The researcher had easy access to the NATED tourism documents due to the nature of his work. The interpretation of the NATED tourism document was not a challenge to the researcher because of his knowledge of the content of the tourism curriculum under study. The researcher's verbatim transcripts of interviews were returned to the participants for them to check and confirm the accuracy of the transcripts.

3.15 Ethical Considerations

Ethical considerations for the study involved the following:

- getting permission to interview the NATED tourism graduates, the NATED lecturers, and the tourism organisations managers;
- assuring participants that the names of all the tourism organisations and participants would remain anonymous;
- assuring participants that participation in the study was on a voluntary basis;
- obtaining consent from the participants before conducting the interviews;
- obtaining permission from the participants to audio-tape the interviews;
- maintaining confidentiality;
- ensuring that there were no known risks that the research could expose the participants to;
- assuring participants that the interviews would be conducted during their tea or lunch breaks to avoid interfering with their operational hours; and
- assuring the participants that the findings from the study would be used for academic purposes only.

The respondents' real names were not used, and instead a coding system was used to identify each participant. In this study **G01–G06** was used to identify the NATED tourism graduates,

L01–L04 to identify the NATED tourism lecturers, and **M01** and **M02** to identify the tourism company managers. The researcher assured the participants that the information provided would be used strictly for academic purposes towards the completion of the researcher's Master's in Education programme. Ethical clearance (Sem 2-2019-005) was issued from the University of Johannesburg's Faculty of Education Research Ethics Committee (see Appendix L).

3.16 Summary

This chapter focused on the design and methodology used for the study. The qualitative approach used for the study was described, and the population and purposive sampling method were discussed and justified. One TVET college, two employers, and six graduates formed the sample. The data collection methods, consisting of semi-structured interviews and document analysis, were discussed. The ethical guidelines followed while dealing with the research participants were also laid out. The following chapter presents the data collected from the semi-structured interviews and the document analysis.
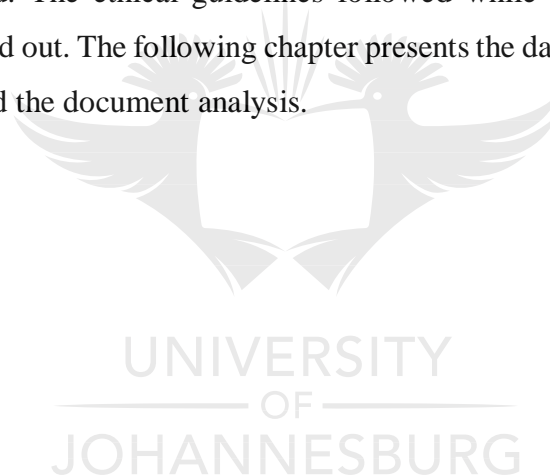
CHAPTER FOUR

PRESENTATION OF COLLECTED DATA

4.1 Introduction

This chapter presents the data on the responsiveness of the tourism NATED curriculum to the needs of the South African tourism industry. The data was collected through document analysis and semi-structured interviews with NATED tourism lecturers, tourism industry employers who have employed NATED tourism graduates, and NATED tourism graduates. This chapter briefly discusses the data in relation to the research questions to provide a foundation for the in-depth analysis of the data in the following chapter.

The data presented in this chapter assisted in addressing the study's primary research question:

- To what extent does the NATED tourism studies curriculum in TVET colleges respond to the needs of the tourism industry in South Africa?

The data also addressed the secondary research questions, or sub-questions:

1. Do tourism students from TVET colleges possess the relevant skills for the South African tourism industry?

2. To what extent does the NATED tourism studies curriculum in TVET colleges satisfy the needs of the tourism industry?

3. Does the interpretation and implementation of the NATED tourism curriculum in TVET colleges ensure students' acquisition of relevant skills needed by the tourism industry?

In addressing the research questions, the data also addressed the objectives of the study:

- To highlight the expectations of the job market with regard to NATED tourism studies graduates;

- To investigate the relevance and adequacy of the training received at TVET colleges by the tourism graduates for the tourism industry;

- To establish an in-depth understanding of the relationship between TVET colleges and tourism stakeholders; and

- To establish the interpretation and implementation of the NATED tourism curriculum in TVET colleges by teaching staff.

The participants' real names were not used in order to ensure their privacy, confidentiality, and anonymity. Codes were used for each interview participant. The four NATED tourism lecturers

in the study were identified as **Lecturers L01–L04**. The tourism graduates were coded as **Graduates G01–G06**. The tourism company managers were coded as **Managers M01** and **M02**.

4.2 Presentation of data from interviews with lecturers

The interviews with the lecturers sought to establish the extent to which the NATED Tourism Studies programme responded to the needs of the tourism industry in South Africa. The information gathered from the lecturers reflected their interpretation and implementation of the tourism curriculum under study. All the lecturers interviewed had some experience in the tourism industry. Below is the information gathered from their interviews. The results are presented according to the questions set out in the interview schedule for the NATED lecturers (Appendix I), which were used to elicit information from the lecturers.

4.2.1. Extent to which the NATED tourism studies programme responds to the needs of the tourism industry in South Africa

In response to the first question on the interview schedule (*To what extent do you think the NATED Tourism Studies programme responds to the needs of the tourism industry in South Africa?),* **Lecturer L01** stated that the tourism curriculum offered in TVET colleges partially meets the needs of industry. To substantiate her perception, she explained that some of the syllabi used in teaching tourism NATED subjects are outdated. Reference was made to the subject Travel Services N6, whose current syllabus was formulated in 1995. Given the dynamism of the tourism industry, one would expect the syllabi to move with the times. **Lecturer L01** explained that something that was relevant 25 years ago cannot effectively address the current needs of the dynamic tourism industry. She went on to say that

> *the resources (teaching and learning that includes textbooks and manuals) used to teach NATED tourism subjects, were unfortunately compiled based on the prescriptions of these outdated syllabi. These resources are greatly restricted from incorporating up to date information and trends because they have to address the outcomes of the outdated syllabi.*

The lecturer's concerns are relevant to the second research question, which sought to establish the extent to which the curriculum satisfies the needs of the tourism industry. Considering the dates of the curriculum designs only, and not the content, the curriculum may be seen as addressing the needs of the tourism industry to a lesser extent.

Lecturer L01 went on to describe how assessments of students are based on the prescribed outdated syllabus, and not on what the current trends are in the tourism industry. The industry has evolved a lot and teaching in class mainly focuses on the final assessment that is going to determine whether a learner is competent or not.

Lecturer L01 also explained that the evaluation of lecturer performance is based on how students performed in the summative assessment that is compiled based on an outdated syllabus. If the lecturer focuses a lot on the current trends in the industry, this may not work in his or her favour, because that is not what the learners are going to be assessed on. Some students who are much more familiar with current trends, and who know exactly what is currently happening in the tourism industry, may still fail their examinations. If these students fail, the lecturer will be negatively rated, which will not be good for his or her career. TVET colleges, unlike universities, do not run summative assessments autonomously. They do no set their own final examinations. Final examinations are centralised, and are the responsibility of the DHET at national level. Universities set their exams based on their own course outlines. The DHET at national level gives guidelines as to what should be taught in TVET colleges and how it should be taught. However, due to the dynamic nature of the tourism industry, essential capabilities will change with time.

Lecturers L02 and **L03** shared the same sentiments as **Lecturer L01**. They added that tourism companies still need to train the students in the basics when the students join them. In some cases, the students will have a general overview of the tourism industry but may lack specific skills that are expected in a particular company. It is worth noting that tourism is very broad and consists of different sectors, which include car rentals, tour operations, cruises, and transport. Companies will have to teach students their sector-related requirements so that the students are able to work in their sector. **Lecturer 04** added that with the outdated syllabi in use, students usually get to the industry clueless.

The lecturers' focus on summative assessments at the expense of practical skills not only works against the acquisition of relevant skills but also reflects the implementation of an ineffective curriculum. The information provided by the lecturers contributed towards addressing research questions one and three. It was shown that tourism students from TVET colleges do not possess the relevant skills for the South African tourism industry, and that the interpretation and implementation of the NATED tourism curriculum in TVET colleges does not ensure students' acquisition of the relevant skills needed by the tourism industry.

4.2.2. Extent to which skill requirements of the tourism industry match the educational priorities of the tourism programme?

In response to the second question on the interview schedule (*To what extent do the skill requirements of the tourism industry match the educational priorities of this programme?*), **Lecturer L01** identified areas where the tourism programme prioritises the needs of the tourism industry, and areas where the tourism programme seems to ignore or not respond to those needs. She identified Travel Services N6 as an area to which the tourism curriculum responds well. It is made up of seven modules that include foreign exchange, car rental, tour planning and budgeting, hotel reservations, cruises, insurance, and international rail.

> *From my personal experience, when I went for lecturer workplace-based experience at ABSA Bank in their forex department there isn't a very huge gap. The concepts we teach in class on foreign exchange is exactly what it is in the industry, though there are a few things that need to be removed from the current syllabus. The syllabus still talks about travellers' cheques, and bank drafts, something that no longer exists.*

The feedback that the lecturer received from former students who were currently working in car rental companies confirmed that they were doing exactly what they had been taught in class, except that they were doing it using computerised systems, while in class they did it manually. The learners confirmed that they did not have serious challenges in using computerised systems. The knowledge acquired manually in school offered a good background.

The following were identified by **Lecturer L01** as areas where the curriculum does not match the skills requirements of industry, or matches it only to a low extent:

- *In Travel Services N5 we have a component whereby the students are expected to complete manual tickets for flights. This is something that has not been done in the industry for a very long time. When these learners get an internship, for example at a travel agent or operating company or an airline, and they are expected to do it online or on a computerised system, they will be seeing it for the first time and there are chances that some may fail to cope.*

- *Communication is one subject which has a very huge gap. If we look at business etiquette, for example, the teaching does not involve the technical skills that are expected. After completing a module in communication, the majority of our learners cannot communicate at all. It seems there is lack of practical aspects. Learners at the end of it all do not possess the expected skills for them to communicate.*

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- *In Hotel Reception N6, the syllabus instructs on the use of manual reservations. Current trends in the industry involve the use of computerized programmes such as Amadeus, Opera, and Galileo. The industry has become so digitalised to an extent that when our students join industry they are found wanting as far as computer skills are concerned.*

- *It is surprising that from N4 til N6 our students do not have any computer training. Considering that we are heading towards the Fourth Industrial Revolution, computer knowledge must be a basic component in any training programme. And it is disturbing when the Department of Higher Education expects graduates to have a computer certificate as a prerequisite to graduate with a diploma in tourism. Where will they get that certificate if the curriculum does not make provision for a computer course?*

Lecturer L02 reflected on her industry experience and highlighted that there is a huge gap. Referring to the subject she is currently teaching, she noted that the syllabus is outdated. The syllabus still refers to charts in accommodation establishments, something that was used many years ago. The tourism curriculum is faced with a scenario where a complete overhaul is needed in order to train learners in the current requirements of the industry. When asked why lecturers not teaching what is currently happening in the industry, she had this to say:

> *The subject syllabus is the official document that should be used as a guideline pertaining to what we teach and how we teach it. Besides that, students will be assessed based on what is in the syllabus and not what is in the industry [...] Students will be declared competent based on their ability to answer examination questions that are based on the outdated syllabus and not on what the current trends are in the tourism industry [...] and at times as lecturers we don't want to dwell more on what the industry is doing because we may end up confusing these learners. Assessments are based on the syllabus and the textbook, and not on what the industry may be offering. As lecturers our hands are tied and we are limited by the syllabus.*

Lecturer L03 lamented that the material used is outdated. He added that there is too much theory and not enough practice, when in fact the practical component is of equal importance. **Lecturer L04** indicated that at times one feels guilty when teaching and emphasising something one knows very well is no longer applicable or irrelevant. The syllabus currently

being used was designed and implemented soon after South Africa attained its democracy. The contents of the syllabus was relevant at that time, because tourism was only starting to blossom in South Africa. The trends have drastically changed, hence the need for the syllabus to also move with the times. Lecturers should be guided by the need for students to develop essential capabilities.

The identification of specific subjects whose content responded to the needs of the tourism industry contributed to answering research questions one and two. The different gaps identified by the lecturers reflected the extent to which the curriculum satisfied industry needs, and also reflection the students' command of relevant skills. This provides a narrative on the production of capabilities in students.

4.2.3. Processes used to ensure responsiveness of the tourism curriculum to the training needs of the tourism industry

In response to the third question on the interview schedule (*What, if any, are the processes used to ensure the responsiveness of the tourism curriculum to the training needs of the tourism industry?*), **Lecturer L01** mentioned that there is currently an initiative by the DHET to review some of the NATED syllabi.

> *I attended a workshop where the DHET, representatives from some universities as well as representatives from the National Department of Tourism (NDT) were present. This is the first time in so many years that I have heard of such workshops. I have been a lecturer for the past eight years and not at any given time were we told or invited to attend such workshops. In attendance in that workshop were book publishers. One of the issues that was key in that workshop was to come up with a curriculum through the review of various syllabi. A curriculum that will be in line with what the industry needs. Issues that were also highlighted in that workshop or indaba was on how often these syllabi should be reviewed. Review of a curriculum comes with its own challenges, which include the development of new study materials for both lecturers and students. Lecturers will also be expected to go through frequent training and refresher courses so that they will keep abreast with a new curriculum or reviewed syllabus. Measures must be in place to deal with the general resistance to change that is likely to happen on the part of the lecturers. In most cases people prefer to be in their comfort zones. There may be cases where some people may feel threatened when there is change.*

Lecturer L02 highlighted that now and then both lecturers and students would go on workplace-based experiences (WBE) or integrated learning experiences in tourism-related companies. These companies include tour operators, travel agencies, car rental companies, hotels, events management, conference centres, and many more.

The duration of the attachment for students is usually a week or two. Not much is done during this period because of the short duration. The students obtain an overview of the different departments or sections of the particular tourism company to which they are attached, but not detailed exposure to the functions and operations of each section. Some tourism businesses have raised concerns that the period is too short, and that drafting a schedule for just one week is extremely challenging. They have always suggested a longer period so that they can have more time with the students.

The WBE for the lecturers is usually for a work week — precisely five days. The lecturers are placed based on their needs. For example, a lecturer teaching Travel Services N6 may go to a bank and be attached to the foreign exchange department. Lecturers in that subject area usually go to ABSA Bank. The lecturers who are currently teaching Travel Services N5, which involves a lot of booking, may choose to go to travel agencies that deal with bookings and ticketing. One factor hindering the success of lecturer placement is their timing. Lecturers are not willing to go on these attachments during the holidays. Lecturers will only go when the WBE is scheduled during normal college days.

Lecturer L03 appreciated the involvement of industry in training TVET students; however, he had serious concerns about the effectiveness of the placements due to the limited exposure time. **Lecturer L04** applauded current developments in trying to review the syllabus. She shared the same sentiments as **Lecturer L01** about the workshop that included the DHET, the NDT, representatives from universities, lecturers, and book publishers. She felt that it indicated a positive development towards a curriculum that would produce the relevant capabilities in students.

The different initiatives highlighted above reflect the TVET system's endeavours to satisfy the needs of industry, based on the intentions of the curriculum and not on what actually happens. The information from the lecturers reflected that the TVET system is aware of the importance of up-to-date training.

4.2.4. Specific skills or topics that should be incorporated in the tourism programme in order to meet the expectations of the tourism industry

In response to the fourth question on the interview schedule (*What, if any, specific skills or topics do you feel should be incorporated in order to meet the expectations of the tourism industry?*), **Lecturer L01** identified global distribution systems (GDS), such as Amadeus opera and Galileo, as very relevant to the skills needs of a tourism graduate. Most tourism businesses have migrated from the manual systems to digital or computerised systems. One of the requirements for some of the advertised jobs in the tourism industry is a GDS certificate. For other jobs, it is listed as an added advantage. TVET colleges encourage their students to learn Amadeus or Galileo on their own. It is understandable that the colleges are not able to assist students in learning these packages, as the software training is expensive at a minimum of R5000 for two weeks' training. The DHET should consider providing the resources for such training. The majority of students enrolled in TVET colleges come from previously disadvantaged communities or groups who may not be able to afford the cost of Galileo or Amadeus. Travel Office Procedures (TOP) N4 needs a complete overhaul of the content because some modules are irrelevant and outdated. If a student was left in a tourism office, he or she would not even know where to start. Systems are computerised, and students have been taught manual systems, which renders the students ineffective.

Lecture L02 noted that there is a serious deficiency in customer service skills:

> *Tourism is a client services-based industry that requires students to have very good interpersonal skills. Tourism students should be able to communicate at different levels of interactions. The Tourism Communication subject at N4 and N5 seems to be failing to produce learners who can communicate effectively.*
> *I am not sure whether it is the content or the method used in how the subject is taught. These days, people no longer write formal letters the way we used to in the past. Learners should be taken through electronic mail and Internet so that they are able to use technology. These days there's so much talk about the Fourth Industrial Revolution but our students are not using computers. The closest these students get to a computer is when they are using their smartphones; unfortunately, these smartphones have their own limitations.*

Lecturers L03 and **L04** highlighted that over and above communication and technology skills, the students need to have the ability to research and have good presentation skills. The abilities to meet deadlines and work under pressure are a critical requirement for the industry.

Lecturer L04 mentioned the need to reflect on who we are as TVET institutions. A TVET institution is expected to emphasise the doing part of it. Industries prefer hiring people who do not only have the knowledge but who can perform and do the actual job. Gone are the days when learners go for interviews and are asked to tell the panel about themselves. Now, for example, they may be given an itinerary and a map and be tasked with doing the actual routing and booking, and indicating all the logistics associated with the trip. **L04** said:

> *We are not doing them [the students] any justice when we [the lecturers] just sit in class and tell them this is how you do a booking without giving them a computer so that they can do the actual booking.*

She further noted that it is important to bear in mind that tourism is a heavily interpersonal type of industry that involves working with people. However, the tourism graduates that the TVET system is producing are not people orientated and cannot have a meaningful conversation with the people surrounding them. She explained that there is a need to bring the practical component into the teaching and learning environment, and not just the theory. Moreover, according to this lecturer, the practical component should also be encompassed in their assessments. The final assessment should comprising of theoretical and practical skills. The document analysis indicated that the practical component forms part of the coursework mark, and the coursework mark forms part of the final mark for the student.

The relevance of the tourism curriculum content helps to provide answers to the main research question, as well as sub-question two. Each topic in the curriculum must produce specific capabilities that will make students relevant to the tourism industry. The absence of specific content will reflect a failure in the curriculum's responsiveness to the tourism industry.

4.2.5. What can be done to improve the tourism curriculum so that it addresses the needs of the tourism industry

In response to the fifth question on the interview schedule (*What do you think can be done to improve the tourism curriculum so that it addresses the needs of the tourism industry?*), all the lecturers agreed that an updated syllabus should be the starting point. Syllabi that are informed by current trends in the industry set a strong foundation for the tourism curriculum. All the lecturers reiterated that their hands were tied for as long as the syllabi were not updated. As

lecturers they would sometimes try to teach both what was in line with the syllabi and also try to remind the learners to be aware of current industry practice.

Lecturers L01 and **L03** added that there was a need to have regular conferences, meetings, and workshops for all the stakeholders in tourism education and skills development. These platforms would be used to update each other on developments, recommendations, and initiatives that could possibly be implemented to ensure that there was a no huge gap between the tourism curriculum and industry. This would help to establish common ground for how stakeholders could bridge the gap between what is done in TVET colleges and what is needed by the dynamic nature of the tourism industry.

Lecturer L02 added that apart from industry participation, there was a need for some form of specialisation. She said:

> *The tourism industry is so broad, hence the need for learners to identify specific fields or areas within the tourism industry that they can focus on. Lack of specialisation has resulted in graduates going out there not aware of what is demanded by the industry. N4 and N5 can remain general. At N6, which is the exit level, students must identify an area in which they will specialise.*

Examples of areas of specialisation could be car rental, tour operation, travel agency, hotel reception or foreign exchange, to name but a few.

Lecturer L03 identified the private sector as a key player in the curriculum development and design process. The is discussed further in detail in relation to WBE in section 5.5 Chapter Five.

The identification of areas that the curriculum could improve on reflected ways in which the curriculum failed to respond to and satisfy the needs of industry. These areas demonstrated that there was more that could be done. If the curriculum were fully responsive, the lecturers would not have had any areas of improvement to mention. Mentioning these specific areas showed that the curriculum responsiveness to industry could be improved.

4.2.6. Gaps or limitations identified in the NATED tourism curriculum

In response to the final question on the interview schedule (*What gaps or limitations (if any) have you identified in the NATED tourism curriculum?*), **Lecturer L01** identified the lack of available resources as a major limitation. She mentioned computers as one the critical

resources that is not available for learners to use. Students need to use computers for a number of activities, which include presentations using software such as Microsoft PowerPoint. Internet access would enable students to use computers for research in subjects such as Tourist Destinations. If the institution had Wi-Fi connectivity, students could use their smart phones to do research. However, students without smart phones would be disadvantaged, and that could be regarded by some stakeholders as a form of discrimination. To avoid disadvantaging such learners, TVET colleges could supply electronic devices such as tablets to all students.

The lack of computer rooms where learners would be able to use computers and acquire the relevant skills needed in industry creates challenges in other areas of the syllabus. In order to introduce GDS programmes such as Amadeus or Galileo, computer rooms equipped with computers are needed. **Lecturer L01** said:

> *Another limitation that is worth noting is the lack of platforms where stakeholders can engage and evaluate the tourism curriculum and make recommendations as to what themes or topics can be taken out or introduced. The platform can also make provisions for lecturers to challenge the curriculum. When programmes like tourism were first introduced in our TVET colleges, who were the people who worked on the curriculum and where did they get their training and for how long was it? There is a general feeling that there are times when people just take or adopt documents that were used somewhere else and implement them in our South African set-up. It is a very huge challenge when people borrow curricular policies from other countries where it would have worked effectively. Policy makers need to bear in mind that our contexts are not the same.*

Coming up with a home grown curriculum would be the best thing for South Africa. When designing and implementing a curriculum, it is important to ask what the students are being trained for. **Lecturer L01** continued:

> *I wish that as lecturers we had a professional body through which curriculum issues can be raised. For instance, if there are certain aspects or contents that are not relevant anymore and some aspects that need to be incorporated. Lecturers could take their concerns and recommendations there.*

The other limitation noticed in TVET colleges is the lack of a system for following up on all the students that have gone through the colleges. When these students leave our TVET institutions we do not have a mechanism for tracking or following up on them. If such a system were put in place, graduates could meet and share experiences, and this feedback could

contribute a lot of useful information about how the teaching and learning should be conducted in our diverse colleges. If graduates shared their experiences with current students in TVET colleges, they could help the students to prepare themselves for the industry, because they would be hearing information from people who had formerly been students just like them. In this way they could learn more industry-relevant information in addition to what their lecturers tell them about the industry.

As tourism lecturers we would be able to look at the experiences of the graduates and relate them to the curriculum. However, this type of initiative would need campus managers and college principals to come together. A conference could be scheduled once or twice a year for lecturers and graduates to meet and discuss the graduates' professional experiences. Former students currently working in the tourism industry would highlight some of the challenges they face in industry, and based on that information, the lecturers would be able to recommend changes to the curriculum. Following up on graduates would help a lot in establishing how they are fitting in to the world of work. However, TVET colleges do not have a clearly defined platform or model to use as a follow-up system.

Lecturer L02 suggested creating an introductory programme for students who want to take up tourism as a study programme. During this introductory programme students could be given an overview of the tourism industry. After the introductory programme, students would be able to decide whether they really want to pursue a career in tourism. There is a possibility that some of the students who are failing to impact positively on the tourism industry are those who did not take tourism enthusiastically or willingly. Circumstances may have forced them. There are also sometimes misconceptions about working in the tourism industry on the part of certain students. When asked why they decided to do tourism, the majority of them say *"because I love travelling"*. A career in tourism will not necessarily give students the opportunity to travel, as they will primarily be working to facilitate their clients' travel.

Lecturer L04 identified a huge gap in skills development — skills such as communicating, writing, reading, computer literacy, and telephone etiquette. For example, the students do not possess the skills to address clients in a professional way when they enter the organisation's premises. The curriculum emphasises theory, thereby ignoring the equally important practical component. **Lecturer L04** said:

I think it will be a good thing if we can introduce practical exams where the learners will be assessed doing or demonstrating specific skills. If students know that they are going to be assessed on specific skills, they will make an effort to work towards that by practising amongst themselves in and out of the classroom. When a concept is assessed it becomes important. Our current assessment focuses mainly on theory.

To develop the relevant skills that will give students the essential capabilities, practical skills should not be compromised for any reason.

Identifying gaps and limitations in the NATED tourism curriculum addresses the primary research question, which broadly tries to gauge the extent of the curriculum's responsiveness to the tourism industry. It also addresses sub-questions two and three. To sum up, the lecturers mentioned the following as gaps: a lack of resources, particularly computers; the need for a professional board for TVET lecturers; and the need to include far more of a practical component to the syllabus. These reflections are discussed in Chapter Five as part of the themes that emerged.

The next section seeks to present the information collected through semi-interviews with two tourism managers that had employed NATED tourism graduates. The codes that were used to represent the two managers are **Manager M01** and **M02**.

4.3 Presentation of data from interviews with Tourism Managers

4.3.1 Expectations of tourism employers from NATED tourism graduates when they join tourism organisations

In response to the first question on the interview schedule (*What are your expectations as a tourism employer from NATED tourism graduates when they join your organisation?*), **Manager M01** identified a solid background in tourism. Students should know basic information such as the airlines that operate in South Africa at the moment. **Manager M01** stated that a lot of the time the graduates do not know the airlines. Students cannot answer when asked which domestic carriers currently service South African routes, but they should know that they are SAA, British Airways, Mango, and others. They should know the tourism products on offer in the market, but unfortunately they are not aware. **Manager M01** stated:

Another thing is we don't expect them to know everything but what we love and appreciate is a student that comes prepared for the practical. It is good when they come here with an understanding that this is a travel agency and have an idea of what has to

be done in a travel agency. Most of them do not understand that there are different factors involved when a travel agent is putting different components together.

Manager M02 added that these tourism graduates are expected to have a general overview of the different sectors of the tourism industry. An understanding of the dynamics of the industry would help the students to easily fit in to any tourism organisation. **Manager M02** stated:

> *As tourism organisations we expect tourism graduates to have an understanding that the industry is a customer-interactive kind of business. As such, customer care is very key as well as good interpersonal skills. The graduates should be able to communicate at different levels within and outside the organisation.*

The skills mentioned by the manager can be developed in students through a practical approach. A lack of adequate time for practical skills in the delivery of the curriculum will therefore hinder the development of such skills.

The information gathered from the managers indicated the expectations of the tourism industry. The managers identified qualifies that the capabilities approach refers to as essential capabilities. It is useful to determine the responsiveness of a curriculum through comparing these essential capabilities with what students can actually do. The greater the discrepancy between the industry expectation and the skills possessed by the students, the less responsive the curriculum is to the needs of industry.

4.3.2 Duties assigned to tourism graduates in which they perform well and those in which they do not

In response to the second question on the interview schedule (*What are the kind of duties assigned to tourism graduates in which they perform well? What are those in which they do not?*), **Manager M01** highlighted that during the first two weeks the graduates just observe and do not touch a computer.

> *They will be attached to someone who will be doing the actual work. The students are shown how it is done when processing different bookings. Different bookings and reservations for accommodation, car rental and flights. The students will be attached to someone in all the different sections of the organisation so that they can see and observe what happens. They will also go to the switchboard but "we have discovered that they are socially reserved so when they are on switchboard duties we encourage them to open up a little bit more.*

When clients come in, students learn to meet and greet, look them in the eye and not be nervous. After observing for two weeks, the students are given the opportunity to process transactions but they are never left unattended and they're never left alone. They work under the supervision of an experienced employee for six months. After six months depending on how they have mastered what goes around in a travel agent office they can start working on their own. After six months, they will always be asking questions. For example, when they are asked to book a hotel for a particular type of client they ask questions such as "which one is the best hotel? Why that hotel and not that other one?" They start to use problem solving and researching skills. I want them to be aware of what is it that they are actually booking and why are we booking it.

One of the skills we wish they could be good in is map work. Mapping skills are an integral part of our day to day responsibility. For instance, I had a request where someone wanted to fly to Sishen, a mining town in South Africa. The flights were full or there were no flights and the client urgently needed to go to that place. One needs to think outside the box... what's the nearest town to Sishen that a client can fly to and then transport can be arranged from there to take them to their destination. This is the area where students are lacking but it comes with experience. It's something that you don't master in a very short time.

Students must have the ability to think out of the box and possess good problem-solving skills. Passion is also very important in this industry. Those with a passion for the industry learn fast and with experience, they perfect their way of doing things.

Manager M02 highlighted that tourism graduates need to be able to understand and follow instructions. However, they often lack confidence. As we all know, confidence is something that develops over time, and the more one practices it, and the more one is involved, the higher one's level of confidence. During the on-the-job shadowing period, these learners show an enthusiasm and willingness to learn. Some of the learners are quick to link their new experiences to what they covered while they were still in college. It is worth noting that some of the things they find in industry may be totally new, but there is always be something that they did in school which forms a background for them to understand and be able to perform a task practically. The production of relevant capabilities by students needs a balance between theoretical knowledge and practical skills. The two complement each other.

Establishing what the graduates can and cannot do in the workplace helps to answer research question one (*Do tourism students from TVET colleges possess the relevant skills for the South African tourism industry?*), which focuses on the possession of relevant skills. If students can perform the required tasks, then the tourism curriculum can be said to be responsive. The more areas in which the students can perform, the higher the extent of the curriculum's responsiveness to the tourism industry.

4.3.3 Identification of relevant skills and the extent to which tourism graduates possess such skills

In response to the third question on the interview schedule (*What kind of skills do you believe would be more relevant? To what extent do you believe graduates possess such skills?*), **Manager M01** emphasised that

> *the tourism business is customer driven which means 'no customers no business'. The first skill we always start with is telephone etiquette and telephone manners. How a student deals with a client on the phone is of paramount importance. One can never say I don't know. Instead one should say, I will find out for you. Such skills can be taught at college through role play. One student will be the travel agent while the other one will be the client.*

> *The second issue is working on turn-around times, a characteristic of the corporate business world. This calls for working under pressure, getting them to make decisions and making decisions quickly. For domestic bookings there is a one-hour turnaround time. Schools must teach students to work under pressure. The other area that must be seriously considered is communication. Students are not supposed to be shy. Their interpersonal skills should be positive. Map skills and tourism geography knowledge is crucial.*

Manager M01 also focused on the importance of written communication and e-mail etiquette, including how to begin and end an email. The manager said:

> *At one time I had a student who wrote me an email in capital letters. Students have to know how to use Microsoft Word, a bit of Excel, e-mail etiquette…. Amadeus is not really a compulsory requirement, but if a learner has Amadeus, it is an added advantage and a bonus. We understand why most of the students may not have it. We will send them for Amadeus training ourselves if we see they have potential.*

It is understandable why most of the graduates may not know how to use Amadeus, as it is very expensive. However, some organisations are prepared to send these employees for Amadeus training, but only *"if we see that they have got potential"*.

Manager M02 agreed with **Manager M01** that practical skills are more relevant than theoretical skills. It is good if the graduates have a sound theoretical knowledge, but in the work environment more emphasis is put on what one can do, and not on what one knows. A balance between theoretical and practical knowledge is key. GDSs were also recommended since there has been a clear shift from the manual systems towards digital systems. **Manager M02** stated:

> *I wish there was a way the GDS component could have been included in their training. I'm not so sure if ever it will happen, but if it happens it will be phenomenal.*

Manager M02 also stated that the tourism industry requires people who have good problem-solving skills. These skills come in handy in cases where a client's itinerary has to be altered due to unforeseen circumstances. This concern is analysed in section 5.4 of Chapter Five.

Information provided by the managers on the extent to which graduates possess the relevant skills contributed to addressing all the research sub-questions. It also reflects the lecturers' interpretation and implementation of the curriculum.

4.3.4 Suggestions regarding the NATED tourism studies curriculum in view of what the tourism graduates can and cannot do.

In response to the final question on the interview schedule (*In view of what the tourism graduates can do and cannot do, what are your suggestions regarding the NATED tourism studies curriculum?*), **Manager M01** identified experience as a critical component in the students' training. The manager stated that learners should be afforded the opportunity to visit and experience the different sectors of the industry. Students could visit places such as airports, and such a visit would complement the theory on the different facilities found at airports. In addition to just reading the textbooks, they could go to the check-in counter, they could see both domestic counters and international counters, and see what happens in each section of the airport. Some of the students are not even familiar with passports, as they cannot read or interpret the information that is found on the biometric page of any country's passport. They need to know passport basics, such as the validity, date of issue, and expiry date. An educational tour to a car rental company would help. **Manager M01** stated:

Currently the big selling point of most companies is online booking tools and it will be awesome if in your class you could say 'Let's log in to the Fly SA website and I'm going to show you how the passengers can make their bookings'. Demonstrate online checking and show them what a boarding pass is.

Manager M01 also stated that the students must be familiar with travel jargon, and the tourism programme must inculcate research skills and the ability to pay attention to detail. However, after all is said and done, the manager commented that *"generally all the students we get from your institution are doing so well in our organisation"*.

Manager M02 suggested that tourism studies curricula or programmes need to have a very close relationship with industry, and that the curriculum designers for tourism studies should regularly reflect on the current trends in the tourism industry and consult with stakeholders:

I am not sure as to who should consult with whom. Is it the industry that should make efforts to have a relationship with educational institutions or is it the other way round? Whatever the case, the bottom line is that there has to be a very strong relationship between industry and TVET colleges. I think it will be unfair for us to say educational institutions should be teaching what industry requires; industry must also ensure that the skills that they require are what is being taught in South Africa's educational institutions.

The above perceptions from the managers regarding the NATED tourism studies curriculum assist in addressing research sub-questions one and two. The relationship between TVET colleges and industry is analysed further in section 5.6 of Chapter Five.

The next section seeks to present the information collected through interviews with six NATED tourism graduates. The codes that were used to represent the six Graduate G01-G06.

4.4 Presentation of data from interviews with Tourism Graduates

The graduates' responses provided an indication of their preparedness for the world of work, and therefore a perspective on the effectiveness of the curriculum. Getting first-hand information from graduates was central to this study. These graduates had been through the TVET curriculum and were now working in the tourism industry. They therefore had experience of the two sectors that were at the centre of the responsiveness discussion: the TVET institution's taught curriculum, and the working environment of the tourism industry. The graduates' responses are discussed in the following sections.

4.4.1 Extent to which the content of the NATED tourism programme prepare students

   for work in the tourism industry

In response to the first question on the interview schedule (*To what extent did the content of the NATED tourism programme you did at college prepare you for work in the tourism industry?*), all the graduates stated that at college they had learned mainly theory, and did not have much practical work. However, when they get to the world of work, they found that there was a lot of practical work. However, **Graduates G04**, **G05** and **G06** confirmed that *"the theory we had in school laid the foundation"*. There are certain things that one does in the professional environment that can be related to the theoretical aspects that were taught in college. But in certain instances there are tasks that are totally new and one finds oneself clueless. For example, in N4 the students covered office systems and the equipment that is used. **Graduate G03** said, *"I never imagined that I would have my own office or my own space where I will be based and working from"*. Answering phone calls was something that the graduates had been taught in college. They had covered the theoretical aspects of telephone etiquette, but doing it in the real world of work was very different. Talking to real clients requires one to make the right impression.

4.4.2. Difficulties faced by students in the execution of the duties assigned to them when

   they start working in the tourism industry.

In response to the second question on the interview schedule (*What were some of the difficulties that you faced when it came to the execution of the duties that were assigned to you when you started working in the tourism industry?*), all the graduates highlighted that at college their learning was simply theoretical, as they would discuss various tasks and procedures without really doing them. **Graduate G01** indicated that he was trained for two weeks only at the reception and then was left all by himself to work as a receptionist. The duties included interacting face-to-face with clients, answering phone calls, transferring phone calls, and at times responding to enquiries. Such responsibilities required a broad understanding of the tourism company and all the services offered, and there was no room for error. One thing that the graduates had to bear in mind was that there would be no second opportunity to make a good impression, and their first impression was all they had at their disposal. Multitasking was also required of the graduates.

4.4.3. Topics or content areas that helped in preparing students for work in the tourism industry

In response to the third question on the interview schedule (*What are some of the topics or content areas that helped in preparing you for work in the tourism industry?*), all the tourism graduates indicated that there were a number of topics that were covered in N4, N5, and N6 that precisely spoke to some of their duties at the tourism company where they were working. These subjects and topics included Travel Office Procedures, Travel Services, and Tourist Destinations. **Graduate G01** stated:

> *In Travel Services N6 we did vouchers manually and in the workplace they are done electronically. However, the knowledge gained doing them manually made it very simple when doing them electronically.*

Graduate G02 realised that some of the theoretical teaching about how to do things formed a strong foundation for her when doing those things electronically. **Graduate G03** highlighted that

> *in Travel Services N5, fares and ticketing is done manually. In the tourism industry, fares and ticketing is done electronically using GDS such as Amadeus and Galileo. The company had to take me for Galileo training, which is a very expensive training course. It costs around R5000 for the two weeks. The pass mark for Galileo is 80%. I did not struggle during the Galileo training because I used the knowledge that I had gained in travel services N5, even though we were doing it manually.*

The following modules in Travel Services N6 were identified as relevant: Car Rental, Cruises, Hotel Accommodation, and Insurance. This information not only helped in determining essential capabilities that should be developed in students, but also reflected the extent of the curriculum's responsiveness to the tourism industry. This assisted in addressing research question two, which sought answers on the curriculum's ability to satisfy the tourism industry's needs.

4.4.4. Areas that should have a more practical approach and not the theory.

In response to the fourth question on the interview schedule (*Are there any areas that you feel should have had a practical approach and not the theory that you did?*), **Graduate G01** felt that modules such as Car Rental, Hotel Accommodation, and Booking of Flights could have

been better if as students they had had the computers with which they could have actually practiced doing real bookings. She said:

> *For modules like Car Rental, Hotel Accommodation, and Booking of Flights, it could have been better if we had the computers where we could actually do the bookings. The other area is that of the reception that involves answering and transferring calls. It is unfortunate that we did not even do a lot of role playing. When we went for WBE, there wasn't much that we could do because of the limited time that we were attached to a tourism company. In most cases, we just went for on-the-job experience for five days. The five days are not enough for us to have a complete overview and exposure to the several departments that we have in tourism companies.*

Graduates G03, G04, G05 and **G06** agreed with **Graduate G01** about the receptionist's duties, and the answering and transferring of calls. It was unfortunate that the students did not do sufficient role playing. The graduates all concurred that the time allocated for WBE is limited. If the five days could be increased, then WBE could be made more meaningful, as students would have enough time to gain a complete overview and be exposed to the several departments that exist within each tourism business. **Graduate G02** mentioned the need to be attached to a Bureau de Change for WBE in order to learn how to deal with foreign exchange in real situations.

4.4.5. In view of the experience gained in industry by students the following are suggestions given to the NATED colleges to improve student training.

In response to the final question on the interview schedule (*In view of the experience you have gained in industry so far, what suggestions could you give to the NATED colleges to improve student training?*), **Graduate G01** highlighted that more practical skills should be included. In NC(V) they have simulation rooms where they do practicals. **Graduates G02, G03, G04, G05** and **G06** recommended access to computers. Learners can become competent users of technology if they have more access and exposure to them. The graduates strongly recommended that the tourism students be taught how to use Microsoft Word and Microsoft Excel. They also stated that tourism students should possess basic skills such as being able to type a letter, being able to find relevant information on different websites, and communicating using email. All the graduates spoke very highly of the tourism uniform that their institution

required them to wear. They confirmed that it made adapting to the professional ethos of the workplace very easy for them.

Graduates who have gained experience in the tourism industry are a reliable source when it comes to suggesting what colleges can do to improve the tourism curriculum. The perspectives of these TVET graduates provided an important perspective for addressing all three of the research sub-questions.

4.5 Presentation of data from document analysis

4.5.1 Introduction

The researcher conducted document analysis in an effort to establish the main aims of the NATED tourism curriculum under investigation. The analysis attempted to determine the precise knowledge and skills that the students must acquire during their studies. The researcher assumed that the training programme under study should have both a theoretical and a practical component. The analysis of documents enabled the researcher to clarify the information collected from the interviews. Eisner (1991, p. 184) asserted that "document analysis frequently reveals what people will not and cannot say". Through document analysis, the researcher correlated the information from the documents with the findings from the interviews.

Below is a list of documents referenced for the analysis;

    i.   All syllabi for NATED Tourism programme

    ii.   ICASS Guideline for NATED programmes

    iii.   Lecturers time-tables

The subject syllabi for the NATED tourism programme indicate all the topics and concepts relevant to the programme. The syllabi act as a guideline for what is taught in the NATED tourism programme, and how it is taught. It is complemented by the ICASS guideline for Report 191 programmes.

4.5.2 The analysis of Tourism subject syllabi

The subject syllabi referenced from the NATED tourism programme are presented in Table 4.1.

Table 4.1 Subject syllabi referenced and their implementation dates

	Subject	Level	Year of implementation for syllabus in use
1	Travel services	**N4**	2001
2	Travel Office Procedures		1995
3	Tourist Destinations		1995
4	Tourism Communication		1995
5	Travel services	**N5**	2001
6	Travel Office Procedures		1995
7	Tourist Destinations		2001
8	Tourism Communication		1995
9	Travel services	**N6**	1995
10	Travel Office Procedures		1995
11	Tourist Destinations		2001
12	Hotel Reception		1995

The analysis of the syllabi revealed that the twelve subjects comprise of different topics. Table 4.2 below shows the topics as indicated in the syllabi. The percentages in brackets indicate the weighting for each topic/module

Table 4.2 Topics as indicated in the syllabi

TRAVEL SERVICES		
N4	**N5**	**N6**

1. The travel industry (10%)
 2. Passenger services (15%)
 3. Travel documents (10%)
 4. Reservations (Southern Africa, Indian Ocean Islands (60%)
 5. Tour planning and budgeting (5%)
	FARES WITHIN AFRICA
	 1. Organisations
	 2. IATA Conference Areas
	 3. Map work (Location of airports)
	 4. Landing rights
	 5. Restricted flights
	 6. Time differences
	 7. Actual flying time
	 8. The manual air ticket
	 9. Conjunction tickets
	 10. Point to point fares
	 11. Rerouting with:
	    - Additional collection
	    - Refund (No ADC)
	 12. PTAs
	 13. SCCCF
	 14. BSP
		1. Car hire
		 2. Foreign currency
		 3. Travel insurance
		 4. Special international travel
		 5. Hotel reservations
		 6. Tour planning and budgeting

TRAVEL OFFICE PROCEDURES		
N4	**N5**	**N6**
1. Office administration (55%) a. The office b. Organisation structure c. Mail d. Filing e. Banking f. Security g. Insurance h. Document reproduction i. Validation **2. Marketing and sales (45%)** a. The marketing concept b. Consumer behavior c. The tourism marketing mix d. Sales techniques	**1. Financial recording (83%)** a. Cash receipt journal b. Cash payments journal c. Debtors journal d. Creditors journal e. Petty cash journal f. Transfer of money from payments journal to the petty cash journal g. Source documents h. Posting to the ledger i. Trial balance j. Income statement and balance sheet k. Bank reconciliation **2. Principles of South African Law (17%)** a. South African law b. Law of contracts c. Contracts of purchase and sale	**1. Marketing and sales (30%)** a. Business travel b. Incentive travel **2. Public relations (70%)** a. Introduction to public relations b. Media publicity c. Communication with press d. Advertising media e. Sales promotion f. PR in hotels

TOURIST DESTINATIONS		
N4	**N5**	**N6**
1. Map work (12%) 2. South Africa (75%) a. Tourist regions of South Africa 3. Southern Africa (13%)	1. African countries (50%) 2. Indian Ocean Islands (50%)	1. United Kingdom and the Republic of Ireland (50%) 2. Western Europe (50%)

TOURISM COMMUNICATION & HOTEL RECEPTION		
N4 **TOURISM COMMUNICATION**	**N5** **TOURISM COMMUNICATION**	**N6** **HOTEL RECEPTION**
1. The communication process (15%) 2. Successful human relations (15%) 3. Etiquette (25%) 4. Cross-cultural communication (15%) 5. Written communication (30%)	1. Dealing with enquiries, complaints and conflict (15%) 2. Written communication (30%) 3. Presentation communication (25%) 4. Advertising (10%) 5. Organisation communication (20%)	1. Hotel Organisation (10%) 2. The hotel (10%) receptionist 3. Reception (65%) 4. Legal aspects (15%)

A document analysis of the tourism syllabi revealed that every syllabus has the following:

- Aims (general and specific)

- Resources required

- Duration of instruction and teaching time

- Evaluation (internal and external)

- Experiential training requirements

- Recommended manuals and other publications

- Guidelines for the compilation of the student portfolio

- Topics/modules to be covered, and
- Objectives for each topic/module.

The topics in Table 4.2 show that the NATED Tourism syllabi are highly relevant to the tourism industry because they include the kinds of skills that relate to the industry. Each one of the topics is further broken down into clearly defined objectives. The clear objectives allowed the lecturer to select the relevant content to teach. The syllabi clearly indicate the need for learners to do practicals. The syllabi encompass both theoretical and practical requirements. All the twelve syllabi for the NATED Tourism programme clearly indicate the need for practical tasks and experiential training/WBE. The Travel Office Procedure N5 syllabus puts it as follows:

The aim of the practical component is to prepare the student for the business world in general and the tourism industry in particular. The student must be productive at the level he/she enters the workplace. It is, therefore, imperative that the student acquire actual practical experience. The practical experience should be in the form of visits to tourist undertakings during which time the student must observe or perform certain specific tasks allocated. Fruitful visits to the classroom can also be made by experts from the tourism industry.

Two very critical expectations from the syllabi are that students must go to tourism establishments and experts from tourism industry must visit learners in their classrooms. According to section 5.3 of the Travel Office Procedure N5 syllabus, "Lecturers will be required to maintain close links with employers in order to monitor progress made by students and to remain up to date with developments in the administration of the tourism industry". In a certain sense, the syllabi realise the importance of incorporating the up-to-date developments in the tourism industry by involving experts and maintaining links with employers. The syllabi were compiled bearing in mind that the training of tourism students should be aligned to developments in the industry.

Regarding WBE, all of the twelve syllabi indicated the following:

Arrangements must be made with local tourist organisations for students to follow a co-operative education programme. A period of at least three months during the 18/24 months of the tourism instructional programme is highly recommended. The nature of the observation and work during the experiential period will depend on the knowledge and skills of the student, the type of tourist enterprise in the local area, and the relationship between the college and such enterprises.

During their N4, N5, and N6 (18 months' training) the learners are expected to have had a minimum of three months for WBE. However, from the information gathered from both the tourism lecturers and the graduates in this study, students have an average of five days of WBE per level, which gives them a total of 15 days instead of three months.

All the syllabi included the didactic directives for the learning objectives, which emphasise the value of role-playing sessions. One of the Travel Office Procedures N6 didactic directives instructs lecturers to "invite a corporate consultant as a guest speaker". The Travel Services syllabi recommend that "a guest speaker from a leading car rental company be invited". All the syllabi have clearly stipulated guidelines for evaluation. They instruct lecturers to assess learners in the practical component, and state that the evaluation of learners' practical skills should be an on-going process. The practical mark should contribute 60% of the student's course work mark (their year mark). The other 40% should be from assessments based on theoretical components. The course work mark contributes 40% to the final mark. The final external national examination contributes the other 60%. From the assessment procedures of the NATED Tourism programme, it is evident that practical component is considered to be very important.

The information collected from the Tourism managers indicated that the students do not possess good communication. The document analysis revealed that the Tourism Communication syllabus realises the significance of practice in order to develop good communication skills. The specific aims of the syllabus are listed as follows:

- *To improve the student's ability to communicate effectively and efficiently by applying verbal and non-verbal communication skills.*

- *To encourage the student to speak and write fluently, clearly and with ease.*

- *To promote the emotional, intellectual and social development of the student.*

- *To help students develop professional skills by increasing their ability to approach a matter critically, evaluate it, and express their opinion, observations and thoughts on it in an orderly and convincing manner.*

- *To train students to listen intelligently and think logically.*

- *To improve the student's self-confidence and to teach him to deal with difficult situations with ease.*

- *To help the student understand himself and others better and, therefore, to improve his interpersonal relationships, thereby enabling him to lead a happier social life.*

All the syllabi recommend the incorporation of current resources into the teaching and learning activities for tourism. One of the resources recommended is the *GSA*, which is a monthly publication for the tourism industry. In relation to the resources required, the Travel Services syllabus includes "other publications: any reliable publication that covers the prescribed learning content" (p. 1).

The information from the lecturers indicated that there was no provision for practical work, something that may be attributed to a lack of available time. The researcher therefore took some time to analyse the time allocations of the syllabi in relation to the time allocated on the institution's timetable.

Table 4.3 show a comparison of the lecturing time prescribed in the syllabi and the actual time allocated by the institution.

Table 4.3 Comparison of lecturing time

	N4		N5		N6	
SUBJECTS	**Prescribed time per week in hours**	**Allocated time per week in hours**	**Prescribed time per week in hou**	**Allocated time per week in hours**	**Prescribed time per week in hou**	**Allocated time per week in hours**
Travel Services	7	4.75	6	4.75	7	4.75
Travel Office Procedures	4	4.75	4	4.75	4	4.75
Tourist Destinations	7	4.75	7	4.75	8	4.75
Tourism Communication & Hotel Reception	4	4.75	4	4.75	5	4.75

Seven out of the twelve subjects allocated less lecturing time than the syllabi prescribed. This means that 58.3% of the curriculum content for NATED Tourism was not allocated the recommended contact time. It is not clear why a public institution would diverge from the instructions provided in an official document from national government. It is possible that this was done in order to deal with the challenges of timetabling.

The information from the document analysis assisted in addressing all three of the research questions.

4.6 Summary

This chapter presented the data collected through semi-structured interviews with four tourism lecturers, six graduates, and two employers in the tourism industry. The data collected provided information that assisted the researcher in addressing the primary research question and the three sub-questions. The tourism employers indicated the need for practical skills, something that the tourism graduates seemed to lack. Reflections from the tourism graduates echoed the concerns of the employers. The graduates also confirmed an emphasis on theory during lectures, at the expense of practical skills. All the tourism lecturers blamed the outdated syllabi for the failure of the tourism curriculum to equip students with relevant skills. Data from the tourism syllabi highlighted a number of gaps in the translation of course content into pedagogic practice. Some of the missing skills identified by employers and confirmed by both the lecturers and the graduates are incorporated into the current syllabi. If these skills were transferred as required by the syllabi, employers would not complain the way they do.

CHAPTER FIVE

ANALYSIS AND INTERPRETATION OF DATA

5.1 Introduction

In the previous chapter, the data collected from the semi-structured interviews and from a document analysis of all syllabi for the NATED Tourism programme was presented. This chapter is a continuation of the previous chapter, and aims to analyse and interpret the data from Chapter Four. As indicated in Chapter Three, the inductive approach was used to analyse the collected data. Themes derived from the research questions and objectives were used in the analysis and interpretation of the data. The data gathered from the interviews was first organised into these themes. According to Scott and Morrison (2005), a theme represents patterned responses or meanings in relation to questions asked. The chosen themes for this study were informed by the review of literature, findings from other studies, the research questions, and the study objectives. The analysis of the data was located within the conceptual and theoretical framework of the capabilities approach. Bernstein's (2000) pedagogic device and responsiveness formed the boundaries for the analysis. This study intended to find out if the NATED tourism curriculum responds to the needs of the tourism industry in South Africa. The chapter restates the research questions and objectives which is followed by an analysis of the themes that emerged from the interviews and the documents scrutinised. The main findings were derived from the analysis of the themes.

The analysis and interpretation of data presented in this chapter assisted in addressing the study's primary research question:

- To what extent does the NATED tourism studies curriculum in TVET colleges respond to the needs of the tourism industry in South Africa?

The analysis and interpretation also addressed the secondary research questions, or sub-questions:

1. Do tourism students from TVET colleges possess the relevant skills for the South African tourism industry?
2. To what extent does the NATED tourism studies curriculum in TVET colleges satisfy the needs of the tourism industry?

3. Does the interpretation and implementation of the NATED tourism curriculum in TVET colleges ensure students' acquisition of relevant skills needed by the tourism industry?

In addressing the research questions, the data also addressed the objectives of the study:

- To highlight the expectations of the job market with regard to NATED tourism studies graduates;
- To investigate the relevance and adequacy of the training received at TVET colleges by the tourism graduates for the tourism industry;
- To establish an in-depth understanding of the relationship between TVET colleges and tourism stakeholders; and
- To establish the interpretation and implementation of the NATED tourism curriculum in TVET colleges by teaching staff.

This chapter analyses and interprets the data under the following themes:

- Translation of the syllabi into classroom activities
- TVET training not equipping students with all the skills needed by the tourism industry
- Focus of the teaching and learning in TVET colleges
- The role of WBE in TVET colleges
- Relationship between TVET colleges and industry
- Time allocation for teaching and learning
- Omission of relevant content/knowledge in the syllabi
- Availability of resources
- Follow-up system on graduates.

The next section provides an analysis and interpretation of the themes that emerged from the data collected through the interviews and the document analysis. The data analysis procedure was discussed in section 3.13 of Chapter Three.

5.2 Translation of the syllabi into classroom activities

On the one hand, lecturers highlighted the lack of relevant content in the syllabi, while on the other hand, the analysis of the syllabi revealed that some of this content is in fact contained in

those syllabi. Such a mismatch can only reflect a failure on the part of the lecturers to effectively interpret and translate the contents of the tourism syllabi. The analysis of data from the syllabi revealed that most of the critical skills that were identified by employers as lacking are prescribed in the NATED tourism syllabi, whose topics are listed in Table 4.2 in Chapter Four. Most of the content areas mentioned by the tourism managers who represented the tourism industry are in one or more of the objectives in the tourism syllabi that were reviewed in Chapter Four.

The syllabi recognise the need to develop capabilities in students that will make them relevant to the tourism industry. Despite the lecturers' claims that the syllabi are old and outdated, they do provide guidelines for what has to be taught. Most of the practical skills mentioned by the employers are included and defined in one or more of the syllabi for the programme under study. However, it may be argued that the extent to which students are equipped with the required skills falls short of industry's expectations. This cannot be attributed only to deficiencies in the syllabi, but must also be attributed to the interpretation and delivery of the syllabi content. Failure to translate the content hinders the development of the required capabilities in the students.

The translation of syllabi content into activities in the classroom is best discussed using the pedagogic device. Bernstein's (2000) pedagogic device, as discussed in section 2.3.1 of Chapter Two, provides direction on how subject content matter can best be converted into pedagogic communication. Ashwin et al. (2012) stated that the device helps in conceptualising and contextualising the process. The failure to interpret and translate syllabi confirms that a training programme that is good on paper may not be as effective as expected in practice, because of the manner in which the teaching and learning are conducted. The syllabi act as guidelines from which the relevant knowledge should be generated. Using skills acquired during their training as facilitators in technical and vocational education, lecturers help in generating the relevant learning experiences for the learners. There are rules as to what kind of knowledge is produced and how the knowledge is accessed. The pedagogic device provided the lens through which the curriculum delivery was viewed. The pedagogic device and its rules, as mentioned in Chapter Two, confirm the failure to effectively translate the tourism syllabi into teaching and learning activities that take place within TVET colleges.

It cannot be ruled out that one of the factors that affect the capabilities and functionings of the tourism graduates produced by TVET colleges is the failure to translate the curriculum documents into the activities that take place in the classroom. Unfortunately, the study did not

focus on the qualifications of the lecturers of the tourism programmes. Data on their qualifications would have assisted in determining whether or not they were qualified to facilitate these programmes and would have provided a clearer understanding of what technical and vocational education is all about. However, the failure on the part of lecturers is confirmed by the DHET's (2012, p. 24) observation that

> *college lecturers in technical fields that have [...] been recruited from industry [...] usually possess technical qualifications as well as workplace experience and knowledge, but little pedagogical training.*

Lloyd and Payne (2012, p. 4) also agree that "these vocational teachers [...] were, until recently, not required to undertake teaching qualifications". A lack of good vocational pedagogy may therefore contribute to the ineffective interpretation of curricula. Some South African universities have introduced teaching qualifications that focus specifically on TVET teaching. However, for a couple of years there were no teaching qualifications for TVET lecturers. UNISA, for example, did not provide a specialisation in vocational education for its Postgraduate Certificate in Education (PGCE).

Challenges will continue for as long as there are unqualified TVET lecturers in the system. While no specific assessment was conducted for this particular study, the overall qualification profile of lecturers employed in public TVET colleges compiled by the DHET (2014, p. 9) shows that

> *683 (12%) were deemed to be academically and professionally unqualified, 2 202 (38.6%) were deemed to be academically qualified but professionally unqualified, 1 973 (34.5%) were deemed to be academically and professionally qualified but for the schooling sector and 854 (15%) were deemed to be academically and professionally qualified for the TVET sector.*

These statistics reveal that only 15% of the lecturers in public TVET colleges are academically and professionally qualified. There is a significant percentage (34.5%) of lecturers trained and qualified to teach in secondary schools who are teaching in TVET colleges.

The production of the relevant capabilities in students must be preceded by the production of the relevant capabilities among the lecturing staff. A study of responsiveness to industry cannot turn a blind eye to the capabilities and functionings of the teaching staff. Lecturers do not incorporate up-to-date resources because they stick to what they refer to as outdated material. It defies logic that some lecturers mentioned that they prefer not to use up-to-date resources simply because of an outdated syllabus. The syllabi, as highlighted in Chapter Four, instruct

lecturers to use current material in order to complement the information in the textbooks. As much as TVET colleges' main aim is to produce students with the relevant human capabilities, lecturers' capabilities and functionings cannot be ignored.

One of the concerns emerging from the interviews with the lecturers was that their teaching mainly focuses on the final assessment that determines the competence of the learners. It appears therefore, that for some of the lecturers testing is more of a priority than equipping learners with the relevant skills. It is unfortunate that the system focuses more on assessments aimed at separating or grouping the learners. This, to an extent, works against the attainment of equity that the capabilities approach aims to achieve. If the skills required by industry were taught as per the instructions given by the syllabi, these students would have the kind of skills and dispositions demanded by industry. If capabilities development, which is driven by what the lecturers do, would take into account the guidelines from the syllabi and process them in order to produce what the industry needs, the system would be producing tourism graduates that are suited for the tourism industry. The QCTO should be active in ensuring that effective implementation of the curriculum takes place. As highlighted in Chapter Two, the role of the QCTO includes overseeing the design, implementation, assessment, and certification of curricula.

Delivery of the tourism learning programme content, as discussed under curriculum development in section 2.2.3 in Chapter Two, would be better if it took the approach of the Didaktik tradition as opposed to curriculum theory. Westbury et al. (2000, p. 17) describe the Didaktik tradition as centred on giving teachers the freedom to teach without being controlled by the curriculum. The content to be taught is neither restricted nor dictated to teachers and schools. This provides a platform for teachers to be creative and to use appropriate approaches based on the students to be taught and the cultures within which they find themselves operating. This would make TVET colleges relevant within the capabilities approach as far as the range of capabilities that individuals have a reason to value. According to Tikly (2013), this will embrace various economic, social, and cultural objectives based on the context that the students find themselves in. The Didaktic tradition also serves to mitigate the limitations lecturers face in selecting content to teach. Based on the data obtained from the interviews with the lecturers, managers, and graduates, and from the document analysis, we may conclude that either there is a failure to correctly interpret and implement the curriculum, or the right type of pedagogical training is lacking, or both.

5.3 TVET training not equipping students with all the skills needed by the tourism

industry

The fact that some components of the syllabi are outdated cannot be disputed. However, professional teaching staff should be able to link to modern ways of doing things in the industry. One example given by the lecturers is the manual ticketing process specified in the Travel Services N5 syllabus, when the industry now uses electronic systems. It is worth noting that employers in the tourist industry appreciate that the knowledge acquired in learning about manual ticketing forms provides a strong foundation for learning the Amadeus or Galileo electronic systems used in modern-day ticketing. The tourism students, as highlighted in Chapter Four, confirmed and identified a number of areas where the knowledge acquired in college helped them a lot. Some students mentioned that certain theoretical aspects covered in college started to make sense in the workplace. One tourism graduate had this to say:

> *The work we did in college in Travel Services N6, especially car rental, travel insurance, and cruises, is exactly the same as what we are doing in industry.*

This correlates with what one tourism lecturer, who said:

> *I also lecture Travel Services N6 and the modules have foreign exchange, car rental tour planning and budgeting, hotel reservation, international cruises, and international rail […]. I have to say, where that subject is concerned I don't see a very huge gap between what we teach and what the industry is doing based on the feedback that I got from my former students that are employed by car rental companies […] it turns out that they are doing exactly what we teach them in class except the digital part and the computerised system, but for that specific subject I know for a fact based on their feedback that what we are teaching in class matches the skills that are required in the industry.*

Some lecturers mentioned that companies need to train students in the basics when they join the world of work. One lecturer even said that the outdated syllabi in use result in students "[getting] to industry clueless". However, this is contrary to what the employers and graduates feel. The employers highlighted that students come to their organisations with basic skills and knowledge that the organisation can build on. It appears as if something positive is happening in the TVET Tourism programme. The employers' acknowledgement of basic skills that they can build on confirms the production of essential capabilities among the students. Based on what the employers and graduates say, lecturers' perceptions that *"the students will be clueless"* are incorrect. It would go a long way if lecturers could stop blaming the outdated

syllabi and focus on improving students' capabilities. In some instances, the students have the theoretical know-how and lack the practical capabilities to perform. A very good example is telephone and interpersonal skills. The employers prefer students who possess more skills than they currently bring into the world of work. Employers do not have unrealistic expectations but they do expect some improvement in the quality of the tourism graduates who join their organisations.

The practical skills highlighted by the managers in Chapter Four are included in the tourism syllabi. In an endeavour to enhance practical skills, the syllabi require learners to have a portfolio of their practical experience gained. This portfolio contributes towards the student's year mark. Portfolios provide evidence of the practical activities undertaken. Compiling the portfolio helps to emphasise the importance of the practical aspect among students. Unfortunately, the lecturers do not recognise the importance of compiling a portfolio and therefore do not encourage their students to do so. The emphasis on the practical component in the prescribed syllabi is not reflected in the way the lecturers conduct the practical component. It is crucial for lecturers in TVET colleges to interpret the curriculum accurately and administer it as prescribed. The DHET (2012, p. 24) identified lecturers in TVET colleges as

> *key drivers of change. Their capabilities as subject-matter experts as well as experts in their trade is of great importance if colleges are to produce graduates with skills that are relevant to the needs of industry.*

This was supported by the African Union (2007), when it confirmed that the delivery of quality TVET is dependent on the competence of the lecturer. This competence can be measured in terms of their knowledge of the subject matter, their technical expertise, and their pedagogical skills, as well as their ability to keep abreast of the new technologies in use in the workplace. When the lecturers in this study were asked to identify areas where the curriculum did not respond to the needs of the tourism industry, communication was identified as one of the numerous gaps in the curriculum. The responses of the lecturers revealed an inability to interpret the curriculum. The syllabi for communication place a strong emphasis on practical skills, but the lecturers painted a picture of their absence in the syllabi. One of the lecturers in fact recommended practical assessment for some of the subjects — something which is clearly outlined in the syllabi. Hindrances to the production of certain capabilities in students should not be an item for debate for another time; instead, they should be dealt with as a matter of urgency. Student capabilities comes first.

The tourism managers emphasised that interpersonal skills were a prerequisite for tourism jobs. The lecturers concurred that the students' interpersonal skills were below average. One thing that did not make sense was that these learners were not studying through distance learning, but attended classes from Monday to Friday. Interpersonal skills should be inculcated throughout the period of study during this contact time. All the lecturers in their different subjects should be encouraged to promote interactions that develop interpersonal skills among the students. One manager, while remarking on the graduates' communication skills, said: *"They cannot communicate effectively, they are shy, and their interpersonal skills are not so good. So we have to help them to open up a bit and not be so anxious."* \

One of the themes of the capabilities perspective, as mentioned by Wheelehan et al. (2015), proposes that capabilities focus on a broad range of knowledge, skills, and attributes that individuals need in order to qualify for a number of occupations within an industry. Due to the multi-sectorial nature of the tourism industry, the TVET system must enable the production of capabilities in students that will enable them to find jobs within the industry. The lecturers who teach the students and the curriculum also need to have specific capabilities. Wheelehan et al. (2015) observed that the world of work is always changing and "rather than focus[ing] on the tasks and roles defined for current practices within work, workers need adaptive capacities to adapt to change and emerging practices".

5.4 Focus of the teaching and learning in TVET colleges

As highlighted in Chapter Two, a tourism curriculum should aim at producing skilled and knowledgeable individuals. Teaching and learning in TVET colleges cover theoretical and practical skills that are meant to complement each other. The collected data revealed that TVET college lecturers focus more on theory than practical skills, despite using syllabi that emphasise a practical orientation. This raises questions about the industry background and experience of lecturers, and may indicate that they may not be fully equipped to deliver the practical skills component of the curriculum. The industry exposure they had while they were still studying may not be adequate, considering how dynamic the tourism industry is. Unfortunately, the study did not solicit information about their industry exposure.

As highlighted in Chapter Two, theoretical and practical skills and knowledge should be balanced. As Gamble (2013) observed, theory and practice are indivisible elements and should be taught as such. However, this is not the practice seen in TVET institutions, where theoretical and practical skills are separated. The DHET (2012, p. 36) emphasised that vocational learning

takes place through the integration of theoretical learning, workshop-based practical learning, and learning in the workplace. The failure of the TVET system to integrate the components above restrict responsiveness, as discussed in Chapter Two. In terms of theoretical knowledge, it could be argued that the lecturers are doing a splendid job. This is evident in the high throughput rate for NATED tourism studies. Throughput is defined as the number of students who complete their studies. The throughput rate for NATED tourism for 2016 N6, as indicated by the DHET (2018), shows that out of the 1 869 registered students, 1 806 wrote the exams and 1 406 completed their studies. This represents 77.9% of the total number of students who wrote the examination. For N4 and N5 it was 75% and 67.9% of the number who wrote, respectively. These graduation rates serve as proxies for the throughput rates of cohorts of students.

As Gamble (2013) suggested, bridging the gap between theory and practice requires that students be taught theory first before they do the practical component. This calls for the possible introduction of effective simulation rooms for NATED Tourism in our TVET institutions. Lecturers must know that by doing more practical training, the theory does not get less attention. The good work in theory should be maintained while improvements take place in the production of practically orientated capabilities. This requires vocational teachers with the ability, as described by Lucas et al. (2012), to make the right decisions in their different learning environments to develop the best possible vocational pedagogy for their contexts. Even in contexts where resources are limited, lecturers can develop the best vocational pedagogy that yields the required results. Slonimsky (2006) described this as curriculum responsiveness, which focuses on the relationship between disciplinary and learning responsiveness.

The employers also mentioned map skills as one critical area of industry knowledge. Commenting on the graduates' competence level with maps, one manager said that "*knowledge on map work is one of the grey areas that requires attention*". Drawing from the principles of the capability approach, individuals need to be provided with the opportunities to live the lives they value. This is achieved by students possessing the relevant capabilities and functionings. The capabilities approach (Powell & McGrath, 2014) will then contribute to bringing about social justice, human rights, and poverty alleviation.

5.5 The role of WBE in TVET colleges

Another discrepancy that became apparent from the data gathered from the lecturers, the managers, and the graduates was in relation to work-based experience (WBE). The data from

the interviews indicated that students go for WBE for a period of five days per level, while the syllabus recommends a period of at least three months during the eighteen months they are in college to do their N4 to N6, as highlighted in Chapter Four. Five days per level gives a total of fifteen days. The experiential training sections in all the tourism syllabi indicate that

> *arrangements must be made with local tourist organisations for students to follow a co-operative education programme. A period of at least three months during the 18/24 months of the tourism instructional programme is highly recommended.*

If these learners were provided with the recommended time for WBE, their skills for the tourism industry would be enhanced. Both the lecturers and the managers lamented the short period of WBE that students experience, and commented that the short period of WBE is insufficient time for students to develop skills and relationships with peers and supervisors, and to become part of a team. These conclusions are supported by Busby's (2003) research findings which indicated that students believe that they can learn in a number of areas during their placements, including technical knowledge and skills, communication, interpersonal skills, and an overview of the work culture. This was further supported by Webster and Leger (1992), who argued that practical knowledge is acquired through a prolonged process of working with a master practitioner. Therefore, Conford and Gunn (1998) suggested the inclusion of WBE in the curriculum. In the South African TVET tourist studies curriculum WBE is in place but is poorly implemented. This is echoed by SAQA (2000, pp. 17–18), which found that:

> *most learning programmes do provide learners with propositional knowledge or foundational competence. However, within the context of applied competence, they should also offer learners opportunities to gain practical competence, not only in controlled and defined environments [...] but also outside the safety of the classroom and laboratory, in real-world contexts, where learners will be required to adapt and re-contextualise their learning to function successfully in complex and unpredictable circumstances. These opportunities enable the development of reflexive competence and self-improvement.*

Some of the lecturers demonstrated a lack of knowledge of the contents of the syllabi that guide them through the day-to-day execution of their duties. It is important that they refer to the syllabi and convince their institutions to allocate the recommended time for WBE. As highlighted in Chapter Four, lecturers need to maintain close links with employers, but this is clearly lacking. The lecturers are reluctant to take it upon themselves to link with industry.

Making that effort cannot be regarded as going the extra mile, as it is part of the tourism lecturers' responsibility, as highlighted in the Travel Office Procedure N5 syllabus section 5.3, which states that:

> *Lecturers will be required to maintain close links with employers in order to monitor progress made by students and to remain up to date with developments in the administration of the tourism industry.*

Some lecturers may not be that interested in WBE due to the perception that it increases their workload (Jackson, 2014). However, the necessary engagement with stakeholders, resulting in the incorporation of WBE as a key performance area, can mitigate this perception by lecturers. It should be a key result area which they will have to account for in their annual review of performance.

5.6 Relationship between TVET colleges and industry

Gamble (2013) referred to a close relationship between TVET colleges and industry as the key ingredient of a successful TVET system that is likely to bring relevance and currency to training. The comments made by the managers during the interviews made it appear as if industry was separate from the educational institutions. The managers seemed to view training as the responsibility of the TVET colleges, and not a joint responsibility. Industry and colleges should join hands in the training of these students. The narrative from industry should change from "the students they (TVET) are giving us" to "the students we are training through TVET colleges". This is affirmed by Young and Gamble (2006), who say a vocational curriculum should be controlled by employers and not educational institutions. The employers' influence helps make the content relevant and bridges the gap between "us" and "TVET colleges". The research findings indicate that while industry should not necessarily "control" the education and training activities in TVET colleges, they can be an active partner.

A joint effort between TVET colleges and industry would improve the quality of tourism graduates from TVET colleges. Working together would provide for what the syllabi expect, as highlighted in the document analysis in Chapter Four. The syllabi instruct lecturers to invite tourism industry officials as guest lecturers. Section 2 of the Hotel Reception syllabi, for example, states that "it is also recommended that a staff member from the Standard Division of SATOUR lectures on themes from Module 1 and 4". One of the didactic directives in the Travel Office Procedures N6 syllabus expects lecturers to "invite a corporate consultant as a

guest speaker". The Travel Services syllabi recommend that "a guest speaker from a leading car rental company be invited".

A system could be put in place to make partnerships between TVET colleges and industry mandatory. There should be memoranda of understanding to provide guidelines and ensure commitment by both parties.

5.7 Time allocation for teaching and learning

The collected data revealed that the time allocated by the TVET institution for certain subjects was below the recommended time allocations of the syllabi. As indicated in Table 4.3 in Chapter 4, seven out of the 12 subjects were allocated less time than was recommended by the syllabi. This translates to about 60% of the curriculum content for the NATED tourism programme not being allocated the recommended contact time. Inadequate contact time may result in compromising certain critical components of teaching and learning. When there is not enough contact time, lecturers usually avoid the practical component and focus more on the theoretical aspects of the curriculum. This facilitates summative assessments that allow learners to graduate from the institution with a qualification but not the skills. This is contrary to what the capabilities approach advocates. A system cannot ignore the production of capabilities that enable a student to contribute meaningfully and reach their full potential. The teaching and learning should be centred on the students and not on what is convenient for the system. The system is supposed to serve the interests of the students.

All lecturers teaching the NATED programmes are always concerned about the limited time they have to complete the syllabi. This is made worse when less time is allocated for each subject. As a result, the majority of these lecturers teach learners to pass the final examinations. It is quite perplexing when a public institution fails to comply with an instruction given through an official document from national government. The time allocated per subject per week should not be compromised for any reason. It is common practice in some public institutions that certain subjects are not allocated the recommended time, in order to create a workable timetable that takes into account lecturer-student ratios, which have significant implications for staff complements. The above dilemma could be solved if TVET colleges were decentralised, as recommended by Wedekind (2016) and supported by Dang (2016), as discussed in Chapter Two. If TVET colleges had the autonomy to run their own curriculum and assessment, just like universities do, there would be greater opportunities for teaching and learning to be contextualised.

5.8 Omission of relevant content/knowledge in the syllabi

The lack of a computer training component in the entire NATED tourism curriculum is a major concern that undermines the relevance of a training programme, especially in the context of the much lauded Fourth Industrial Revolution. What is quite disturbing and illogical is that the DHET, whose tourism curriculum does not have a computer component, lists it as a prerequisite for obtaining an N6 diploma. This is contrary to the tenets of the capabilities approach, which seeks to produces capabilities in individual. The DHET is in fact demanding capabilities that it does not provide for. However, this requirement by the DHET confirms computer skills as one of the essential capabilities that students must acquire.

Computer skills are part of the basic requirement for anyone joining the tourism industry. Some public TVET colleges have taken it upon themselves to add the International Computer Driving License (ICDL) to the NATED tourism curriculum. This they do for their students to be able to have an advantage in the job market. However, the majority of other public TVET colleges do not offer computer-related short courses to their students, even though it is within their power to do so, just as the other colleges have done. This lack of administrative effort leaves their students without the relevant capabilities. Powell and McGrath (2014, p. 10) therefore asked, "Given the existing institutional arrangements and pedagogic design of TVET, do all students in the sector have the same opportunities to participate in and to succeed in TVET?" This is where the NATED tourism curriculum manifests weaknesses and a failure to be responsive. It also demonstrates a lack of justice, which Fraser (2008, p. 16) defines as "parity of participation". He goes on to say that "justice means dismantling institutionalized obstacles that prevent some people from participating on a par with others as full partners in social interactions". However, there are also funding issues surrounding the question of computer courses. Officially, the National Student Financial Aid Scheme (NSFAS) provides funds for twelve subjects for the NATED Tourism curriculum, and that policy has to change to cater for the thirteenth subject, which is computers. Unfortunately, the programme under study has no elective subject that can be replaced with computers. The DHET could consider eliminating or merging subjects rather than introducing an additional subject when there is already pressure on financial resources and teaching time.

All the lecturers identified training in global distribution systems (GDS) such as Amadeus or Galileo as important for all students before they leave college. It is possible that colleges are reluctant to introduce a GDS because of the expensive nature of the two-week training programme, where service providers typically charge at least R4500 for the training. One

employer indicated that they pay for the training of students who show great potential. Where the capabilities of students are key and come first, the cost of the GDS training must be secondary. If one heeds Wedekind and Mutereko's (2016) warnings about curricula that are not able to adjust to the change — in the knowledge field, in technology, in the conditions of the labour market, in the needs of students, or in regional, local or firm-specific conditions — the DHET may need to contribute to funding for GDS training. Curricula that are resistant to change very quickly become outdated and potentially irrelevant, and students enrolled in the programme are deemed unemployable. In vocational and occupational programmes, this lack of flexibility can signal the death knell for a programme and the institution offering them.

The capabilities approach prioritises human flourishing, with economic growth seen as a necessary but not sufficient means of achieving development (Powell & McGrath, 2014). The provision of all the relevant content in the syllabi will contribute towards the production of the capabilities and functionings necessary for the students to thrive in the tourism industry.

5.9 Availability of resources

The lack of the necessary resources to adequately implement the TVET tourism curriculum to produce the relevant skills needed by the tourism industry was confirmed by a majority of the lecturers interviewed. They identified the lack of specific resources as a key limitation to the effective delivery of course content. These resources included computers: while there is no separate computer subject in the tourism curriculum, computer literacy is vital for the tourist industry, and computers are also vital for learning, in terms of research and the demonstration and production of knowledge through projects and assignments. It goes without saying that Internet connectivity is also a requirement. Subjects like Tourist Destinations require a lot of research and the availability of Wi-Fi could enable students to conduct research using their personal smart devices. The lack of critical learning resources such as computers and Internet connectivity are examples of what Powell and McGrath (2014, p. 10) refer to as "dimensions of institutional functioning [that] enable individuals to expand the capabilities they value and which serve to limit and constrain the expansion of capabilities and functionings".

A lack of computer literacy has a significant detrimental impact on tourism graduates' work readiness. One of the managers identified a lack of research skills as a gap that the industry would want to see closed. It frequently happens that people working in the tourism industry are required to solve problems that arise due to unforeseen circumstances, and that may include adjusting itineraries. This calls for good online research and problem-solving skills.

Throughout the programme, lecturers should expose students to scenarios and case studies that call on them to think out of the box, and students should be able to use digital resources to be able to conduct the necessary research to do so. Problem solving is discussed in Chapter Two's conceptual framework as a critical component of curriculum responsiveness.

Furthermore, the lecturers highlighted that they did not have a platform for addressing challenges they faced in relation to the curriculum. Programme managers and HODs are there to support the lecturers. In the event that they cannot assist with or deal with the challenges raised, the deputy campus manager is there to assist. If issues cannot be addressed at this level, then the college principal can escalate the matter to the DHET. However, if the HOD is not well versed in the programme, then chances are very high that the lecturers will have nowhere to turn. In TVET colleges there are some departments that are headed by people who are not knowledgeable about the area of study for which they are responsible. The lecturers therefore raised concerns about the lack of a platform for stakeholders to engage. One lecturer said:

> *We need to have regular conferences, meetings, workshops between us in the Education sector and those in the industry. When I speak of those in the education sector. I'm also referring to those people who are responsible for curriculum development. The meetings can allow us to find common ground on how we can we can bridge the gap between what we do in the classrooms while we still wait for the syllabi to be updated. This would need people to be hands-on because the industry is dynamic and it is ever-changing so we need to have those conferences and workshops.*

Tourism lecturers could start initiatives among themselves. For example, TVET colleges in each province could meet and discuss a wide range of academic issues that concern them.

5.10 Follow-up system on graduates

One lecturer revealed that there is no follow-up system to track whether graduates who complete their studies find employment. As highlighted in Chapter Four, the TVET system could create a platform for graduates to share their industry experiences. Lecturers would also be active members of this initiative. These graduates could interact with students and help them to preparing themselves for the workplace. Getting information from a former student may have more impact than getting information from lecturers. The capabilities that matter could be identified on these platforms. Current students would be provided with an overview of the industry expectations from former students, and as they proceeded through the syllabus, they would know which capabilities to pay close attention to. As is highlighted in the capabilities

approach, students should have the opportunity to choose what is good for them. A follow-up system would help to answer Powell and McGrath's (2014, p. 10) question on "which capabilities and functionings matter to students and to what extent are these being addressed by existing institutional arrangements, cultures and the pedagogic approach of TVET".

5.11 Conclusion

The analysis and interpretation of the data obtained from the lecturers, graduates, and managers revealed a number of gaps in the TVET system. Among these were: issues concerning the failure to translate the syllabi into classroom activities; the failure to equip students with all the skills needed by the tourism industry; teaching and learning; prioritising theory instead of practical skills; WBE not being taken seriously; poor relationships between TVET colleges and industry; inadequate time allocated for teaching and learning; relevant content/knowledge areas not being included in the syllabi; a lack of resources, particularly for learning computer skills; and graduate follow-up systems.

The analysis revealed some practices that could be reviewed. The different stakeholders in skills development may be required to look afresh and objectively at the discourse on programme responsiveness aimed at improving the current level of competencies by tourism graduates.

Data from the interviews and document review was scrutinised by the researcher before being grouped into different themes. The researcher established clear links between the research objectives and the data that emerged the interviews. During that process, patterns were identified. According to Thomas (2003), inductive approaches aid in understanding the meaning of complex data through the development of summary themes or categories from raw data. These patterns led to the emergence of themes. From the themes, contradictory points of view were revised, and new insights that emerged were evaluated. The analysis helped to establish findings from the experiences or processes which were evident in the raw data.

These findings were also shaped by the assumptions and experiences of the researcher, who had to decide what was more important and less important in the data. The following main findings emerged after multiple interpretations of the collected data and the themes that emerged from it:

i.   The NATED tourism studies curriculum in TVET colleges is responsive in certain areas and not in others.

ii.   The tourism students from TVET colleges do not possess all the relevant skills needed for the South African tourism industry.

iii.   The NATED tourism curriculum in TVET colleges is not interpreted properly by teaching staff.

CHAPTER SIX:

DISCUSSION OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

6.1 Introduction

The previous chapter analysed and interpreted the data collected through semi-structured interviews with the participants. The chapter focused on discussions of the themes that emerged from the data collected. The inductive approach was used to analyse the data. Analysis and interpretation of the data was performed within the conceptual and theoretical framework of the study.

The three main findings that emerged from the analysis were:
   i.   The NATED tourism studies curriculum in TVET colleges is responsive in certain areas and not in others.
   ii. The tourism students from TVET colleges do not possess all the relevant skills needed for the South African tourism industry.
   iii. The NATED tourism curriculum in TVET colleges is not interpreted properly by teaching staff.

This chapter discusses these findings in order to address the research questions of the study. The discussion aims to shed light on and provide depth to the findings in the context of the need to find out how responsive the NATED tourism curriculum is to the South African tourism industry. The aim of the study was to determine whether TVET colleges in South Africa produce NATED tourism graduates who possess the relevant skills and knowledge to enable them to fit in to the tourism industry. The chapter concludes with a set of recommendations and a discussion of the limitations of the research.

The objectives of the study were:
   * To highlight the expectations of the job market with regard to NATED tourism studies graduates;
   * To investigate the relevance and adequacy of the training received at TVET colleges by the tourism graduates for the tourism industry;
   * To establish an in-depth understanding of the relationship between TVET colleges and tourism stakeholders; and

- To establish the interpretation and implementation of the NATED tourism curriculum in TVET colleges by teaching staff.

The research study addressed one primary research question:

- To what extent does the NATED tourism studies curriculum in TVET colleges respond to the needs of the tourism industry in South Africa?

This primary question was broken down into three secondary research questions, or sub-questions:

1. Do tourism students from TVET colleges possess the relevant skills for the South African tourism industry?
2. To what extent does the NATED tourism studies curriculum in TVET colleges satisfy the needs of the tourism industry?
3. Does the interpretation and implementation of the NATED tourism curriculum in TVET colleges ensure students' acquisition of relevant skills needed by the tourism industry?

6.2 Findings from the study

The three main findings that emerged from the analysis and interpretation of the data were:

i. The NATED tourism studies curriculum in TVET colleges is responsive in certain areas and not in others.

ii. The tourism students from TVET colleges do not possess all the relevant skills needed for the South African tourism industry.

iii. The NATED tourism curriculum in TVET colleges is not interpreted properly by teaching staff.

The curriculum's responsiveness to the tourism industry is measured by the skills acquisition of the graduates demonstrated in the workplace; as such, the extent of the responsiveness of the NATED tourism curriculum will be discussed alongside the possession of relevant skills by students and graduates.

6.3 Curriculum responsiveness and skills acquisition by students

The discussion of curriculum responsiveness and skills acquisition is presented in two parts. The first part provides an in-depth discussion of the areas to which the curriculum is responsive,

and is followed by a discussion of the areas to which it is not responsive. In each of the two parts, areas that are partially responsive or not responsive to the needs of the tourism industry are highlighted. The discussions on these areas, skills, or competencies addressed research sub-question one (*Do tourism students from TVET colleges possess the relevant skills for the South African tourism industry?*) and research sub-question two (*To what extent does the NATED tourism studies curriculum in TVET colleges satisfy the needs of the tourism industry?*). In Chapter Two, the four categories of responsiveness were discussed: economic responsiveness, cultural responsiveness, the responsiveness of the curriculum to its knowledge discipline, and pedagogical or learning responsiveness (Moll, 2004). The discussion that follows focuses on responsiveness within the confines of three of these categories:

i.   economic responsiveness,

ii.   the responsiveness of the curriculum to its knowledge discipline, and

iii. pedagogical or learning responsiveness.

Definitions of the above three concepts were provided in section 2.2 of Chapter Two. Responsiveness calls for adjustments to keep teaching and learning current and in line with industry requirements, which means that the curriculum and classroom activities should move with the times. Limitations should be dealt with in order for a curriculum to remain relevant and responsive.

6.3.1 Areas to which the NATED tourism curriculum is responsive and equips with relevant skills

An objective discussion on areas in which the curriculum meets the needs of industry demands that the different components of the curriculum be discussed separately in some cases, and together in others. As discussed in Chapter Two, Stenhouse (1975) views a curriculum in two ways: as the intended or prescribed curriculum (the syllabi or instructional documents in this study); and as what actually happens. The reason why it is important to look at curriculum responsiveness is that there are certain skills that are included in the syllabus but may not be catered for in the actual teaching and learning that takes place in and outside the classrooms. The NATED tourism curriculum cannot be said to be totally unresponsive, because the syllabi make provisions for such skills. However, from the industry's perspective, responsiveness is measured based on what the learners can do and not what the instructional documents say. In this study, responsiveness focused on the skills the tourism students had acquired during their training, that is, the skills they possessed when they joined the tourism industry.

When evaluating the responsiveness of a curriculum, the emphasis is on what the learners can or cannot do in relation to the expectations of industry. Moll's (2004, p. 4) views of responsiveness were adopted for the discussion. Responsiveness is determined by a curriculum's ability for teaching and learning to meet the changing needs of employers, and hence to provide them with personnel who will be able to increase their economic competitiveness. In other words, responsiveness is closely related to capabilities. The students must have capabilities that are commensurate with the industry's functionings. In Chapter Two, Wedekind (2016) and Moll (2004) mentioned the need for the right skills (practical skills). Fomunyam and Teferra (2017) suggested the inclusion of instructional strategies, methods of assessment, and approaches to student support in a training programme in order to achieve competiveness.

Before highlighting what the students could effectively do, it is worth mentioning that the NATED tourism syllabi, though referred to as outdated, included most of the areas regarded as relevant by the industry. That on its own is a good foundation for producing essential capabilities. One subject that both lecturers and students acknowledged to be responsive was Travel Services N6. The modules covered in the subject were foreign currency, car rental, travel insurance, hotel accommodation, tour planning and budgeting, international rail, and cruises.

A manager from a car rental company highlighted that the tourism graduates have an overview of their sector. The theory they have on completing vouchers, for example, made it easy for them to fit in. The theoretical knowledge acquired in Travel Services N5 also formed a strong foundation for the GDS skills needed in the industry. This confirmed that there were subjects and topics that produced the essential capabilities in students. The capabilities acquired met the minimum requirements of one of the sectors of the tourism industry. This suggests that the extent to which the TVET tourism curriculum meets industry needs varies from sector to sector of each industry. The capabilities needed by the different tourism sectors are not the same, though there are a number of capabilities that are common to all sectors, such as communication and interpersonal skills.

6.3.2 Areas to which the curriculum is not responsive and does not equip with relevant skills

Data collected from the tourism managers revealed that there were critical skills that the industry expected the learners to possess in order for them to be useful when they joined their

companies. Most of the areas highlighted by the tourism managers were related to practical skills. Reflections from the data gathered indicated that the tourism industry focuses more on what the learners can do rather than on what they know. The industry emphasises practical skills and not theory; however, this is in direct contrast to what is happening in the teaching and learning that takes place within TVET colleges, which focuses heavily on theoretical learning at the expense of practical learning.

The managers highlighted that tourism is a people-orientated industry which involves a lot of interpersonal communication. Section 4.5.2 of Chapter Four presented the aims of the Tourism Communication N4 and N5 syllabi, which included successful human relations, etiquette, cross-cultural communication, written communication, and dealing with enquiries, complaints and conflict. However, the managers stated that the graduates that come from TVET colleges do not possess effective general or industry-specific communication skills. The tourism industry expects graduates to be able to communicate at different levels and within different contexts. One of the managers elaborated: "*How do you handle an enquiry? How do you communicate with a client who is complaining? They [students] need to know these things*".

Telephone skills were identified as a key area of communication skills where the students were found wanting. The tourism managers highlighted the importance of good telephone skills within the industry. Good communication and telephone skills also require confidence, something that the learners also lacked. The managers emphasised the need for graduates who are confident and passionate, as the confidence with which one sells a product is very important in the tourism industry.

The tourism industry also requires graduates who have good research and problem-solving skills, as it is often necessary in the tourism industry to be able to think outside the box and use research and problem-solving skills to come up with solutions for clients. The tourism managers mentioned that even though graduates are mentored when they join the industry, they are expected to show initiative and not wait for instructions to be given. The need for problem-solving skills was confirmed by Moll (2004), who stated that if employed graduates could develop solutions, then the curriculum could be said to be economically responsive to the activities that characterise the industry. However, some students do not have basic computer skills. Some of them do not even know how to switch on a computer and log in. Some are not confident with accessing the Internet, communicating via email, or using Microsoft Word and Excel. The skills gap in the South African tourism industry correlates with those of other developed countries. A study by Koh (1995) involving 150 educators and 18 organisations in

the United States identified, among other skills, written communication, interpersonal relations, and microcomputer literacy as skills that were lacking. Similar results were found in the UK, as highlighted by Airey and Johnson (1999). There are certain skills that are globally required by the tourism industry.

The lecturers, the graduates, and the tourism managers who were interviewed identified the need for GDS training. Most establishments in the tourism industry use one of the numerous GDS systems that are available, the two main ones being Galileo and Amadeus. However, one of the tourism managers mentioned that having a GDS certificate may not be a compulsory requirement, but if a student joins their company with one, it will be an advantage. The DHET must provide funding for this training. Walker and Unterhalter (2010, p. 4) concur that the students' capabilities must guide the evaluation of a curriculum rather than how much money, educational resources, or qualifications they are able to command. Having a general overview of what happens in the tourism industry was mentioned as a prerequisite by the managers. The majority of TVET tourism graduates lack that general overview of the tourism industry. The tourism managers mentioned that it is important for tourism graduates to come well prepared for the world of work, with the necessary practical skills. The graduates' lack of work readiness could be enhanced if students had access to computers, digital resources, and the Internet; if they received the necessary GDS training; and if they spent more time on WBE.

The discussion above addresses the first two sub-questions of the study: *Do tourism students from TVET colleges possess the relevant skills for the South African tourism industry?* and *To what extent does the NATED tourism studies curriculum in TVET colleges satisfy the needs of the tourism industry?* It has emerged from the discussion that the NATED tourism students possess certain relevant skills and lack others. There are certain skills that the students partially possess, but not to the exact expectation of the tourism industry. The discussion also indicated that students only possess theoretical knowledge in certain areas. In some instances, this theoretical knowledge forms the basis for the acquisition of the practical skills while on the job. To the extent to which the NATED tourism curriculum in TVET colleges satisfies the needs of the tourism industry, the discussion show that there are some gaps that stakeholders should address. The tourism industry would appreciate a TVET system that produces better graduates, and there are specific areas that the TVET system can improve on.

6.4 Interpretation and implementation of the tourism curriculum

This section presents a discussion that aims to answer the third research sub-question of the study: *Does the interpretation and implementation of the NATED tourism curriculum in TVET colleges ensure students' acquisition of relevant skills needed by the tourism industry?* Bernstein's (2000) pedagogic device, as discussed in section 2.3.2 of Chapter Two, provides guidance on how content matter can be best converted into pedagogic communication.

The effective interpretation of the curriculum can be determined through Bernstein's (2000) pedagogic device rules, which are distributive, recontextualisation, and evaluative. The distributive rules include, among other things, who should transmit what to whom and under what conditions. The information gathered showed that the tourism lecturers may not be playing an effective role as mediators between the syllabus and the students in the classroom. The generally poor qualification profile of TVET lecturers, as stated by the DHET (2014), can attest to that. However, an appropriate teaching qualification is not yet compulsory for lecturers in TVET institutions, though they are being encouraged to acquire them. The absence of the need for a teaching qualification for TVET lecturers on its own shows a lack of commitment by the national government to the professionalisation of the lecturers who are entrusted with fulfilling the mandate of TVET colleges: to equip students with the relevant skills for the South African economy.

Stenhouse (1975), as mentioned in Chapter Two, views a curriculum in two ways: as what was prescribed or intended, and as what actually happens. The discrepancies between the intended curriculum and the actual curriculum affect responsiveness. The larger the discrepancy, the less responsive the curriculum. The document analysis revealed that the syllabus is supposed to include people from the tourism industry as facilitators for the tourism programme. Lecturers are required to invite officials from the tourism industry to TVET colleges as guest speakers. The inclusion of tourism officials in the teaching and learning of students qualifies them as custodians of the skills development in TVET colleges. Failure to produce a competent graduate by TVET colleges may be blamed on industry's non-participation.

The tourism industry and the tourism programmes run by the TVET colleges seem to function separately from each other. The two entities should work together to produce the right graduates for the tourism industry. The purpose of the Skills Development Act No. 97 of 1998, as indicated in section 2 (1) (c) (i), is to "encourage employers to use the workplace as an active learning environment". Section 2 (2) (b) mentions that the Act will "be achieved by encouraging partnerships between the public and private sectors of the economy to provide

education and training in and for the workplace". The language spoken by industry is of TVET colleges as a separate entity and not a partner in skills development. Usually, representatives from industry say *"the students that these TVET colleges are giving us",* forgetting that it is their joint responsibility to make sure that these learners get the appropriate training. There is provision in the syllabi for industry representatives to come to TVET colleges to teach the learners. Until the gap between industry and TVET colleges is addressed, producing competent graduates will remain elusive.

The tourism industry operates on a commercial basis with profit as their main concern, so encouragement in the form of incentives may improve their participation. Australia has a successful TVET system. Karmel (2014) observes that the training packages in Australia are developed by Industry Skills Councils (ISCs) and endorsed by the National Quality Council (NQC) before they are listed on the National Training Information Service (NTIS), which is an official register. Training packages are used to define competencies that are needed in the industry. The training packages also define qualifications, units of competency, and assessment guidelines but do not specify content selection. The QCTO in South Africa was established in terms of the Skills Development Act to oversee the design, implementation, assessment, and certification of occupational qualifications, including trades, on the OQSF. Consideration should be given for the different bodies mentioned in section 2.3.3 to be coordinated in order for them to effectively execute their mandate.

One observation that emerged from the analysis of the collected data was that the priorities of the TVET college's teaching and learning activities showed an inclination towards theory. A lot of emphasis is placed on theory, to the detriment of the practical component. A balance between the two is required to produce graduates who have the skills needed by the tourism industry. This has not always been the case, as Wattanacharoensil (2014) explained. Tourism education had its origins in technical or vocational schools where the emphasis was on technical and vocational knowledge and skills development. Busby (2001) therefore noted that the main focus should be on producing skilled and knowledgeable personnel for the industry. A balance between theory and practical skills will impact positively on the responsiveness of the curriculum to the needs of the tourism industry.

One good example of the failure to value practical skills was reflected in the time allocated for WBE. The syllabus makes it very clear that during N4, N5, and N6 (an 18-month instructional period), students must go on WBE for at least three months. However, the data collected revealed that the actual total period for WBE is only about 15 days. The TVET college in

question allocating students only 17% of the recommended time for WBE. As with the teaching of other practical skills, WBE is not prioritised, even though it is essential for students to experience the real workplace environment of their industry of choice. The three months recommended by the tourism syllabi allow for students to be exposed to the different sectors of the tourism industry, such as airlines, travel agencies, tour operators, hotels, and many more. Exposure to the different sectors of the industry will broaden students' horizons and facilitate a better understanding of the activities of the tourism industry. According to one manager, an understanding based on a general overview of the industry is a prerequisite for employment.

6.5 Conclusions

The study has highlighted a wide range of issues in relation to the NATED tourism studies curriculum and its responsiveness to the tourism industry in South Africa. The findings from the study indicated that while the curriculum is responsive to certain areas of the tourism industry, it fails to respond in others. These are the areas that stakeholders need to work on in order to improve the competence level of tourism graduates. The findings revealed that there was a failure on the part of lecturers to effectively translate the curriculum into classroom activities. This may be contributing to the production of graduates who do not possess all the skills needed by industry. Lucas et al. (2012, p. 112) stated that "levels of current vocational expertise and a willingness to present information from multi perspectives are more likely to motivate their students". Vocational expertise on its own is not adequate but should be complemented by effective implementation.

The findings show that TVET colleges focus more on theoretical skills, at the expense of practical skills. Even concepts requiring a practical approach are taught through theory. The tourism syllabi currently in use need to be reviewed in order to bring them into alignment with industry. The current TVET administration does not seem to prioritise WBE for students, which hinders their skills acquisition and practical experience. The findings indicated that there is a need to strengthen the relationships that exist between colleges and industry. They also reveal that the time allocated to modules by the TVET institutions is often inadequate for teaching and learning, according to the curriculum. There are also relevant skills areas that are not included in the syllabi which can be addressed through a curriculum review. Such components include computer skills. Sufficient resources need to be acquired in order to overcome the challenges that hinder skills development in tourism education at TVET colleges. A system for following up on graduates must be put in place to help to improve skills development in TVET

colleges. This could be achieved by establishing a database on the employment destinations for graduates. This would help in getting valuable feedback on the relevance and quality of the training that the graduates received.

6.6 Recommendations

Based on the data obtained through the interviews and the document analysis, and the findings and conclusions from this study, the following recommendations are made for providing TVET colleges, tourism employers, the DHET, the QCTO, and lecturers with guidelines on how the NATED tourism studies curriculum could be improved so that it becomes more responsive to the needs of the tourism industry in South Africa.

6.6.1 Correctly interpreting instructions in the syllabus

TVET colleges should not divert from official instructions from the DHET. Structures in TVET colleges through the head of curriculum should ensure that interpretation and implementation are effective. The study revealed that there are some areas where instructions in the syllabus are either not followed, are misinterpreted, or are not prioritised. These areas include:

- The time allocated for WBE
- The contact time allocated for the subjects
- The recommended practical training
- Inviting officials from industry more often
- Using the recommended teaching and learning resources
- Lecturers establishing links with industry
- The compilation of a practical portfolio.

6.6.2 Strengthened relationship between lecturers and industry officials

The main purpose of technical and vocational training is to produce graduates with the relevant skills and competencies that are needed by industry and the economy at large. Partnerships with industry ensure that the curriculum is current and relevant. Industry has to be convinced that they are equal partners in the skills development that takes place in TVET colleges. All stakeholders must prioritise the relationship between TVET colleges and the tourism industry. Inviting industry officials as guest speakers must become the norm. By the time students complete their N6, officials from most if not all of the sectors should have been invited as guest

lecturers. Young and Gamble (2006) affirm that the technical and vocational curriculum must be informed by employers who know the kinds of skills required by industry.

6.6.3 Regular workshops for TVET institutions (facilitators) and industry

As part of strengthening the relationship between TVET institutions and industry, regular workshops could provide a platform for discussion. The workshops could be used to share and exchange information. TVET institutions could share best practices among themselves, and possible ways to deal with challenges could be discussed. The QCTO as the custodian of N4 to N6 could drive the initiative and take a leading role in the activities that take place on this platform

6.6.4 Regular review of tourism syllabi at set intervals

As highlighted in the study, the NATED tourism curriculum should add certain topics and concepts and remove others that are now obsolete. Regular review of the syllabi at least every five years could help. The process should include reviewing how the topics could best be taught and assessed, and could address the issue of time allocation for the different subjects offered in the programme. The review process should include all stakeholders, which could include, but would not be limited to, the DHET, TVET management, lecturers, former students working in industry, curriculum designers, examiners, representatives from the different sectors of the tourism industry, book publishers, SETAs, and the different professional bodies in the tourism industry. The QCTO (n.d.-b) indicates that it has begun a process to fast track the realignment of historically registered qualifications into occupational qualifications, and that this process is aimed at converting historically registered qualifications that have not yet received attention. This is a good development as far as reviews of training programmes in South Africa is concerned, as the alignment of training programmes enhances their responsiveness. However, the QCTO process on realignment does not include the NATED Report Part Qualifications (N4–N6 programmes), as they have their own reconstruction process

6.6.5 The prioritisation of WBE

As already identified in section 6.3.2, the recommendations regarding WBE in the syllabi are not followed by the lecturers. Data gathered from the interviews indicated that more time should be allocated towards WBE, which should be considered to be as important as the classroom-based activities that take place during the training of NATED tourism students.

Work-integrated learning (WIL) for lecturers must be prioritised. This is supported by the DHET (2013) in the *White Paper for Post-school Education and Training*. The WIL for lecturers' project by SSACI-ETDP SETA was an example of a good initiative for supporting lecturers' WIL needs. Its main aim was to improve teaching and learning in participating colleges through systematic WIL for lecturers.

6.6.6 Providing computers with Internet connectivity and/or Wi-Fi access

One of the skills mentioned by employers was research. If learners were provided with resources such as computer laboratories, or Wi-Fi so that they could use their own devices, they could develop their research skills and their knowledge and experience of the world. The computer skills should incorporate basic Internet skills, as well as proficiency in Microsoft Word and Excel.

6.6.7 Introductory programme for tourism and specialisation at exit level

Having the right students enrolled for a training programme is critical for high retention and throughput rates. Using criteria to allocate learners to suitable programmes helps to train and produce the right tourism programme graduates for the tourism industry. Some TVET colleges use the CAP (competency and placement) placement test, the results of which recommend three areas of study for a candidate. The right students enrolled for a training programme are likely to make an impact on the field in which they are trained. To ensure this, an orientation phase could be introduced for the NATED tourism curriculum. The main thrust of the programme would be to give learners a detailed overview of the industry. After this phase, students could then decide whether they want to pursue a career in tourism.

At their exit level, an area of specialisation should be introduced. Learners need to know and determine the career path they intend to pursue after completing their N6. Tourism is a multi-sectoral industry that requires one to know one's preference. Students' work readiness is affected by their failure to determine which sector they have a passion for. For example, they may want to venture into any one of the areas in tourism, such as tour guiding, travel agencies, airlines, hotels, tour planning, car rental, and so on.

6.6.8 Compilation of practical portfolio

Students must compile a practical portfolio as instructed in the NATED tourism syllabi in order to address the practical skills that are envisaged in the curriculum. The Hotel Reception N6

syllabus, for example, indicates that "students will have to compile a complete portfolio of the hotel reception studied and performed in practice. This portfolio can be used when students apply for a post". The Tourist Destinations N6 syllabus, also mentions that "the updating of portfolios to keep up with the latest developments is of utmost importance".

6.6.9 Ensure lecturers have both academic and professional qualifications for vocational education.

TVET systems must work towards ensuring that lecturers have a teaching qualification. As revealed by the DHET (2014) lecturer profile, a significant proportion of lecturers are not professionally qualified to teach in TVET institutions. Those with a high school teaching qualification must do a bridging programme to equip them with vocational pedagogical competencies. This training could be part of an on-going in-service staff development programme that does not disrupt teaching and learning. Lecturers should be continuously supported by a policy that provides in-service training where they need it.

6.6.10 Educational tours to tourism establishments.

Educational tours to various sectors of the industry would help students to obtain an overview of the tourism industry. When tourism students on an educational tour see tourism personnel in the industry perform their duties, they are likely to be motivated to work towards achieving certain competencies.

An apparent disconnect emerged in the study between the NATED tourism curriculum's responsiveness to the needs of the tourism industry and the capabilities approach, and the role of TVET colleges in linking these two more organically to provide students with capabilities that enable them to function in other spheres beyond the tourism sector.

6.7 Limitations

The researcher encountered various restrictions during the course of this study. Time for carrying out the different tasks for the study was limited by my work as a full-time lecturer. The limited time did not favour the establishment of effective relationships with participants. Follow-up visits to participants would have helped. Constrained financial resources was a challenge for the study, which prevented the researcher from conducting the necessary follow-up interviews. The sample used was too small to capture a complete picture that could fully

answer the research questions. In future, a relatively larger sample that includes more stakeholders could be used. Data was collected from lecturers and graduates from one college, and South Africa has a total of fifty public TVET colleges, therefore the results cannot be generalised to all TVET colleges in South Africa. Only two employers were used in the study, each representing a sector of the industry. Their representations may therefore not be a true reflection of the multi-sectoral industry. It must also be noted that a limited number of lecturers was used. The researcher recommends that a larger quantitative study be undertaken using participants from a wider range of colleges, employers from many tourism sectors, and graduates from many colleges.

6.8 General summary

The main aim of TVET colleges is to produce graduates with the relevant skills needed by industry. The NATED tourism studies programme covers both theoretical and practical knowledge that prepares students for the tourism industry. This study sought to find out if the NATED tourism studies curriculum responds to the needs of the South African tourism industry. The tourism employers indicated that graduates from the TVET colleges did not possess all the relevant skills needed by the tourism industry. The lack of relevant skills could be attributed to a failure by lecturers to translate the NATED tourism curriculum into classroom activities. Most of the gaps identified by employers are in fact prescribed areas in the NATED tourism curriculum. Failure to translate the curriculum by lecturers may be a result of the lack of correct pedagogical and industry training. In addition, there could also be a gap in policy to ensure a more organic connection between industry and TVET colleges.

The successful implementation of the TVET curriculum needs lecturers with knowledge on current developments in the industry and the right pedagogical competencies. The focus on theory at the expense of practical skills poses a critical challenge when it comes to equipping students with the relevant skills for industry. The classroom activities should emphasise both theoretical and practical knowledge. Students in TVET colleges must be allocated enough time for WBE, as less time deprives students of the opportunity to acquire technical knowledge and skills, as well as an overview of work culture. Timetabling within TVET institutions must accommodate the minimum contact time requirements as set out in the syllabi. The time allocated per subject, per week cannot be less than what is prescribed in the syllabi. The lack of prescribed time could be the result of an overloaded curriculum, something that could also be looked into.

Partnerships with industry would go a long way in bridging the gap between the graduates the TVET colleges produce, and the graduates the tourism industry needs. TVET institutions could match these needs by achieving training that is aligned to the industry needs. The NATED tourism curriculum needs to be reviewed at set intervals due to the dynamic nature of developments in the industry. Computer training must also be included in the curriculum to meet the needs of industry. This would give the students practical knowledge on working with Microsoft Word and Excel, conducting research on the Internet, and improving their e-mail communication skills. Providing for GDS training would have a significant positive impact on the responsiveness of the tourism curriculum to the needs of the industry. However, a lack of resources is one of the many obstacles faced in the training of students in TVET institutions. An improved resource allocation would result in improved TVET graduates. A system for following up on graduates could help current students and lecturers in many ways..

In conclusion, the findings of the study show that the NATED tourism curriculum in South Africa's TVET colleges partially responds to the needs of industry. It cannot be referred to as a failed system; however, attention should be given to the areas discussed in the recommendations in order to improve its effectiveness. It is a system that needs constant review, with the aim of identifying areas that need attention. It is possible to create a successful TVET system if the various stakeholders are prepared and willing to embrace a paradigm shift. Some stakeholders may need to do things differently from what has thus far been the norm, if our TVET system is to produce the human capabilities required from young black South Africans.

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Appendix A: Letter to the Department of Higher Education and Training

Director General
Department of Higher Education and Training
PRETORIA
0001

Dear Sir

PERMISSION TO CONDUCT ACADEMIC RESEARCH WITHIN PUBLIC TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES

I hereby seek permission to conduct qualitative surveys within a public TVET college in Gauteng during the 2019 academic year. I am registered as a student to conduct academic research towards a Masters in Education Degree at University of Johannesburg. The title of my dissertation reads as follows: ***The responsiveness of the Technical and Vocational Education and Training tourism curriculum to the tourism industry in South Africa.***

The purpose of the study is to potentially contribute to the field of knowledge and the extension of conceptual understanding of the tourism curriculum in South Africa's TVET colleges. The research will try and:
- provide a deeper understanding of the South African TVET educational system in tourism and its relationship to the country's tourism industry. The study may contribute to a more accurate assessment and understanding of the expectations of TVET tourism curriculum planners and tourism stakeholders.

The respondents identified in the research study include NATED tourism lecturers currently employed at public TVET colleges. I am currently employed as a lecturer at xxxxx TVET College.

It is unlikely that there will be any harm or discomfort associated with their participation in this study. Their participation will not disturb their normal duties during working hours. Participation will be voluntary and every effort will be made to protect the participants' confidentiality and privacy. Dates for interviews will be forwarded three weeks in advance to all participants.

Yours in education and training

NAME: Evidance Mbewe
ETHICAL CLEARANCE No.   Sem 2-2019-005
ADDRESS: 40 Lavender Street, Bakerton Extension 4, Springs
                                   1559.
EMAIL: evidencembewe@gmail.com
TELEPHONE No: +27 78 5671 703

Appendix B: Letter to the College Principal

Dear Sir / Madam

My name is Evidance Mbewe. I am a Master of Education Degree Student in the Faculty of Education at the University of Johannesburg.

I cordially invite your college to participate in a study that I am carrying out titled: ***The responsiveness of the Technical and Vocational Education and Training tourism curriculum to the South African tourism industry.*** This college was chosen because it offers National Accredited Technical Education Diploma (NATED) programme.

The research involves gathering information on the work readiness of NATED tourism studies graduates from the NATED tourism studies lecturers that are employed at your college. This will involve personal interviews with the selected participants. The interviews will also be audio-taped if permission is granted by the research participant to minimise any omission in transcribing information. Each interview is scheduled to be about 45 minutes long and these will be conducted during each participant's lunch break. The data will be used only for the purposes of this study.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for being a part of this study.

The names of the research participants and identity of the establishment will be kept confidential at all times and in all academic writing about the study. Individual privacy will be maintained in all published and written data resulting from the study.

On completion, the data will be stored at Faculty of Education University of Johannesburg and on my flash drive and be secured by a password. .

You can contact me at any time if you require any further information. I look forward to your response as soon as is convenient.

Yours Faithfully

NAME:	Evidance Mbewe
ETHICAL CLEARANCE No.	Sem 2-2019-005
ADDRESS:	40 Lavender Street, Bakerton Extension 4, Springs 1559.
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TELEPHONE No:	+27 78 5671 703

Appendix C: Letter to the Tourism Company General Manager

Dear Sir / Madam

My name is Evidance Mbewe. I am a Master of Education Degree Student in the Faculty of Education at the University of Johannesburg.

I cordially invite your establishment to participate in a study that I am carrying out titled: ***The responsiveness of the Technical and Vocational Education and Training tourism curriculum to the South African tourism industry. ..***

My research involves gathering information on the work readiness of NATED tourism studies graduates from your training manager and the NATED tourism studies graduates that you have employed in your establishment. The research will involve personal interviews with the selected participants. With the permission of the research participants, these interviews will also be audio taped to minimise any omission in transcribing the data. Each interview is scheduled to be about 45 minutes long. I intend to use the participants' tea or lunch breaks for the interviews. The data will only be used for the purpose of this study.

I have identified your establishment because it is based on the East Rand and has employed NATED tourism studies graduates from the participating college.

The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw their permission at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for this study.

The names of the research participants and identity of the establishment will be kept confidential at all times and in all academic writing about the study. Individual privacy will be maintained in all published and written data resulting from the study.

On completion, the data will be stored at Faculty of Education University of Johannesburg and on my flash drive and be secured by a password.

You can contact me at any time if you require any further information. I look forward to your response as soon as is convenient.

Yours Faithfully

NAME: Evidance Mbewe
ETHICAL CLEARANCE No.   Sem 2-2019-005
ADDRESS: 40 Lavender Street, Bakerton Extension 4, Springs 1559.
EMAIL: evidencembewe@gmail.com
TELEPHONE No: +27 78 5671 703

Appendix D: Letter to NATED Tourism Lecturers

Dear Participant

My name is Evidance Mbewe and I am a Master of Education student in the Faculty of Education at the University of Johannesburg.

I cordially invite you to participate in a study that I am carrying out titled: ***The responsiveness of the Technical and Vocational Education and Training tourism curriculum to the South African tourism industry. ..***

My research involves gathering information on the work readiness of NATED tourism studies graduates. The research will involve personal interviews with the selected participants with their permission. These interviews will also be audio taped to minimise any omission in transcribing the data. Each interview is scheduled to be about 45 minutes. The data will be used only for the purposes of this study.

You have been identified to participate in this study because you are a NATED tourism studies Lecturer in the participating TVET institution in Gauteng.

The interview is voluntary, which means that you may choose not to do it. If ever you decide halfway through that you prefer not to continue, you will be allowed to withdraw and this will not affect you negatively in any way.

I will not reveal your identity by using your real name. I will make use of a code so that no one can identify you. All information about you will be kept confidential in all my writing. All collected information will be stored safely and destroyed between 3-5 years after I have completed my research project.

I look forward to working with you.

Please feel free to contact me at any time if you have any questions.

Thank you

Yours Faithfully

NAME: Evidance Mbewe
ETHICAL CLEARANCE No.   Sem 2-2019-005
ADDRESS: 40 Lavender Street, Bakerton Extension 4, Springs
                                            1559.
EMAIL: evidencembewe@gmail.com
TELEPHONE No: +27 78 5671 703

Appendix E: Letter to NATED Tourism Graduates

Dear NATED tourism studies Graduate

My name is Evidance Mbewe and I am a Master of Education student in the Faculty of Education at the University of Johannesburg.

I cordially invite you to participate in a study that I am carrying out titled: ***The responsiveness of the Technical and Vocational Education and Training tourism curriculum to the South African tourism industry. ..***

My research involves gathering information on the work readiness of NATED tourism studies graduates that are currently employed in tourism companies like yourself. The research will involve semi-structured interviews with the selected participants. With the permission of the research participants, these interviews will also be audio taped to minimise any omission in transcribing the data.. Each interview is scheduled to be about 45 minutes long. The data will be used only for the purposes of this study.

You have been identified to participate in this study because you are one of those NATED tourism studies graduates from the participating TVET College in Gauteng.

The interview is voluntary, which means that you may choose not to do it. If ever you decide halfway through that you prefer not to continue, you will be allowed to withdraw and this will not affect you negatively in any way.

I will not reveal your identity by using your real name. I will use a code so no one can identify you. All information about you will be kept confidential in all my writing. All collected information will be stored safely and destroyed between 3-5 years after I have completed my research project.

I am looking forward to working with you.

Please feel free to contact me at any time if you have any questions.

Thank you

Yours Faithfully

NAME:	Evidance Mbewe
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ADDRESS:	40 Lavender Street, Bakerton Extension 4, Springs 1559.
EMAIL:	evidencembewe@gmail.com
TELEPHONE No:	+27 78 5671 703

Appendix F: Letter to Tourism Company's training officials

Dear Sir / Madam

My name is Evidance Mbewe and I am a Master of Education student in the Faculty of Education at the University of Johannesburg.

I cordially invite you to participate in a study that I am carrying out titled: ***The responsiveness of the Technical and Vocational Education and Training tourism curriculum to the South African tourism industry. ..***

My research involves gathering information on the work readiness of NATED tourism studies graduates from you, the company's training official and the NATED tourism studies graduates that you have employed in your establishment. The research will involve personal interviews with the selected participants. With the permission of the research participants, these interviews will also be audio taped to minimise any omission in transcribing the data. Each interview is scheduled to last about 45 minutes. The data will be used only for the purpose of this study.

I have identified you because you are a training manager in an establishment located in East Rand Gauteng that has employed NATED tourism studies graduates from the participating TVET College.

Participating is voluntary, which means that you do not have to do it, and if you decide halfway through that you prefer to stop, this is completely your choice and will not affect you negatively in any way.

Your name and the identity of your organisation will be kept confidential at all times and in all academic writing about the study. I will use a code to identify you, so that you remain anonymous. Individual privacy will be maintained in all published and written data resulting from my study.

On completion, the data will be stored at Faculty of Education University of Johannesburg and on my flash drive and be secured by a password.

You can contact me at any time if you require any further information. I look forward to your response as soon as is convenient.

Yours Faithfully

NAME: Evidance Mbewe
ETHICAL CLEARANCE No.   Sem 2-2019-005
ADDRESS: 40 Lavender Street, Bakerton Extension 4, Springs 1559.
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Appendix G: Informed Consent Form

SECTION D: Signatures required to indicate consent/assent
(For all participants, parents, guardians and other stakeholders)

Faculty of Education Research Ethics Committee
NHREC Reference Number REC-110613-036

INFORMED CONSENT/ASSENT FORM

Project Title:
The responsiveness of the Technical and Vocational Education and Training tourism curriculum to the South African tourism industry.

Investigator:
Evidance Mbewe   *Date:* 21 August 2020

Please mark the appropriate checkboxes. I hereby:
☐ Agree to be involved in the above research project as a **participant**.
☐ Agree to be involved in the above research project as an **observer** to protect the rights of:
    ☐ Children younger than 18 years of age;
    ☐ Children younger than 18 years of age that might be vulnerable*; and/or
    ☐ Children younger than 18 years of age who are part of a child-headed family.
☐ Agree that **my child**, _____ may participate in the above research project.
☐ Agree that **my staff** may be involved in the above research project as participants.

☐ **I have read the research information sheet pertaining to this research project (or had it explained to me) and I understand the nature of the research and my role in it.**
  I have had the opportunity to ask questions about my involvement in this study.
  I understand that my personal details (and any identifying data) will be kept strictly confidential. I understand that I may withdraw my consent and participation in this study at any time with no penalty.

  Signature: ....

Please provide contact details below ONLY if you choose one of the following options:

☐ Please allow me to review the report prior to publication. I supply my details below for this purpose:
☐ Please allow me to review the report after publication. I supply my details below for this purpose:
☐ I would like to retain a copy of this signed document as proof of the contractual agreement between myself and the researcher

Name:	
Phone or Cell number:	
e-mail address:	

* Vulnerable participants refer to individuals susceptible to exploitation or at risk of being exposed to harm (physical, mental, psychological, emotional and/or spiritual).

Faculty of Education Research Ethics Committee, University of Johannesburg, Updated April 2017
Report any instance of unethical research practice to the Chair of the REC mndlovu@uj.ac.za or 011 559 2693

Appendix H: Informed Consent Form for video, audio or photographic recording

Separate signatures required for consent/assent to use video, audio or photographic recording

(For all participants, parents, guardians and other stakeholders)

Faculty of Education Research Ethics Committee
NHREC Reference Number REC-110613-036

VIDEO, AUDIO OR PHOTOGRAPHIC RECORDING

By law, separate consent or assent must be provided to indicate willingness to be video / audio recorded or photographed. Please provide your consent / assent on this form:

Where applicable:

☐ I willingly provide my consent/assent for using **audio** recording of my/the participant's contributions.

☐ I willingly provide my consent/assent for using **video** recording of my/the participant's contributions.

☐ I willingly provide my consent/assent for the use of **photographs** in this study.

Signature (and date): ....

Signature of person taking the consent (and date): ....

Faculty of Education Research Ethics Committee, University of Johannesburg, Updated April 2017
Report any instance of unethical research practice to the Chair of the REC mndlovu@uj.ac.za or 011 559 2693

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Appendix I: Interview schedule for NATED Lecturers

Participant code: …………….………………………………….

Date of interview: …………….…………………………..

Time of interview: …………….………………………….

Duration of interview: …………………………………..………

Research Topic: *The responsiveness of the Technical and Vocational Education and Training tourism curriculum to the South African tourism industry.*

1. To what extent do you think the NATED Tourism Studies programme responds to the needs of the tourism industry in South Africa?

2. To what extent do the skill requirements of the tourism industry match the educational priorities of this programme?

3. What if any, are the processes used to ensure responsiveness of the tourism curriculum to the training needs of the tourism industry?

4. What if any, specific skills or topics do you feel should be incorporated in order to meet the expectations of the tourism industry?

5. What do you think can be done to improve the tourism curriculum so that it addresses the needs of the tourism industry?

6. What gaps or limitations (if any) have you identified in the NATED tourism curriculum?

NAME:	Evidance Mbewe
ETHICAL CLEARANCE No.	Sem 2-2019-005
UJ STUDENT NUMBER:	216086580
EMAIL:	evidencembewe@gmail.com
TELEPHONE No:	+27 78 5671 703

Appendix J: Interview schedule for NATED Tourism Graduates

Participant code: …………….…………………………………….

Date of interview: ……………………….………………………..

Time of interview: …………………….…………………………….

Duration of interview: ……………………………………..………

Research Topic: *The responsiveness of the Technical and Vocational Education and Training tourism curriculum to the South African tourism industry.*

To what extent did the content of the NATED tourism programme you did at college prepare you for work in the tourism industry?

1. What were some of the difficulties that you faced when it came to the execution of the duties that were assigned to you when you started working in the tourism industry?
2. What are some of the topics or content areas that helped in preparing you for work in the tourism industry?
3. Are there any areas that you feel should have had a practical approach and not the theory that that you did?
4. In view of the experience you have gained in industry so far, what suggestions could you give to the NATED colleges to improve student training.

NAME: Evidance Mbewe

ETHICAL CLEARANCE No.   Sem 2-2019-005

UJ STUDENT NUMBER: 216086580

EMAIL: evidencembewe@gmail.com

TELEPHONE No: +27 78 5671 703

Appendix K: Interview schedule for Tourism companies' Training Officials

Participant code: …………….…………………………………….

Date of interview: …………………….……………………………..

Time of interview: …………………….…………………………….

Duration of interview: ……………………………………..………

Research Topic: *The responsiveness of the Technical and Vocational Education and Training tourism curriculum to the South African tourism industry.*

1.   What are your expectations as a tourism employer from NATED tourism graduates when they join your organisation?

2.   What are the kind of duties assigned to tourism graduates in which they perform well? What are those in which they do not?

3.   What kind of skills do you believe would be more relevant? To what extent do you believe graduates possess such skills?

4.   In view of what the tourism graduates can do and cannot do, what are your suggestions regarding the NATED tourism studies curriculum?

NAME: Evidance Mbewe

ETHICAL CLEARANCE No.   Sem 2-2019-005

UJ STUDENT NUMBER: 216086580

EMAIL: evidencembewe@gmail.com

TELEPHONE No: +27 78 5671 703

Appendix L: Ethical Clearance Certificate

UNIVERSITY
OF
JOHANNESBURG

ETHICS CLEARANCE

Dear Evidance Mbewe

Ethical Clearance Number: Sem 2-2019-005

Topic: The responsiveness of the Technical and Vocational Education and Training tourism curriculum to the South African tourism industry

Ethical clearance for this study is granted subject to the following conditions:

- If there are major revisions to the research proposal based on recommendations from the Faculty Higher Degrees Committee, a new application for ethical clearance must be submitted.
- If the research question changes significantly so as to alter the nature of the study, it remains the duty of the student/researcher to submit a new application.
- It remains the student's/researcher's responsibility to ensure that all ethical forms and documents related to the research are kept in a safe and secure facility and are available on demand.
- Please quote the reference number above in all future communications and documents.

The Faculty of Education Research Ethics Committee has decided to

☒ Grant ethical clearance for the proposed research.
☐ Provisionally grant ethical clearance for the proposed research
☐ Recommend revision and resubmission of the ethical clearance documents

Sincerely,

Prof Mdu Ndlovu
Chair: FACULTY OF EDUCATION RESEARCH ETHICS COMMITTEE
19 August 2019

Appendix M: Letter of approval from TVET college

10 October 2019

Mr Evidance Mbewe

1339

Dear Mr Mbewe

APPROVAL TO CONDUCT RESEARCH AT _____ TVET COLLEGE

This letter serves to acknowledge that we have received and reviewed your request to conduct a research project entitled: The responsiveness of the Technical and Vocational Education and Training Tourism Curriculum to the South African Tourism Industry at our College, and we are pleased to inform you that we approve of this research to be conducted at our Institution.

Thank you for showing interest in our College, we are happy to participate in this study and to contribute to this important research.

Yours in Higher Education and Training.

10 / 10 / 2019

Date